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National Center Staff Bios

Stephanie Autumn, Technical Assistance Specialist has 25 years of experience in grant administration for urban and reservation American Indian tribes and community agencies in the areas of social services; housing and homelessness; criminal justice; and culturally-based education projects integrated within public and alternative schools. She has extensive experience working with school administrators, social workers and teachers to implement prevention programs that target truancy and educational neglect, violence prevention, substance abuse and culturally-based education strategies and services for American Indian students. For the past ten years, Autumn's professional work has concentrated on violence reduction/crime prevention and restorative justice strategies in rural and reservation communities. She has worked to create partnerships between court services, legislators, public defense, law enforcement, schools, and community based agencies and has testified before legislative committees and sub-committees on effective culturally-based services for incarcerated American Indian youth and adults in Minnesota and South Dakota. Autumn holds a B.S. in Elementary Education and is currently working on a Masters degree in Public Policy.

Jack Campana, Technical Assistance Specialist serves as a Senior Scientist for EDC. In addition to his work with current SS/HS grantees, he provides technical assistance to three large urban school districts integrating school health programs in Boston, Broward County, Florida, and Chicago through the Coordinated School Health Infrastructure Project, a grant from CDC's Division of School Health. Mr. Campana brings to EDC a decade-long career as the Director of Health Services for the San Diego Unified School District, where he was responsible for administering its Safe Schools/Healthy Students grant. Mr. Campana has also provided technical assistance to schools across California as Chair of the State of California Healthy Families Advisory Board and as a member of both the California Managed Risk Medical Insurance Board and the Board of Directors for the San Diego Health Partners. In addition, he has provided technical assistance to 19 urban school districts in HIV Education and Coordinated School Health Education for CDC's Division of Adolescent and School Health.

Tim Dunn, Team Leader is the associate director of the Center for School and Community Health Programs at Education Development Center, Inc. (EDC). Mr. Dunn has been responsible for the oversight and management of a number of Federal projects, involving 20 staff who implement \$2.265 million dollars of Federal funding. He has been interim project director and part of the core training team of the Safe and Drug-Free Schools Program's National Training and Technical Assistance Center for Middle School Substance Prevention and School Safety Coordinators, which has trained 900 coordinators and provided them with online continuing education and technical assistance in the area of evidence-based substance abuse and violence prevention intervention and leadership skills. With a background in school-based mental health services as the director of student service for the Massachusetts Department of Education and a certified school psychologist, Mr. Dunn has also managed the Making Health Academic project, which is attempting to disseminate a coordinated school health program to states and local school districts.

Lauren Gilman, Technical Assistance Specialist has extensive experience as a program manager in community settings, with a strong emphasis on immigrant populations and linguistic minorities.

Formerly the Assistant Director of Cambridge Community Services, Ms. Gilman has worked closely with a range of stakeholders (schools, government, local business, and community members) to promote educational opportunity and healthy development for at-risk youth through school-based programs, mentoring, and projects supporting the transition to post-secondary options. After having worked as a Spanish-English interpreter in hospitals and social service settings, she managed a statewide non-profit interpretation/translation service for Greater Boston Catholic Charities. Ms. Gilman holds a B.A. in Education and Linguistics from Swarthmore College, an M.A. in Intercultural Relations from Lesley University, and a certificate in Medical and Legal Interpretation from Bentley College.

Deborah Haber, Center Director has extensive experience in managing national technical assistance centers, designing training programs for practitioners to implement evidence-based programs, and developing creative training seminars and materials on issues of health, mental health, and violence prevention for youth. Ms. Haber brings 10 years of experience leading a major national training and technical assistance center, The National Training Partnership (NTP), for the U.S. Centers for Disease Control and Prevention. As NTP director, she designed and delivered technical assistance (TA) services to every state department of education in the country and 18 of the largest urban districts. Services aimed to strengthen the capacity of school and community-based agencies to implement CDC's "Programs that Work", one of the first initiatives to translate research into practice. As director of curriculum development and training and TA for the Reach for Health project, funded by the National Institute of Child Health and Human Development, Ms. Haber worked with multiple stakeholders to adapt and implement a research-based health risk behavior curriculum to meet the needs of 3,600 students in three Brooklyn middle schools. Ms. Haber has provided training and TA to local school communities, state agencies, and national organizations. Ms. Haber worked with Dr. Ron Slaby to train school, community, and law enforcement practitioners to adapt *Aggressors, Victims, and Bystanders*, EDC's nationally recognized violence prevention curriculum, for use in their communities. Ms. Haber holds a master's of education in health from Boston University.

John Rosiak, Technical Assistance Specialist has a broad background in drug, crime, and violence prevention, working in a variety of education and communications positions for more than 27 years. His experience includes creating and managing technical assistance; material development and dissemination; and outreach and communications campaigns. Prior to joining the TA team, he served at the National Crime Prevention Council (NCPC) for 18 years, developing and delivering training to law enforcement, school, and other community leaders who work with young people on drug, crime, and violence prevention issues, including bullying prevention. Mr. Rosiak directed the first drug demand reduction training for the DEA; pioneered the development and delivery of demand reduction workshops for police chiefs and sheriffs; and managed community policing training. Mr. Rosiak oversaw the development and delivery of NCPC programs for school and community settings around the nation. Mr. Rosiak also led technical assistance efforts for crime prevention campaigns in seven countries. He holds two master's degrees in education.

Ron Slaby, Technical Assistance Specialist is both a senior scientist at Education Development Center and a lecturer on education and pediatrics at Harvard University. A developmental psychologist, Dr. Slaby has more than 30 years of experience in investigating and applying innovative strategies to prevent youth violence and to enhance children's social and cognitive development through the influences of parents, peers, schools, communities, and media. Dr. Slaby has helped to shape a U.S. national agenda on violence prevention and educational uses of media. He co-authored a national plan for the prevention of violence in America for the Centers for Disease Control and Prevention, co-authored two national reports on violence and youth for the American Psychological Association, and helped initiate several national programs to disseminate effective violence prevention strategies to educators, health professionals, and criminal justice agents.

Ben Spooner, SS/HS Team Assistant, provides administrative support to the TA Center's SS/HS technical assistance teams, and the Center Management team. He works closely with the SS/HS team leaders to compose correspondence and memoranda, maintain grantee contact information and lists, provide callers with accurate information, and coordinate meetings and conferences. Ben received his bachelor's degree from the University of Connecticut in Sport Marketing. He has done political/grassroots organizing for an environmental group working for a clean energy policy in Massachusetts, an economic justice non-profit to increase funding for Massachusetts Public Schools, and for a statewide ballot initiative for voting reform.

Erin Tackney, Technology Specialist/Senior Administrative Assistant provides administrative support to the TA Center's SS/HS technical assistance teams, and the Center Management team. She administers the promoteprevent Web site and manages the various technologies available to the grantees and center staff. Prior to coming to EDC, Ms. Tackney worked on development and events at several San Francisco Bay area museums. Ms. Tackney has a B.A. in Studio Art and B.S.C. Marketing from Santa Clara University.

Sue Vargo, Technical Assistance Specialist is an Associate Director of the National Center and a licensed clinical psychologist. Dr. Vargo brings extensive experience in providing training and consultation to community-based mental health and social service agencies and has clinical expertise from working with individuals, couples, and families for more than 20 years. Some of the settings Dr. Vargo has worked in include community mental health and health centers, HIV prevention agencies, early childhood settings, substance abuse treatment programs, and correctional facilities; and she has special interests in treating trauma at the community level, implementing evidence-based practices in community settings, and providing skills-based training to adults. Dr. Vargo holds a B.A. from Michigan State University, a M.Ed. from Boston University, and a Psy.D. from the Massachusetts School of Professional Psychology.

Gwendolyn Willis-Darpoh, Technical Assistance Specialist is a senior research analyst at the American Institutes for Research. She has more than 30 years of experience in the field of education across various settings. Early in her career, she worked with at-risk youth in Washington, D.C. before moving to the US Virgin Islands to work with learning disabled students. Dr. Willis-Darpoh also worked as a Developmental Specialist for the University of Pittsburgh's School of Medicine at Western Psychiatric Institute and Clinic. Before joining AIR, Gwendolyn was employed by the Maryland State Teachers Association as an Organizational Specialist in Education Reform where she provided technical assistance and training to NEA local affiliates. She received gubernatorial appointments to the statewide Maryland Advisory Council on Attention Deficit and Hyperactivity Disorder, as well as to the Maryland Advisory Council on Mental Hygiene. Dr. Willis-Darpoh has also been recognized for her work in educating Maryland's teachers about effective strategies to close the minority achievement gap, as well as the impact of ESEA and IDEA on the teaching profession. Prior to moving back to Maryland, Gwendolyn was a tenured Associate Professor at Indiana University of Pennsylvania where she taught eleven different courses to both graduate and undergraduate students. While there she traveled to Nigeria and Germany as a Fulbright Scholar in Educational Communications and Technology. Gwendolyn earned a doctorate from the University of Pittsburgh, a M.Ed. in special education from the American University, and a B.S. in health and physical education from Virginia State University.

Barb Zandlo Hutchinson, Technical Assistance Specialist has 25 years in program administration, including 15 years experience in community and K-12 education programming. As a former Project Director for the 2002 SS/HS initiative in Spring Lake Park, MN, she brings extensive practical experience in the areas of resource, program, and partnership development, grants management, and project implementation. She has had both training and work experience in primary prevention programs, security surveys, after school programming, youth development and service, parent/ family involvement, and community partnership. Before coming to Spring Lake Park Schools, Hutchinson was a customized trainer for the Minnesota Technical College System, licensed in parenting and family

relations. Prior to that, she coordinated neighborhood and school crime prevention programs for a local municipal police department. Previous paid and unpaid positions have all focused on using the tools of involvement and prevention to develop strong individuals, families, and communities. Hutchinson was a founding member of a county-wide children and family services collaborative and served as its most recent chair. She graduated from the University of Minnesota with a Bachelor of Arts degree in Psychology and graduate courses in Adult and Community Education.