

A VISION OF PROTECTIVE SCHOOLS

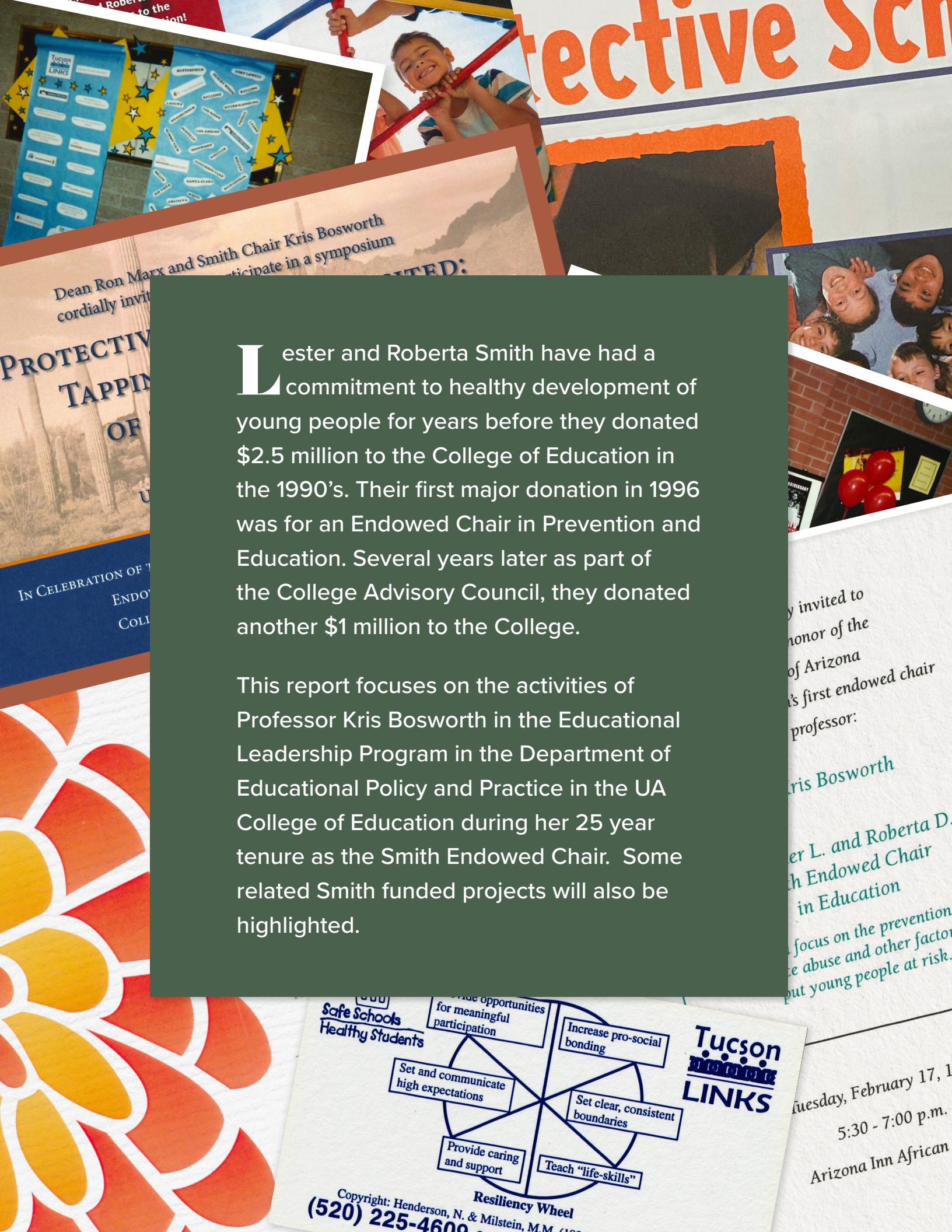
**The 25 Year Legacy of the
Lester & Roberta Smith Endowed Chair**



KRIS BOSWORTH, PH.D.

CHAIR | 1998 - 2023





Lester and Roberta Smith have had a commitment to healthy development of young people for years before they donated \$2.5 million to the College of Education in the 1990's. Their first major donation in 1996 was for an Endowed Chair in Prevention and Education. Several years later as part of the College Advisory Council, they donated another \$1 million to the College.

This report focuses on the activities of Professor Kris Bosworth in the Educational Leadership Program in the Department of Educational Policy and Practice in the UA College of Education during her 25 year tenure as the Smith Endowed Chair. Some related Smith funded projects will also be highlighted.

LESTER L. AND ROBERTA D. SMITH CHAIR IN PREVENTION AND EDUCATION

MISSION

To bring the findings of research into schools and classrooms to improve the lives of children and reduce the risk of alcohol, tobacco and other drugs and violence through school climate change.

GOALS

- ◆ Influencing education practice such that research-based principles of prevention and climate could be more easily and effectively implemented in schools and classrooms.
- ◆ Enhancing all school and community members' knowledge of and capacity to implement prevention practices through pre-service and in-service education.
- ◆ Promoting the responsibility of all educators including but not limited to pre-service teachers, teachers, counselors and administrators in creating protective, supportive environments that enhance the connectedness of all students.
- ◆ Providing education, information and resources to influence prevention policy and funding decisions at the local, state and federal levels.
- ◆ Conducting research that will improve, influence and advance prevention in home, community, and educational environments.

“The importance of creating safe and supportive school environments cannot be overemphasized. The Smith Chair provided a forward-thinking proactive pathway to creating positive school culture”
Dr. Manny Valenzuela, Superintendent | Sahuarita Unified School District

“Evaluation results supported the effectiveness of this intervention on both risk-taking behavior and academics. The high tide of climate did raise all boats.” Dr. Maryann Judkins, Smith Projects Training Director

DONORS LESTER L. AND ROBERTA D. SMITH

Although never educators, Tucson retirees Lester and Roberta Smith were strong supporters of education as a means to help young people make healthy lifestyle choices and steer clear of using alcohol, tobacco and other drugs. The Smiths have long been benefactors to the College of Education. Formerly from Peoria, Illinois, they had lived in Tucson for over 30 years.

Their first gift to the College of Education in the 1980's funded a short term grant for the Smith Prevention Project focusing on training pre-service teachers in prevention. When Dean John Taylor came to the College of Education, he proposed creating an Endowed Chair in Prevention and Education rather than project-specific funding. Dean Taylor argued that having a researcher on the faculty with a strong, committed background in prevention as well as a community orientation would generate numerous projects to facilitate the Smiths' vision and mission. Thus, the idea for the Smith Endowed Chair was born in 1996.

In conjunction with the College Advisory Board, the Smiths provided a second endowment to support the general teacher education mission of the College. In the Athletic Department, they also sponsored the Smiths Speaker Bureau that supported athletes making anti-drug presentations in local schools.

Not only were the Smiths financially supportive of the College of Education mission, they were personally involved in some activities they funded. Lester met frequently with the Endowed Chair and was seen often in the halls talking to students and faculty.

Lester Smith passed away in 2003 and Roberta died in 2006.



“For the sake of our children and future teachers, Roberta and I are committed to the long-term well-being of the College.”

IMPACT

The hallmark of Dr. Kris Bosworth's 25 years as Smith Endowed Chair in Prevention and Education was a laser focus on translating research on the impact of school climate into practice in Arizona, nationally and internationally through the **Protective Schools Model**.

Superintendent Dr. Manny Valenzuela commented, "The initiatives have focused on creating safe, cohesive, inclusive, and effective school communities."



ADVANCING SCHOLARSHIP

Over 30 publications, books and chapters



ENGAGING SCHOOL DISTRICTS

Educators in 190+ schools funded with \$31 million in grants to Arizona school projects, including about \$8 million to the College of Education



CHANGING THE LIVES OF CHILDREN

Significant decreases in risky and dangerous behaviors and increases in feelings of safety and belonging



TRAINING THE NEXT GENERATION OF LEADERS AND PREVENTION SCIENTISTS

Over 30 graduate students and post-docs

In sum, Dr. John Pedicone, President of the Smith Foundation Board concludes, "All the work Kris did in schools translated into better lives for thousands of children and families."

Former Director of the Division of Epidemiology and Prevention of Research at NIDA Dr. Zili Sloboda reports, "Dr. Bosworth's research has shown that improving school climate enhances the school experience of students and increases the connectedness, now recognized as critical elements in producing academic performance and lower incidents of negative behaviors in school settings."

KRIS BOSWORTH, PH.D – PREVENTION SCIENTIST



Kris Bosworth, Ph.D. has held the Smith Endowed Chair in Prevention and Education in the University of Arizona College of Education since January 1998. She has an M.S. in Counseling and Guidance (1975) and Ph.D. in Education Evaluation (1988) from the University of Wisconsin-Madison. Prior to joining the faculty at the University of Arizona, she taught middle school social studies, worked with adjudicated teens in a day treatment program, was a Research Scientist working on

health promotion and wellness projects at the University of Wisconsin-Madison, directed the Center for Adolescent Studies as a Associate Professor at the Indiana University, and served on the Youth Violence Prevention Team at the CDC.

THE HIGH TIDE RAISES ALL BOATS

The previous focus of her research and program development was focused on preventing individual students from engaging in substance abuse and other risky behaviors using multimedia and computer-based resources (e.g. Body Awareness Resources and Networks – BARN and Students Managing Anger and Resolution Together – SMART Team).

In evaluating these interventions, she observed how the climate impacted the use of these resources and ultimately their effect on student behaviors. When the administration and the teachers had good relationships with the students, with asset-oriented policies and procedures in place, BARN and SMART Team were used more often and the evaluations showed a reduction in risky behavior. With the Smith Endowed Chair support, Dr. Bosworth saw the opportunity to focus on helping the educators create and maintain environments that were supportive and protective of all children.

The target audience would be adults who had control of the school environment, not the students themselves.

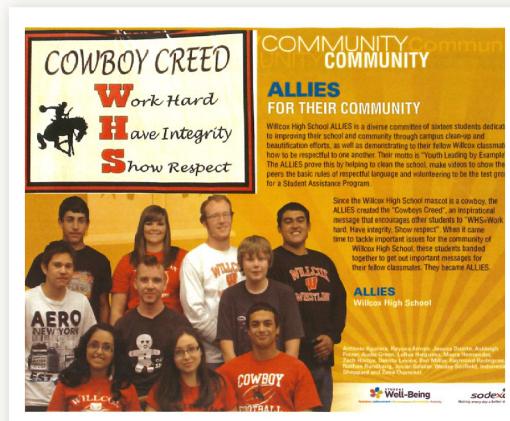
To organize this new approach to prevention, Dr. Bosworth held a two-day meeting with experts from prevention science, public health policy, school counseling, school leadership, health education teachers and parents. Their charge was to outline the components that were essential for a successful school climate intervention. These components became the nucleus of the Protective Schools Model. This model guided the major activities of the Smith Endowed Chair. A series of state and federal grants provided resources to refine the school climate change model.

At the national level, US Health and Human Services (HSS) Director of Safe and Drug-Free Schools Bill Modzeliski promoted the Protective Schools Model. Dr. Bosworth was his invited keynote presenter at three national conferences on drug prevention sponsored by the US Department of Education. Additionally, the Department of Education printed 50,000 copies of the book describing the Model. These data were made available to schools across the country, and distributed nationally at Department of Education events.



PROTECTIVE SCHOOLS ASSESSMENT (PSA)

To operationalize the Model, an assessment tool that could provide data identifying strengths and challenges in the school environment was developed. The Protective Schools Assessment (PSA) was a 31-question online survey to be completed by all adults in the school. A leadership team would examine and combine the findings with other data such as student or parent surveys, discipline data and counselor records. These data were the basis for a planning process designed to increase the protective nature of their school environment.



This report outlines a number of federal and local grants that supported the development of the Protective Schools Model as well as the Smith supported junior faculty research activities.

FOUNDATIONAL IDEAS

SCHOOL CLIMATE

The everyday activities in a school and how people treat one another within a school form the basis for the school climate. A positive school climate provides opportunities for students to learn, practice, make mistakes, learn from their mistakes and grow their resiliency.

“The work of the Smith Chair had a significant ripple effect on the practice of substance use and violence prevention in Arizona, through its focus on and expertise in student resiliency practices and school culture.” Pam Parrish, Community Mental Health Partner

RESILIENCY

Resiliency is the ability to bounce back from adversity, take a negative situation, and see what one can learn from that situation to move forward positively.

“Creating stable, caring engaging, safe and welcoming environments so that all students can achieve and thrive.” Dr. Robert Blum, Professor | Johns Hopkins University

STUDENT CONNECTEDNESS

A key factor in both academic and school social success for students is the extent to which they feel connected to their school. The more connected a student feels, the less likely they are to explore substances, be depressed, attempt suicide or act out. As students feel more connected, the climate becomes a strong protective factor.

“Educators at all levels saw the impact of involving students in the development of solutions.”
Jean Ajamie, Deputy Associate Superintendent for School Safety and Social Wellness | ADE

“The focus on engaging students was a hallmark of much of Dr. Bosworth’s work in both schools and in the mental health care system.” David Lynn, Community Partner

“A healthy school climate promotes social justice and safety.” Jon Ben-Asher, Principal | Tucson Unified School District

EVIDENCE-BASED APPROACHES

The field of prevention science has moved to a point where scientists have identified strategies and processes that are effective at delaying the onset of substance abuse and reducing risk-taking behavior. Introducing programs, activities, and curricula that are evidence-based provides the strongest opportunity for success.

“UA staff provided the research and the tools to enhance what we already in place.”
Patricia Cadigan, Principal | Marana Unified School District



LEADERSHIP

Leaders are essential to the success of any school climate intervention or prevention intervention. Whereas the principal is the ultimate leader and guide in a school structure, other members of the school community (i.e., teachers, counselors, and librarians) need to provide the leadership to facilitate the complex process of implementation of evidence-based prevention practices such as school climate.

CHANGE

A number of models from education, business, and communications can help a school leader guide the change process to create a more protective climate and facilitate the implementation of evidence-based programs. In learning organizations, change does not happen without members of the community learning new skills and strategies. Thus, professional development that focuses on team learning and members of the community learning new skills together is a critical strategy to implementing change in school climate.

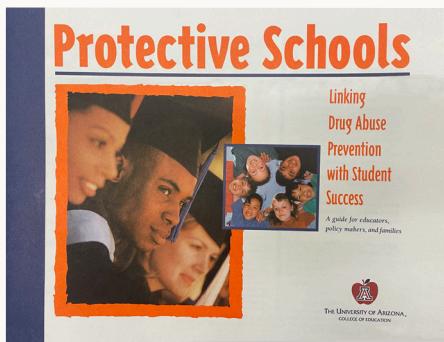
“The Protective Schools process has been the most significant “program” our school has ever undertaken.” Dr. Mary Nebe, Counselor | Tucson Unified School District

SAFETY

Students who feel safe at school are more likely to be connected to the organization and to be attentive to their classes and learning. Safety involves a spectrum of activities from creating a positive, supportive environment, to threat assessment when a situation arises and in rare cases, response to crisis or violence, substances, or attempted suicide.

“Without the positive foundation of school climate where every student, staff member and parent feel valued, no school is truly safe. We need the knowledge of prevention science to be the umbrella under which all members of the school community, especially students, function collaboratively to provide a safe, welcoming inclusive learning environment.” Dr. Mark Joraanstad, Executive Director | Arizona School Administrators Association

PROTECTIVE SCHOOLS



Research has shown that second to parents, the climate of the school provides the strongest protective factor to support positive youth development. A positive climate can provide a protective environment that is powerful in buffering students from risk taking regardless of their out of school environments. The 10 Protective Schools factors interact to create a caring and supportive place to work and learn. A positive, protective environment, in which stress is reduced, allows

students to operate at their optimal learning level. Such an environment provides supportive relationships with staff, opportunities for meaningful participation, clear and consistent boundaries, instruction on life skills, and high academic and behavioral expectations.

TEN FACTORS IN A PROTECTIVE SCHOOL

- ◆ The school has a **vision of success** with broad support in the school and community.
- ◆ A **healthy school culture** promotes student bonding to school.
- ◆ **School leaders** are engaged and committed to creating and maintaining a positive climate.
- ◆ A **strong academic program** promotes success for students of all ability levels.
- ◆ An **effective prevention curriculum** or program is faithfully implemented with all students.
- ◆ An integrated **continuum of strategies** serves students & families with multiple levels of need.
- ◆ **Ongoing professional development** supports effective and empowered faculty and staff.
- ◆ The school has strong and mutually supportive **relationships with families**, neighbors, and community leaders.
- ◆ **Funding and resources** are leveraged to support prevention and educational reform.
- ◆ Regular collection and analysis of **data** about the school guides decision making.

TAKING THE PROTECTIVE SCHOOLS MODEL TO SCHOOL

Several concepts were critical to translate the Protective Schools Model into action at the local school or district level.

TEAMS

It is essential to have dedicated, caring professionals from the school to form a small group responsible for the majority of actions in school climate change through the Protective Schools Model. Although the administrator is a key actor on such a leadership team, teachers, psychologists, librarians, counselors, and others have the day to day responsibilities for planning, implementing and monitoring. The team needs to meet regularly and follow a science-based planning process grounded in data.

“Our school has changed through stronger and more cohesive grade-level teams.” Dr. Roseanne Lopez, Principal | Amphitheater Unified School District

“Because the school team completely embraces the climate goals, there is a rippling effect throughout the entire school.” Michelle Weaver, Psychologist | Marana Unified School District

DATA

Needs assessment data are the basis of the decision-making process. Without objective data, the process may not identify the challenges that need to be addressed. Getting data from existing sources, such as test scores, attendance, and discipline referrals can be extremely helpful, as can surveys that the staff, students, and parents might complete. The Protective Schools Assessment (PSA) provided the opportunity for all stakeholders’ voices to be heard.

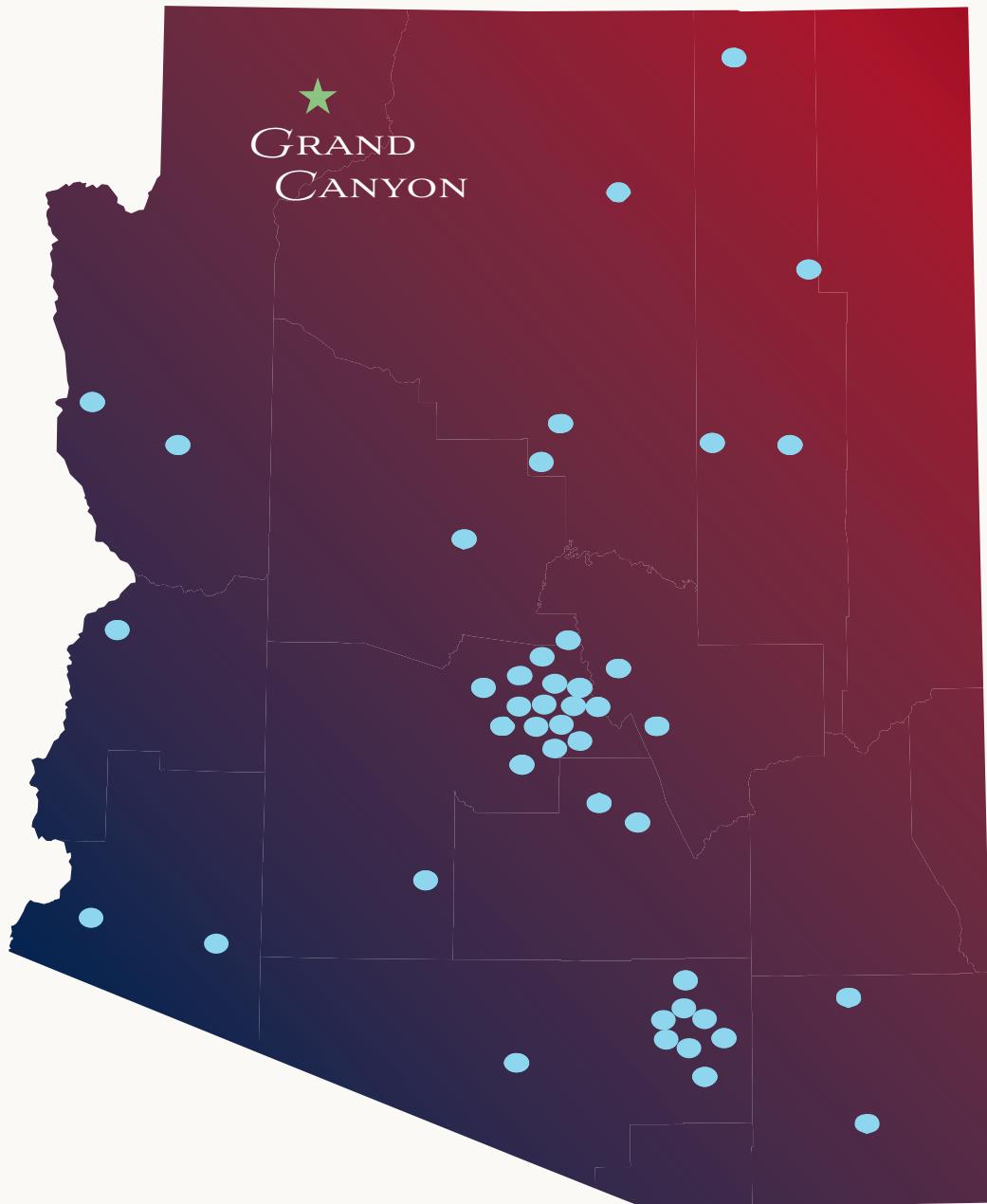
“Through data from the Protective Schools Assessment (PSA) we realized that we needed to work on home-school relationships and made that a school goal for this year.” Cathy DeSalvo, Principal | Tucson Unified School District

PLANNING PROCESS

The third component of an application of the Protective Schools Model involves applying a school improvement or planning process using the results from the needs assessment data to suggest changes or use of strategies. To have a successful planning process, the school leaders on the Protective Schools team need to be trained in prevention strategies as well as a systematic planning process.

“The refreshing aspect of the Protective Schools approach is that it honors the knowledge and experience of our school staff by allowing us to determine the response to our school’s specific needs. This leaves us feeling appreciated and encouraged to continue improvement efforts.” Sally Akc, District Coordinator | Flagstaff Unified School District

DISTRICT SITES



“In collaboration with ADE, the largest collaboration was a five-year, \$24 million school climate initiative (S3) with select high schools throughout the state. The project resulted in reductions in violence on campuses, availability of substances on campuses, disciplinary infractions and alcohol use, and improved feelings of safety and referrals for substance use intervention.” Jean Ajamie, Deputy Associate Superintendent for School Safety and Social Wellness | ADE

GRANTS AND PROJECTS BASED ON THE PROTECTIVE SCHOOLS MODEL

1999	1999-2002	
2000	TRI (Tucson Resiliency Initiative)	Provided training to address environmental change to support student and teacher resiliency in 17 partner schools in southern Arizona.
2001	2000-2006	Funded by SAMHSA (Substance Abuse Mental Health Services Administration)
2002	CLEAR (Counselor Leadership for Excellence, Achievement and Resiliency)	Training for TUSD counselors to apply skills in leadership, advocacy, collaboration, and systematic change to promote student resiliency.
2003		Funded by US Department of Education
2003		
2004	2002-2007	
2005	LINKS (Tucson Linking Interventions and Networks for Kids in Schools)	Safe Schools/Healthy Students initiative. A partnership with 5 Tucson area school districts. Through training and coaching, schools implemented the Protective Schools Model to create more positive school climates in 55 elementary schools.
2006		Funded by SAMHSA and US Department of Education
2007		
2008	2006-20010	
2009	VAIL CARES (Community and Resources for Educational Success)	Safe Schools/Healthy Students initiative. All 15 schools in the rural Vail District participated. Build and maintain proactive preventative and protective structures and environments.
2010		Funded by SAMHSA and US Department of Education
2011		
2012	2011-2015	
2013	S3 (Safe and Supportive Schools)	US Department of Education funding in partnership with the Arizona Department of Education. 28 high schools in 16 districts statewide. Build capacity for prevention through positive and protective climates, and by training and nurturing school leadership teams to develop a continuous climate improvement process.
2014		
2015		
2016	2015-2018	
2017	SSP+ (School Safety Project Plus)	National Institute of Justice funding in partnership with the Arizona Department of Education. Integrating SRO's into teams with mental health professionals and other school staff to promote a safe and positive climate.
2018		



RELATED PROJECTS

In addition to the Federal grants specifically designed to enhance school climate with the Protective Schools Model, Dr. Bosworth and staff were funded to work on related projects.

Alternatives to Suspension (2004-06) A provision of the No Child Left Behind (NCLB) Act provided funds for a pilot project to reduce the school-to-prison pipeline by having community service replace out of school suspension. Smith staff provided training and evaluation for this successful pilot in 20 schools statewide.

Professional Development Needs Assessment (2006-07) In collaboration with the College of Education Professional Preparation Board, Dr. Bosworth and students developed, administrated and analyzed an online survey regarding training needs and training modality preferences for Tucson area teachers (N=1755) and administrators (N=267) from 10 traditional area districts and 3 charter schools.

School Safety Project (2008-2009) To supplement their analysis of law enforcement data, the Arizona Department of Education contracted with Dr. Bosworth to conduct focus groups with teachers and students to ascertain their perceptions of what made a school safe and to identify barriers to feeling safe in schools.

College Going Culture (2011-2013) Based on data collected from hundreds of high school juniors in 17 high schools in southern Arizona, post-doctoral researcher Dr. Jason Hurwitz explored factors in school climate that contributed to college aspirations and any perceived barriers to attending college.

Comprehensive School Safety Plan Checklist (2020) In response to research that clearly indicated that a positive school climate was a strong protective factor against school violence, Dr. Bosworth compiled a list of strategies that have been shown to mitigate violence at escalating levels of threat. The Checklist was incorporated into the Arizona School Safety Task Force report in 2020.



Positive Behavior Interventions and Supports

(PBIS) (2003- present). PBIS is a nationally recognized asset-based behavior support system. Dr. Bosworth and staff have trained hundreds of Arizona school teams in the PBIS process.

Prevention Research group (2015- present).

In collaboration with Jean Ajamie from ADE, Dr. Bosworth identified and invited prevention researchers from the three state Universities to for a cadre of prevention researchers. The group shared data, resources, and provided the group training on school climate to state professional organizations.

“Without Dr. Bosworth’s introduction to the members of the Arizona School Safety and Protective Climates Coalition I would not have been able to establish the relationships that have been pivotal to my success as faculty, including a grant to evaluate a trauma-informed schools model in Arizona schools. “

Dr. Sarah Lindstrom Johnson, Associate Professor | ASU

RESEARCH CONTRIBUTIONS

RESEARCH PRODUCTIVITY

While at the University of Arizona, Dr. Bosworth has published 24 peer reviewed articles, 3 books, 5 book chapters and numerous reports. Of her publications, 16 studies focused on school climate, seven on violence prevention and several on the application of technology in prevention. As part of her work with developing the next generation of scholar leaders, co-authors on her studies included 16 graduate students. Her articles have been cited nearly 6,000 times and an independent evaluation of the impact of her scholarship (h-index—31) scores her “well above the 90th percentile of active scholars.”

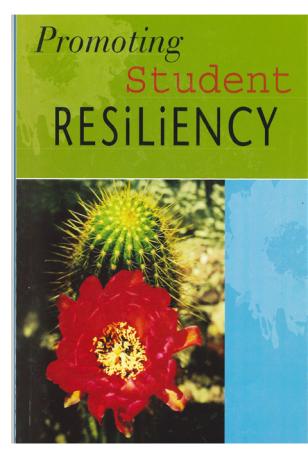
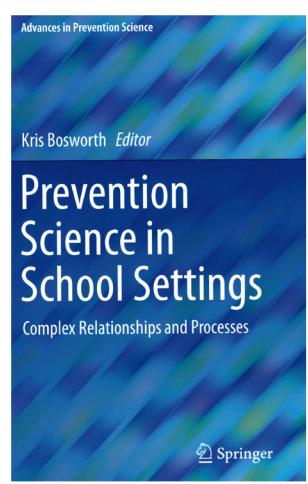
“Having this expertise accessible in the state allowed us to pave new roads of understanding of the complex and developing arena of school safety.” Jean Ajamie, Deputy Associate Superintendent for School Safety and Social Wellness | ADE



Dr. Bosworth has presented the school climate and prevention research internationally in Central and South America, Europe, and Southeast Asia. In the US, she has presented at such prestigious conferences as the American Educational Research Association (AERA), American Public Health Association (APHA), Society for prevention Research (SPR), University Council on Educational Administration (UCEA) and National Prevention Network (NPN).

“For many years Dr. Bosworth has been an important scholar contributing to prevention science in education. Her edited book, *Prevention Science in School Settings: Complex Relationships and Processes* (Springer, 2015) documented her Smith Chair work. She also has been able to leverage the Smith funding to earn grants and contracts with federal, state, and regional funding, producing a return on investment that has been substantial.” Dr. Ron Marx, Former Dean | University of Arizona College of Education

MAJOR PUBLICATIONS



UNIVERSAL PREVENTION CURRICULUM (UPC) (2018)

The Universal Prevention Curriculum (UPC), funded by the US State Department, provides training materials for implementing prevention in developing countries. The materials are based on the cumulative knowledge of substance use prevention research supported by the United Nations Office on Drugs and Crime (UNODC). Dr. Bosworth led the team writing the section on school-based prevention. The team created a seven-day curriculum for school leaders to facilitate development of prevention strategies and programs at their sites. Dr. Bosworth trained prevention and public health professionals from Central and South America, Africa and Middle East.

PREVENTION SCIENCE IN SCHOOL SETTINGS: COMPLEX RELATIONSHIPS AND PROCESSES (2015)

This edited volume is part of a series Springer—Advances in Prevention Science. The goal of this book is to help prevention professionals understand school processes such that they may better shape interventions to the rhythm of the school rather than imposing prevention approaches into a school system.

PROMOTING STUDENT RESILIENCY (2005)

Resiliency is the ability to bounce back from adverse events and is a building block of a positive climate. Many of the chapters provide applications that school personnel including leaders, counselors, social workers, psychologists, and classroom teachers can use to promote resiliency and create climates that support the development of resiliency.

“Dr. Bosworth has helped facilitate connections between researchers and practitioners interested in school climate resulting in shared presentations at the Society for Prevention Research, advancing the stature of Arizona researchers as leading experts in the field.” Dr. Katie Stalker, Associate Professor | University of Buffalo

SMITH JUNIOR FACULTY RESEARCH PROJECTS

Funds from the Smith Endowment supported young faculty research by providing seed money to do specific projects that would lead directly to publications, training materials and/or grants. Twenty three faculty have been funded. Here is a description of some of their projects:

	Dawn Demps (EDLP) Exploring the values and training for Diversity Coordinators in Arizona school districts.		Monika Erbacher (EDP) Surveying high school teachers' perceptions of entitlement among high school students leading to publications.		Kristin Gunkel (TLS) Developing learning progressions for how children's ideas about water change over time.		Bruce Johnson (TLS) Translating an evidence-based ecology curriculum into Spanish to broaden the user base and support evaluation.
	Michelle Perfect (DPS) Exploring the role of sleep in teacher's well-being, decision making skills and alertness leading to publication and advice to teachers.		Valery Shirley & Jeremy Garcia (TLS) Designing a curriculum that privileges Indigenous Hopi knowledge and values in an elementary school classroom leading to a successful US Department of Education grant for increasing the number of Indigenous teachers.				Desiree Vega (DPS) Improving bilingual school psychologists' delivery of services to English Language Learners.

DPS: Disability and Psychoeducational Studies // **EDP:** Educational Psychology

EDLP: Educational Leadership and Policy // **TLS:** Teaching, Learning and Sociocultural Studies

RETURN ON INVESTMENT

30

Scholarly Publications
and Books



“Kris has contributed to the advancement of prevention in schools through her scholarly works and through her ‘real-world efforts to influence policy and practice.’”

Dr. Zili Sloboda, Former Director | Division of Epidemiology and Prevention Research, NIDA

“Prevention science was embedded in every facet of our work including communications with schools, the trainings, the development and implementation of school improvement plans.” Dr. Paul Brown, Smith Projects Trainer and Coach | University of Arizona

30

Grad Students
and Post Docs



“Upon joining the field as a practitioner, I channeled so many of Kris’s leadership qualities in my day-to-day work. And now, as a professor of School Psychology, I reflect on Kris’s mentorship, hoping to bring those qualities to help support graduate students the way Kris supported me.”

Dr. Lauren Meyer, Associate Professor of Practice | University of Arizona

23

Junior Faculty
Awards



“Kris’ expertise in prevention and resiliency was an asset to our department (Educational Leadership). There is no question that the Smith endowment money was well spent to enhance the impact of the University of Arizona on professional leadership and the community at large.”

Dr. John Pedicone, former Superintendent | Flowing Wells School District and Tucson Unified School District

193

Schools



“I have been an elementary school principal the past 26 years and the prevention foundations advocated by Dr. Bosworth are still a foundational part of our efforts to serve and protect our students.” Dan Johnson, Principal | Marana Unified School District

“The Smith Chair’s encouragement and ongoing consultation helped southern Arizona become a statewide resource for this approach to substance use and violence prevention.” Pam Parrish, Community Mental Health Partner

“Dr. Bosworth’s work has provided an invaluable resource to my role as a school leader, enabling our schools to better serve the educational needs of our students.”

Dr. Manny Valenzuela, Superintendent | Sahuarita Unified School District

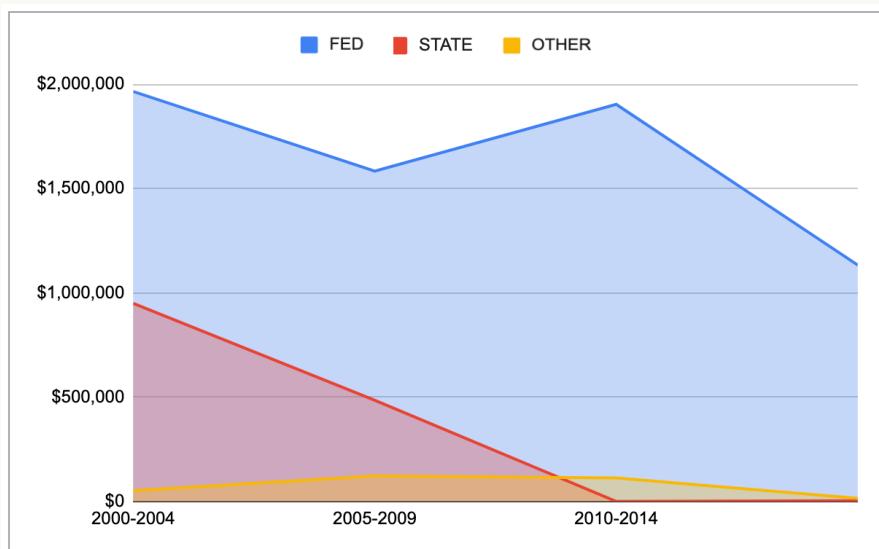
“What incredible work that you invested into our district—your legacy still shines every day here!”
Heather Stough, Director of Community Connections & Student Supports | Vail School District

42

Districts



FEDERAL, STATE, AND OTHER FUNDING TO COLLEGE OF EDUCATION





**When a flower doesn't bloom, you fix
the environment in which it grows, not the flower.**

~ ALEXANDER DEN HEIJER ~

Art Director: Jona Bustamante

Associate Designer: Austin Randall

Administrative Support: Sally Showalter

Advisory Board: Patricia Anders, Jean Ajamie, Robert Berry,
Renee Clift, Jeffery Coleman, Bruce Johnson, Maryann Judkins,
Carl Liaupsin, Ron Marx, David Overstreet, John Pedicone,
Iliana Reyes, Manuel Valenzuela, Jina Yoon