

HARVARD GRADUATE SCHOOL OF EDUCATION

AOCC 2023

ALUMNI OF COLOR CONFERENCE

A JOURNEY TOWARDS HEALING:
AUTHENTICITY & ACTIVISM IN EDUCATION



HARVARD



GRADUATE SCHOOL
OF EDUCATION

AOCC

ALUMNI OF COLOR
CONFERENCE

A WELCOME FROM **THIS YEAR'S CO-CHAIRS**



JUSTIS LOPEZ
DOCTORAL CANDIDATE
EDUCATIONAL LEADERSHIP



SARI SAINT-HILAIRE
MASTERS CANDIDATE
EDUCATION POLICY AND
ANALYSIS

PEACE AOCC COMMUNITY!

WE ARE SO EXCITED TO WELCOME YOU TO CAMPUS FOR THE 21ST ANNUAL ALUMNI OF COLOR CONFERENCE. WE HAVE BEEN ORGANIZING STEADILY BEHIND THE SCENES AND ARE SO THANKFUL YOU CAN JOIN US. WE HAVE FOLX JOINING US FROM ACROSS THE COUNTRY, AND FLYING IN FROM ACROSS WORLD TO BE IN COMMUNITY WITH ONE ANOTHER.

THIS YEAR'S THEME: A JOURNEY TOWARDS HEALING: AUTHENTICITY AND ACTIVISM IN EDUCATION WILL BE AN INTERGENERATIONAL EXPERIENCE THAT HAS BEEN INTENTIONALLY CRAFTED TO CENTER RESTORATION, COMMUNITY, CELEBRATION, LOVE, AND JOY.

AOCC 2023 VIRTUAL TOTE BAG!



WE HAVE CRAFTED THIS VIRTUAL TOTE BAG WITH CARE TO SERVE AS A RESOURCE TO SUPPORT OUR CONFERENCE EXPERIENCE.

TO GAIN ACCESS TO THIS YEAR'S VIRTUAL TOTE BAG, SCAN THE QR CODE ABOVE.

ACKNOWLEDGEMENTS

WE EXPRESS OUR DEEPEST GRATITUDE TO THE BEINGS THAT HAVE SUPPORTED IN THE CREATION OF THIS EXPERIENCE.



DR. BRIDGET TERRY LONG
HGSE DEAN



DR. V
FACULTY ADVISOR



ALEX ANDRES GALINDO
OFFICE OF STUDENT
AFFAIRS



CRYSTAL QUINTANILLA
OFFICE OF STUDENT
AFFAIRS



ANDREA LE
OFFICE OF STUDENT
AFFAIRS



KEVIN BOEHM
OFFICE OF STUDENT
AFFAIRS



GREG SAINT-DICK
OFFICE OF DIVERSITY,
EQUITY, INCLUSION



DORIE CAMPBELL
OFFICE OF DIVERSITY,
EQUITY, INCLUSION



EMILY WILLIAMS
OFFICE OF ALUMNI
ENGAGEMENT



ELIZA REDDICK
HGSE EVENT PLANNER



SHELIZA JAMAL
HGSE ALUMNI COUNCIL



TYRELL ADEYEMI
PRESIDENT HBAS

A DEDICATION IN LOVING MEMORY OF TURNER COOPER, ED.M '22



WE WILL HONOR OUR BELOVED ANCESTOR WITH SPECIAL DEDICATIONS THROUGHOUT THE CONFERENCE DURING OPENING CEREMONY, BREAKOUT SESSIONS AND CLOSING CEREMONY.



SCHEDULE

FRIDAY, MARCH 3RD

10:00 AM - 11:00 AM	Pre-Conference Check-in	LONGFELLOW HALL
11:00 AM - 11:30 AM	Pre-Conference: Hip-hop Archive and Research Institute (HARI) Tour	104 MOUNT AUBURN ST, 3R
11:30 AM - 12:30 PM	Pre-Conference: HARI Discussion	104 MOUNT AUBURN ST, 3R
12:30 PM - 1:30 PM	Lunch	ON YOUR OWN
1:30 PM - 2:45 PM	Conference Check-in	LONGFELLOW HALL
3:00 PM - 3:45 PM	Opening and Dean's Welcome	ASKWITH HALL
3:45 PM - 4:45 PM	Opening Panel	ASKWITH HALL
5:10 PM - 6:10 PM	Opening Breakout Session	VARIOUS ROOMS
6:15 PM - 8:00 PM	Reception	GUTMAN CONFERENCE CENTER

SCHEDULE

SATURDAY, MARCH 4TH

8:30 AM - 9:30 AM	Check-in	LONGFELLOW HALL
9:30 AM - 10:00 AM	Welcome Session	ASKWITH HALL
10:00 AM - 11:00 AM	Opening Keynote	ASKWITH HALL
11:10 AM - 12:10 PM	Breakout Session #1	VARIOUS ROOMS
11:45 AM - 1:45 PM	Lunch	GUTMAN LIBRARY
1:10 PM - 2:10 PM	Breakout Session #2	VARIOUS ROOMS
2:20 PM - 3:20 PM	Breakout Session #3	VARIOUS ROOMS
3:30 PM - 4:30 PM	Breakout Session #4	VARIOUS ROOMS
4:40 PM - 5:40 PM	Final Keynote Workshop	GUTMAN CONFERENCE CENTER
5:50 PM - 6:50 PM	Awards Ceremony	ASKWITH HALL
7:00 PM - 9:00 PM	After Party celebration	GUTMAN LIBRARY

BREAKOUT SESSIONS

OPENING BREAKOUT SESSION FRIDAY 5:10 - 6:10 PM	
Honesty Hour x Bridgeside Cypher: Creating spaces of authenticity, activism, and learning through hip hop	Gutman 303
CHRG Education: Setting Sail With Mentorships	Gutman 305
Disrupting the Canon: Reimagining Pedagogy Through Antiracist, Culturally Responsive Curriculum Design	Larsen G08
Leveraging Data for Student Wellness: High School Student Government's Approach to Sense of Belonging	Gutman 302
"We Hear You": Sharing the Authentic Voices of Pontiac Youth	Larsen 106
The Power and Nuances of Political Education in Practice	Longfellow 228
Attitudes Towards Mistakes in STEM Education: Pondering Implications for Female & Black and Brown Undergraduates	Larsen 203

BREAKOUT SESSION #1 SATURDAY 11:10 AM - 12:10 PM	
Silliness as a Site of Joy and Resistance	Gutman 303
Camino Program: Healing Systemic Violence	Gutman 305
Dragonfly Eyes: Authenticity and Activism Through Passage Selection	Larsen 214
The Model Therapy Music Tour: Activism For Student Mental Health & Healing	Larsen G08
Dignity in DEI: Perspective- taking During Times of Conflict	Gutman 302
168 Strong: How Black HGSE built culture, community, and healing in the face of COVID (2020-2022)	Larsen 106
"Watch us bleed, but don't call 911": The Wounding of Women Leaders of Color	Longfellow 228
Why I Gave Up Tenure and Started Drawing Again: Exploring Comic Book Creation in Methods Courses	Longfellow 229
Building Empathy Workshop: Creating an opportunity for community healing through art	Longfellow 319/320
Building Bayanihan: Dismantling Anti-Black Consciousness in the Philippines	Larsen G01

BREAKOUT SESSIONS

BREAKOUT SESSION #2 SATURDAY 1:10 - 2:10 PM	
Authenticity & Activism for Multilingual Learners; It's a Civil Rights Issue	Gutman 303
Be Yourself, But Within These Boundaries: Barriers to Maintaining Authenticity for International Students in the United States	Gutman 305
Champs Camp: Voice, Vision and Agency	Larsen G08
Movimiento: A Mindful Movement through Self-Expression Workshop	Longfellow 319/320
Food Is Political: The Need For Social Justice In Food Education	Larsen 106
"I am From"... A Black Woman's Evolution to Authenticity: How to Lead with self acceptance, truth, and voice	Longfellow 228
Student Voices: Celebrating Our Identities	Longfellow 229
BOUT' THAT ACTIVISM LIFE? START A SCHOOL	Larsen 203
Dance as an Exploration of Self, Justice, and Healing In Educational Spaces	Askwith Hall
Who Do You Think You Are: The Pursuit and Maintenance of Authenticity	Larsen 214

BREAKOUT SESSION #3 SATURDAY 2:20 PM - 3:20 PM	
Putting on your UndocuLens: How to Advocate for Undocumented Students in Higher Education	Gutman 303
Overcoming The Trauma of Academia. A Black Feminist Psychoanalytic Approach to Teaching at Brooklyn Emerging Leaders Academy	Gutman 305
Centering Antiracism While Leading for Change	Larsen 214
Philanthropy as a Vehicle for Educational Justice	Larsen G08
Community Conversations: The Role of the Artist in Education	Gutman 302
Cultivating Practitioners of Healing: The First Year Journey in HGSE Ed.L.D.	Larsen 106
Authenticity Abroad: Supporting Students of Color in International Education	Longfellow 228
Healing the Heart: North Korean Refugees Engaging in Public Speaking	Longfellow 229
Culturally Appropriate Methods of Supporting Students of Color Achievement	Larsen 203
To Be in the Re: A Community Movement Experience	Longfellow 319/320
Steam Power: Generating Disruption through S.T.E.A.M. Education	Larsen G01

BREAKOUT SESSIONS

BREAKOUT SESSION #4 SATURDAY 3:30 - 4:30 PM	
From Ghetto to Goddess	Gutman 303
Fostering Authentic Student-Led Affinity and Community Experiences	Gutman 305
Direct Giving, A Tool for Empowerment and Healing in Los Angeles	Larsen G01
Honoring the Legacy of Turner Cooper at HGSE	Longfellow 319/320
¡Oh, cuán lejos llegarás!- Fostering Latino Student Triumphs	Larsen 106
Remixing the Renaissance: Revitalizing Our Purpose by Tapping into Our Gifts	Longfellow 228
Visible. Vocal. Valued. How can educators help AAPI students heal?	Gutman 302
Friendships, Understanding and Non-Profits	Larsen 203
Supporting First Generation Students and Emerging Professionals	Larsen 214

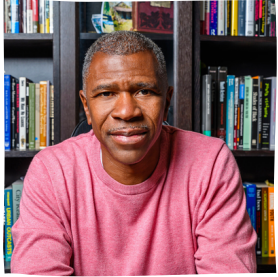
FRIDAY OPENING AND DEANS WELCOME:

THE FOUR PIVOTS: REIMAGINING JUSTICE, REIMAGINING OURSELVES (VIRTUAL/RECORDED)

3:45 - 4:45 PM

ASKWITH HALL

DR. SHAWN GINWRIGHT



Shawn Ginwright, PhD is one of the nation's leading innovators, provocateurs, and thought leaders on African American youth, youth activism, and youth development. He is currently a Professor of Education in the Africana Studies Department and a Senior Research Associate at San Francisco State University. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities. Dr. Ginwright will be joining the HGSE senior faculty in summer 2023 as a professor of practice.

Dr. Ginwright is Founder and Chief Executive Officer of Flourish Agenda, Inc., a national nonprofit consulting firm, whose mission is to design strategies that unlock the power of healing and engage youth of color and adult allies in transforming their schools and communities.

IMPORTANT NOTE:

OUR IN PERSON SEATING IN ASKWITH HALL IS LIMITED TO THE FIRST 300 ATTENDEES. WE HAVE AN OVERFLOW ROOM IN LARSEN 106 THAT WILL STREAM ANY REMARKS AND ACCOMMODATE ANY FOLX WHO ARE UNABLE TO FIND A SEAT IN ASKWITH.

[CLICK HERE: LIVESTREAM LINK FOR DAY 1 \(FRIDAY\) TO WATCH LIVE.](#)

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FRIDAY OPENING PANEL SESSION:

THE CRIMSON TABLE TALK. A CONVERSATION ABOUT RELATIONSHIPS, AUTHENTICITY, AND HEALING

4:45 - 5:45 PM

ASKWITH HALL

DR. KAREN MAPP



Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE). Over the past twenty years, Mapp's research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (Ed.L.D.) program at HGSE. She is a founding member of the District Leaders Network on Family and Community Engagement as well as the National Family and Community Engagement Working Group, is a trustee of the Hyams Foundation in Boston, MA, and is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, DC. From 2011 to 2013, Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement.

**DR. CHRISTINA "V"
VILLARREAL**



Proudly born and raised in the Bay Area, Christina “Dr. V” Villarreal spent nearly a decade teaching and learning with the beautiful youth of East Oakland, CA where she taught middle school and then served as an assistant principal. She also taught in the College of Ethnic Studies at San Francisco State University for three years before relocating to the East Coast where she served as the faculty Director of Teacher Education Programs at Brown University and HGSE. She continues to teach courses on Ethnic Studies and Healing Centered Engagement at the Harvard Graduate School of Education and consults with several schools and districts across the country. She holds a B.A. in Ethnic Studies from UC Berkeley, an Ed.M. from Harvard University, an M.A. in Ethnic Studies from SF State, and an M.Phil. and Ph.D. in Education from Columbia University. Her work and research focus on enactments of humanizing pedagogies, racial literacy, ethnic studies, and healing centered engagement in classrooms, schools, and communities. When she’s not teaching, she can be found baking cookies or cupcakes, eating huge bowls of noodles or cuddling with her doggies, Canela and Trufflez.

MARITZA HERNANDEZ



Maritza Hernández has over 30 years of professional experience in undergraduate and graduate education focused on financial aid, admissions, human resources, access, and student and academic affairs. Her career path at Harvard has included positions at the Harvard Kennedy School, Harvard Divinity School, Harvard Graduate School of Education and now Harvard T.H. Chan School of Public Health. At Harvard Chan School, she is the associate dean for student services where she oversees the offices of admissions, financial aid, career & professional development, registration, and student affairs. She holds a Bachelor of Science from Boston University and a Master of Education in Higher Education from HGSE.

DR. BIANCA BALDRIDGE



Dr. Bianca Baldrige is an associate professor of education with expertise in community-based education and critical youth work practice at the Harvard Graduate School of Education. Baldrige’s research explores the sociopolitical context of community-based youth work and critically examines the confluence of race, class, and gender and their impact on educational reforms that shape community-based spaces engaging Black and Latinx youth in the US. In addition, she explores the organizational and pedagogical practices employed by youth workers amid educational reforms and restructuring.

**TRACIE JONES BARRETT
MODERATOR**



Tracie Jones is the assistant dean for diversity, equity, and inclusion at the MIT School of Humanities, Arts, and Social Sciences. Her portfolio of work includes strategic planning, assessment, program development, facilitation, coaching, and community engagement. Prior to MIT, Tracie was the Director for Diversity, Equity, Inclusion, and Belonging at the Harvard Graduate School of Education and served on the Diversity Council for Harvard University. Tracie received the Harvard Hero award in 2019 and the Harvard Graduate School of Education’s Alumni of Color Conference Tina Hansar staff award in 2013 and 2017. While at Harvard at the height of the pandemic, Tracie created this library guide with librarian Sarah DeMott: <https://guides.library.harvard.edu/BlackCovid/home> Jones-Barrett has a chapter in the recently released book: *The Experiences of Black Women Diversity Practitioners in Historically White Institutions*. Tracie will defend her dissertation, “Cite a Sista: How Black women at an Ivy League graduate school of education make meaning of thriving,” in March of 2023.

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SATURDAY OPENING KEYNOTE:

KEYNOTE: WAY-MAKING, HOPE AND RACIAL HEALING IN DIFFICULT TIMES

10:00 - 11:00 AM

ASKWITH HALL

DR. JAMILA LYISCOTT



Jamila Lyiscott aka, Dr. J, is an aspiring way-maker, a community-engaged scholar, nationally renowned speaker, and the author of *Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom*. She currently serves as an Associate Professor of Social Justice Education at the University of Massachusetts Amherst, where she is the co-founder and co-director of the Center of Racial Justice and Youth Engaged Research. Dr. J is most well known for being featured on TED.com where her video, '3 Ways to Speak English,' has been viewed over 5 million times. Dr. J is the recipient of the AERA Outstanding Public Communication of Education Research Award, the AERA Scholar-Activist & Community Advocacy Award, and the CIES Ernest D. Morrell Emerging Scholar Award. She has been invited to keynote at 1000s of institutions nationally and internationally where she works closely with youth, educators, and communities towards racial healing, equity, and justice.

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[CLICK HERE: LIVESTREAM LINK FOR DAY 2 \(SATURDAY\) TO WATCH LIVE](#)

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SATURDAY CLOSING MOVEMENT KEYNOTE:

BE COMING: MOVEMENT TOWARDS HEALING AND LIBERATION

4:40 - 5:40 PM

GUTMAN GCC

MANUELA WELTON



Born in Bogota, Colombia, Manuela has dedicated her life to exploring the connectivity between humans through ritual and healing. Born with incredible sensitivities, she believes humans are naturally born empaths and is committed to guiding those she works with towards a deeper understanding of themselves and the world. Her immersions in different cultures, in 44 countries over the last decade, has informed her approach to renewing connection to spirit and opening the higher self.

Manuela has spent the last fifteen years immersed in dedicated study in different healing modalities that include dance and movement therapy. Her mentorships and apprenticeships have included time in Colombia, Mexico, Bali, South Africa, Australia, Costa Rica, Italy, Argentina, & the United States.

THIS SESSION WILL BE FULLY IN PERSON

FRIDAY OPENING BREAKOUT SESSIONS:

5:10 – 6:10 PM

SPEAKER BIOGRAPHIES

HONESTY HOUR X BRIDGESIDE CYPHER: CREATING SPACES OF AUTHENTICITY, ACTIVISM, AND LEARNING THROUGH HIP HOP

Honesty Hour was founded in 2020 by HGSE Alumnus Markus Sherman and Sharadram Sundaresan. We have facilitated dozens of sessions that range in focus from police brutality to 'defiant joy'. Honesty Hour was born from a desire to help people learn from one another in a time of ever-increasing isolation and loss of community. Ultimately, we hope that Honesty Hour can stand as a beacon for honest communication across racial, cultural, political, and socioeconomic barriers.

MARKUS SHERMAN



SHARADRAM SUNDARESAN



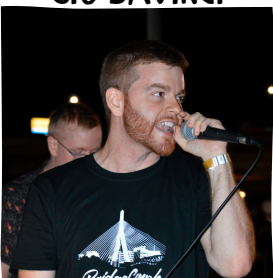
The Bridgeside Cypher platform allows artists to get on the mic, express themselves, and leave their comfort zone without being judged and encourages people of all experience levels, backgrounds, and ages to join their inclusive cyphers that are free to the general public.

JILL GIRARDIN



JU\$T JILL is an underground hip-hop artist and a core organizer for the Bridgeside Cypher. Born and raised in Cambridge, Jill has been on the Boston music scene for the past five years and has created music since 2013. In 2020, Jill was named the executive director of the Cambridge Hip-Hop Collective, a non-profit community organization that hosts the Bridgeside Cypher. She has also created a welcoming safe space for local artists, especially women, in the cypher.

AARON KING GIO DAVINCI



Aaron King is one of the co-founders of the Bridgeside movement and the Cambridge Hip-Hop Collective. Aaron was born and raised in Central Square in Cambridge, where he still lives. Growing up in Cambridge, Aaron fell in love with hip-hop, heavily influenced by the Cambridge Public School system and his older brother. After finishing college and moving back to Cambridge in 2013, he started his career as an electrical engineer - but was looking for an outlet to rap and freestyle. He started going to local open mics and meeting artists in the scene performing at various local venues and shows.

In 2017 Aaron started the Bridgeside Cypher with his childhood friend, Lukas Dow (aka LuDow), which was hosted monthly at the Graffiti Alley in Central Square, just blocks from where Aaron grew up. As a self-taught video producer, he started posting video recordings from the cypher on Youtube, Facebook, and Instagram, which attracted some of the best artists in the city to come out and throw down at the cypher. In 2020, Aaron formed a non-profit organization called the Cambridge Hip-Hop Collective alongside two artists he knew from the cypher - Ju\$T Jill and Gio Davinci.

CHRG EDUCATION: SETTING SAIL WITH MENTORSHIPS

HELEN GONG



Helen Gong graduated from HGSE in the Human Development and Education program in May of 2022. As the oldest of 5 kids who grew up in the suburbs of Massachusetts, Helen is passionate about mentorship and the role that education has played in her life. Before she came to HGSE, she worked abroad in Shanghai, China for 5 years, where she worked with students ranging from 20 months old to 20 years old. During her time at HGSE, she focused her work and research on adolescent counseling, trauma informed practices, cultural identity and development, wellbeing, and mental health. She also interned with the Asian American Student Success Program at UMass Boston, where she piloted a self-care support group. She is currently a Teaching Fellow at HGSE, in addition to her roles as a cofounder of CHRG Education and the Communications Manager for the IRT Alumni Committee.

MODESTA GARCIA



“Quit college. And just stay home making babies and tortillas.”

These ten magical words from counselor Adrian Orozco, kept Modesta on path after several attempts at dropping out.

Flashback. HS senior, Texas, 1971. “Least Likely to Succeed.” If such an award existed, painfully shy Modesta would have won it. Nonetheless, college was not in the cards for this daughter of parents with farmworker beginnings.

A year later, Modesta enrolled at the College of San Mateo. She met EOPS counselors who changed her life, inspiring her career, Adrian Orozco (RIP, Dec 2022) and Libby (Nakagawa) Ramirez. Modesta then transferred to SCU, where Prof. Francisco Jimenez encouraged her to respond to HGSE’s recruitment letter.

In 1978, Modesta met HGSE Prof. Charles Vert Willie (RIP, Jan 2022), her lifeline to EdM completion. She almost became a permanent fixture in his Gutman office. After working at UIUC, SCU, and Princeton, Modesta marched into her dream job: CSM EOPS Counselor. Harvard’s only graduate to preside over both Bay Area Harvard alum chapters, HCSF & HCSV, Modesta leveraged the network to uplift underrepresented students.

Modesta shares how authenticity and activism in education factored into a journey toward healing for herself & others encountered in a 40-year career.

DISRUPTING THE CANON: REIMAGINING PEDAGOGY THROUGH ANTRACIST, CULTURALLY RESPONSIVE CURRICULUM DESIGN

KERRI-ANN M. SMITH



Dr. Kerri-Ann M. Smith is the inaugural Faculty Fellow for Diversity, Equity, and Inclusion at Queensborough Community College. An Associate Professor of English, her work centers diversity and inclusion and culturally responsive pedagogy. She is currently the QCC CORE member of the CUNY Incubator and the current Chair of the Publications Committee at QCC. Her most recent publication “The Fierce Urgency of No: Moving from Aspirational to Operational” can be found in *The Experiences of Black Women Diversity Practitioners in Historically White Institutions*, published by IGI Global. As Faculty Fellow for DEI, Dr. Smith works with the Office of Academic Affairs on programming related to issues of diversity, equity, and inclusion at QCC and beyond. Dr. Smith is responsible for making recommendations related to developing curricula that are inclusive and anti-racist, and that reflect the rich cultural and socioeconomic heterogeneity of the student population. She serves as mentor to junior faculty of color, and ensures that issues of diversity, equity, and inclusivity are addressed in the Office of Academic Affairs and in the programs and courses it offers. She is a founding member of the Black Faculty and Staff Association.

LEVERAGING DATA FOR STUDENT WELLNESS: HIGH SCHOOL STUDENT GOVERNMENT'S APPROACH TO SENSE OF BELONGING

SALVADOR SANCHEZ



Salvador Sanchez is a HGSE alumni (PSP 2017 and CAS 2018). He is currently the Dean of Students at East College Prep. Sal has 10 years of working with youth in various capacities including mental health and wellness for youth on probation in Oakland CA and program director for after school programs in Los Angeles, CA. This is the 4th consecutive year he has brought students to present at AOCC.

STACY CORZO



Stacy Corzo is an 11th grader and is the current Deputy Commissioner of School Spirit in East College Prep's first student government. Stacy plans to attend a four year university and major in political science. Her ultimate goal is to create a non-profit organization to help provide low-income children with an education in Latin America and other countries.

ADRIAN ALONSO



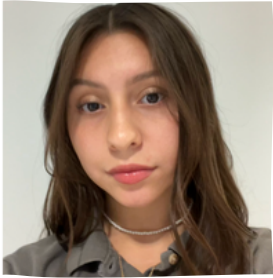
Adrian is a senior and ASB's Executive Historian at East College Prep. He enjoys cycling, crafting, collecting hats, and photography. He has volunteered on multiple film sets and has performed at the Ford Theater in Los Angeles. Adrian's goal is to work as a filmmaker once he graduates from college.

DIANNA MATA



Dianna Mata is a Junior at East College Prep high school. She is our ASB Deputy Treasurer and an ambassador of Step Up at East. This year (2022) she was co-captain for the Girls' Volleyball Team. Dianna aspires to become a businesswoman with a major in international business and hospitality management at a 4-year university.

CHLOE SANDOVAL



Chloe Sandoval is a high school junior at east college prep. She is the executive secretary for her student government and plays defense for her school's soccer team. She enjoys running, cooking, and gardening with her grandmother. Her dream is to graduate as a chemical engineering major from USC.

NICO COX ZAMBRANO



Nico is a junior and the commissioner of diversity and inclusion in ASB at East College Prep. He is a Hispanic Asian queer person. His biggest dream is to be a writer and inspire other young adults like him.

"WE HEAR YOU": SHARING THE AUTHENTIC VOICES OF PONTIAC YOUTH

SHAWNA BOOMGAARD



Shawna Boomgaard is a full time social work faculty member at Oakland Community College and an adjunct faculty at Oakland University. Ms. Boomgaard co-convenes the Oakland University-Pontiac Initiative Early Childhood Education (OUIECE) group, and co-leads the Pontiac Resilience Project. She is an experienced licensed clinical social worker who has worked in schools and juvenile justice systems. Ms. Boomgaard is also a PhD student in Early Childhood Education at Oakland University. boomgaard@oakland.edu

ANGELA POWELL MEDLOCK

AOCC 2023
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Angela Powell Medlock is an at-risk Social Worker at Pontiac High School. Ms. Powell Medlock co-leads the Pontiac Resilience Project and the Pontiac Parent University. Ms. Powell Medlock is a native of Pontiac, and an EdD student in Educational Leadership at Oakland University. angela.powell-medlock@pontiacschools.org

TOMOKO WAKABAYASHI

Tomoko Wakabayashi is an Associate Professor and Coordinator of the PhD Program in Early Childhood Education, Department of Human Development and Child Studies at Oakland University. Dr. Wakabayashi is on the leadership advisory board of OUIECE and co-leads the Pontiac Resilience Project. She is also a Master Trainer for the Michigan ACE Initiative. twakabayashi@oakland.edu



COCO MOLDER

Canequia Moulder is an Executive Director of Pontiac Promise Zone. Ms. Moulder co-convenes OUIECE and co-leads the Pontiac Resilience Project. Previously, Ms. Moulder was a teacher for the Pontiac School District. She is a native of Pontiac. Ms. Moulder is also a PhD student in Early Childhood Education at Oakland University cmoulder@pontiacpromisezone.org.



THE POWER AND NUANCES OF POLITICAL EDUCATION IN PRACTICE

ALEXIA LECLERCQ



Alexia Leclercq is a grassroots organizer, scholar, and artist. She has led dozens of environmental justice campaigns from passing national climate legislation to fighting for clean water, addressing aggregate and organizing mutual aid. Alexia is the co-founder of the Colorado River Conservancy under PODER and a political education non-profit named Start: Empowerment. Her curriculum has reached over 120,000 students across the United States and her work has been recognized through the prestigious Brower Youth Award, Jericho Activism Prize, and the 2022 WWF Conservation Award. Alexia served as the 2022 UN Youth Assembly Ambassador and has also been invited to speak at various events such as COP27, Global Peace Education Conference, Bioneers conference, CUNY Climate Education Conference, and Princeton University, etc. Alexia graduated Summa Cum Laude from New York University where she published research on the commodification of land, and the impact of climate health during covid-19. She is currently a graduate student at Harvard University focusing on liberatory pedagogies. Her other passions include art, poetry, and spending time with horses.

JOY LINDSAY



Joy Lindsay is an educator, researcher, and the Founder and CEO of Butterfly Dreamz, Inc. Based in Newark, NJ and Gary, IN, Butterfly Dreamz is a 501(c)(3) nonprofit that equips girls to be confident leaders and supports them in achieving their dreams through holistic mentorship, scholarships, and intergenerational community action. Joy holds a BBA in Finance from Howard University and an MPA in Nonprofit Management & Policy from NYU Wagner Graduate School of Public Service. Joy is currently an Ed.M. candidate at Harvard University Graduate School of Education, where she is studying Human Development and Education and serving as an Identity Project Fellow, conducting research on adolescents' ethnic-racial identity development and culturally sustaining pedagogy. Joy is also a Research Assistant with The Project on Workforce at Harvard, where she seeks to understand the role of community colleges in supporting regional economic development. Joy is an AMEX 100 for 100 Founder of Change, an Echoing Green Social Innovation Challenge Awardee, and the recipient of the Impact100 Essex County, NJ Impact Award. Joy is a proud member of the North Jersey Alumnae Chapter of Delta Sigma Theta Sorority, Incorporated. She is passionate about education, social entrepreneurship, and community-building. Through her research and practice, Joy aims to build impactful organizations that empower marginalized people—particularly women and girls of color—to lead authentically and achieve upward mobility.

RIGZEN WANGMO



Rigzen Wangmo is a student at the Harvard Graduate School of Education. She comes from a small indigenous community in the Himalayan region of India. Before coming to Harvard, she served as an Academic Director at an alternative school in Ladakh. Where she extensively worked on a practice-based curriculum. Her areas of interest are Indigenous practices in pedagogy, experiential, contextual learning, and alternative education.

Growing up in the Himalaya, Rigzen had the privilege of experiencing the warm and vibrant culture of the trans-Himalayan region. However, she is also witnessing the disappearance of those indigenous wisdom and practices that are sustainable, slower, and in harmony with nature. Her work, therefore, entails promoting education that incorporates indigenous ways of knowing and being. Rigzen hopes to start an alternative elementary school in her village in the Himalaya after her studies at HGSE.

JARED BELLOT



Jared Bellot is a theatre artist, facilitator and arts educator, whose work focuses on curating spaces that allow for moments of deep reflection, authentic curiosity, and intense laughter. Jared has over a decade's worth of experience in administrative and leadership positions at cultural institutions across the country, including at Steppenwolf Theatre in Chicago, IL where he spent over six years managing education programming that reached 20,000+ teens annually. Currently, Jared is an Ed.M. candidate in the Education Leadership, Organizations, and Entrepreneurship program with a concentration in Arts and Learning at the Harvard Graduate School of Education. At HGSE, his interests lie in researching sustainable models for arts-based youth work and exploring how educators can utilize the arts to support the creation of emancipated and liberated spaces for learning.

ATTITUDES TOWARDS MISTAKES IN STEM EDUCATION: PONDERING IMPLICATIONS FOR FEMALE & BLACK AND BROWN UNDERGRADUATES

MALEKA DONALDSON



Maleka Donaldson, Ed.D. is an Assistant Professor of Education and Child Study at Smith College. Her research focuses on teacher-student interactions during instruction and the role of mistakes and feedback in real-world learning contexts. Her written work appears in the *Harvard Educational Review*, *The Journal of Educational Research*, *AERA Open*, *Theory Into Practice*, and more. Additionally, she recently published a sole-authored book entitled *From Oops to Aha: Portraits of Learning from Mistakes in Kindergarten* (Rowman & Littlefield). As a former classroom teacher, she strives to bridge the worlds of teacher-education, day-to-day instruction, and academic research in ways that have practical implications for improving students' lives and learning. Dr. Donaldson holds an Ed.D. in Human Development and Education, an Ed.M. in Human Development and Psychology, and an Ed.M. in Learning and Teaching from the Harvard Graduate School of Education.

SATURDAY BREAKOUT SESSION #1

11:10 – 12:10 PM

AOCC 2023
ALUMNI OF COLOR CONFERENCE
A JOURNEY TOWARDS HEALING:
AUTHENTICITY & ACTIVISM IN EDUCATION



168 STRONG: HOW BLACK HGSE BUILT CULTURE, COMMUNITY, AND HEALING IN THE FACE OF COVID (2020-2022)

MCKENZIE PARKINS



Mckenzie Parkins is a sister, educator, and advocate for Black and Brown kids. Specializing in strategic planning, project management, and legislative advocacy Mckenzie helps grassroots organizations execute on education campaigns creating a more just and equitable learning environment for all. Mckenzie graduated from the University of Georgia with a degree in Special Education and a Master's in Education Policy and Management from Harvard Graduate School of Education.

**CIERRA COOPER-
PHILLIPS**



Cierra Cooper-Phillips holds bachelor's degrees in psychology and political science from Seattle Pacific University and an Ed.M. in Human Development and Psychology from Harvard's Graduate School of Education. Cierra currently coordinates and facilitates the Leadership Search and ISS EDUrecruit teams for International Schools Services, a global teacher recruitment service. Before joining ISS, Cierra was an improvement analyst with the Carnegie Foundation for the Advancement of Teaching in Stanford, California, and a Special Education Specialist with Seattle Public Schools.

LE'AYSHA PEARSON



Le'Aysha Pearson is an educator and explorer who is passionate about expanding the opportunities and experiences accessible to students of color through education. She graduated from Washington University in St. Louis with a Bachelor's in Elementary Education and Africana Studies in Spring 2021. After completing her undergraduate degree, she was selected as an English Teaching Assistant in Athens, Greece by the Fulbright Foundation. After completing her Fulbright year, Le'Aysha graduated from the Harvard Graduate School of Education with a Master's in Education, Policy, and Management in Spring 2021 while simultaneously teaching English as a second language in Valencia, Spain.

ROMIE ROBERSTON



GARY BRIGGS



NATALIE MITCHELL



DUANECIA EVANS CLARK



TYRELL ADEYAMI



DAVID BALAN



BUILDING BAYANIHAN: DISMANTLING ANTI-BLACK CONSCIOUSNESS IN THE PHILIPPINES

ARIENNE L. CALINGO



Arienne L. Calingo serves as the Communications Specialist for the Religious Liberty Initiative at Notre Dame Law School and is responsible for executing the RLI's marketing efforts. Arienne graduated with honors from Georgetown University and obtained her master's degree in International Education Policy from the Harvard Graduate School of Education in 2018. While at Harvard, she served as the project lead for developing an open e-learning course on diversity, equity, and inclusion for the UNESCO Chair in Open Technologies for Open Educational Resources and Open Learning. She previously worked as the Senior Educational Consultant and Video Producer for Leap Finance. She was the first woman to serve as EducationUSA Ambassador for the U.S. Embassy in Manila and has given advice to outbound Filipino students, alongside U.S. Ambassador Sung Kim and consular officers. Prior to that, she taught Arabic language and Middle Eastern culture at Holy Angel University. Arienne also served as the International Cooperation Assistant in the Bureau of International Cooperation Strategy, an agency of the Thailand Ministry of Education. As a champion for diversity and inclusion, Arienne is excited to highlight her Filipino culture and bring her international perspectives to the 2023 Alumni of Color Conference.

BUILDING EMPATHY WORKSHOP: CREATING AN OPPORTUNITY FOR COMMUNITY HEALING THROUGH ART

ALLIDA WARN



(Ed.M. 2018 Arts in Education) Allida Warn is a socially engaged artist, teacher, and researcher. She serves as the founder of the Make Move and Jam after school arts enrichment program at Conservatory Lab of which Building Empathy is a part.

Conservatory Lab Charter School is a public charter school in Dorchester, Massachusetts that empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education.

NORA VALDEZ



Nora Valdez is an award-winning sculptor from Argentina whose work has been exhibited and installed in public spaces in Europe, Asia, North and South America and across the USA. Valdez's work focuses on the immigrant experience. Valdez sculpts symbolic narratives that reflect her dreams. Using imagery of people and objects, she recreates the hard road of people caught within alien systems seeking the rootedness of home.

JOSÉ SANTIAGO

José Santiago is a multi-disciplinary artist and designer originally from Brooklyn, New York. In addition to being the Art Teacher at Conservatory Lab and an active collaborator in designing the arts enrichment program, Santiago is an experienced Graphic Designer. He attended Boston Arts Academy and graduated with a BFA from Massachusetts College of Art and Design in 2009.



CAMINO PROGRAM: HEALING SYSTEMIC VIOLENCE

VANESSA LÓPEZ



Vanessa is a dedicated educator who has used her experiences as motivation to support others. For over nine years, she has worked with high school students and their families to help them navigate post-secondary opportunities. Vanessa is currently a bilingual mental health therapist working with high school students who have recently migrated to the U.S.

CHRISTIAN MARTINEZ



Christian Martinez, also known as Galactico, is an educator and poeta. Born in Uruapan, Michoacan, Mexico, he and his family migrated to Oakland, California in 1999 to pursue a better future. Growing up in East Oakland deeply influenced his desire to elevate in community. Galactico's motivation stems from witnessing and experiencing social and educational inequities first hand. His work is grounded in wanting to level the playing field for communities of color.

ARELI PORRAS-POZOS



As a community leader for the past decade in Oakland, California, Areli has been recognized for their work with youth through education and athletic coaching. Using their experience and intimate knowledge of community needs, Areli also helps leaders identify how their school systems can welcome students and families more fully into the fabric of their educational environment.

THE MODEL THERAPY MUSIC TOUR: ACTIVISM FOR STUDENT MENTAL HEALTH & HEALING

JOHNNY REED BLAKE HAMENT



Visionary and Chicagoan Johnny Reed launched ProjectHEAL Inc. in 2017 in response to the need for school staff, students, and families to discuss how trauma impacts student learning and teacher well-being, and to identify healthy, culturally relevant coping mechanisms necessary to navigate and transcend the mental scarring trauma inflicts. In five years Reed established 62+ partnerships with universities, community-based organizations, and public and charter schools in more than 18 states, reached 5000+ education leaders through trauma-informed professional development, impacted 250,000+ students, and launched the Meditation & Calming Center for Lee Antonello Elementary School students in Las Vegas. He realized that, nationwide, within our schools, homes, and neighborhoods, stress, and trauma continues to impact us in ways we don't understand, while music continues to heal us in ways we love and need to know more about. As a result, KingReedo launched the Model Therapy Music Tour with the goal to teach high school students—and adults—that songwriting, music recording and performance is an extremely healthy way to relieve stress. The Model Therapy Music Tour is an initiative powered by ProjectHEAL in an effort to normalize conversations about mental health, coping with stress in healthy ways and, most importantly, healing through music.

“WATCH US BLEED, BUT DON’T CALL 911”: THE WOUNDING OF WOMEN LEADERS OF COLOR

MARY ANTÓN



(HGSE 2000, Ed.D)

A Latina scholar, coach, and consultant, Dr. Antón coaches BIPOC leaders and multiracial teams nationally. Dr. Antón spent 40 years as a public school educator, in the roles of teacher, coach, and principal. As a former RIDES coach and now a co-founder of Schools Transforming, Dr. Anton works with school districts around the country as they engage in deep equity work through improvement cycles and equity rounds. She serves as a coach to DEI directors, heads of school, and district leaders. Dr. Antón is chair of the board of People of Color in Independent Schools. As a qualitative researcher and teacher of qualitative research, she presents at AERA, Learning Forward, PoCC (People of Color Conference - NAIS) and AOCC.

JEFFRIANNE WILDER



A sociologist, specializing in diversity, race relations & women’s empowerment, Dr. Wilder is currently a Senior Lecturer, Diversity, Equity, and Inclusion (DEI) Leadership at Glasgow Caledonian and Senior Research Scientist & Director of Strategic Initiatives for Women and Girls of Color.

DIGNITY IN DEI: PERSPECTIVE-TAKING DURING TIMES OF CONFLICT



Dignity in Design (DiD) was founded by members of the 2021-2022 Equity & Inclusion Fellows at Harvard Graduate School of Education. Team members Tahmid, Kimberly, John, Victoria, Chandanie, Jaiman, Leah, and Sofia were trained in organizational change with an adaptive leadership lens. Coming from extensive backgrounds in education, the team leverages their diverse individual and collective experiences to support people and organizations experiencing a range of complex internal and structural challenges. Core to DiD’s mission is recentering the inherent dignity of every human involved in an organization by focusing on a wide array of human-centered interventions designed to observe, diagnose, and intervene in organizational challenges. These interventions result in not only determining and solving organizational issues, but building the capacity for members of the organizations themselves to reflect on their own inequitable work conditions and develop as critical leaders.

WHY I GAVE UP TENURE AND STARTED DRAWING AGAIN: EXPLORING COMIC BOOK CREATION IN METHODS COURSES

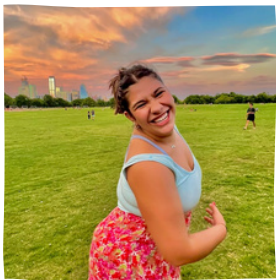
JOHN P. BROOME, PHD



Dr. John P. Broome (he/him/his) is a clinical associate professor of social studies education at Purdue University, where he teaches future educators how to unlearn, think critically, expand their creativity, and bridge cultural content and the curriculum for global citizenship. The core of his work is grounded in culturally responsive pedagogy for preparing educators to identify, understand, and appreciate the limitless cultural content around them for classroom social studies instruction. His current projects focus on the idea of 'educator as content creator' through the creation of culturally responsive comic books in his methods courses - connecting the formal curriculum and the opportunity for artistic expression in future teachers and K-12 students. Dr. Broome's projects have been presented at leading academic conferences such as the American Educational Research Association (AERA), the National Council for the Social Studies, Forbes, SWSW EDU, and published in premier journals and books in his field. Prior to Purdue University, Broome taught as a tenured faculty member at the University of Mary Washington, a doctoral student at the University of Virginia, a teacher in middle and high schools in Virginia, and as a consultant in the Fortune 500 at Accenture. He earned his Ph.D. from the University of Virginia, M.Ed. from George Mason University, and B.A. from The College of William & Mary.

SILLINESS AS A SITE OF JOY AND RESISTANCE

ALEXZANDRA ROMAN



Alexzandra Roman (she/her/ella) is a proud Chicana, Latina, Mexican American and Tejana. Home is her grandmother's cooking and her mother's commitment to humanity. Born and raised in San Antonio, Texas, she is currently pursuing a Master's in Human Development and Education with a concentration in Identity, Power, and Justice in Education at the Harvard Graduate School of Education. Alexzandra obtained a Bachelor of Arts degree from The University of Texas at Austin, triple-majoring in Mexican American & Latino/a/x Studies, Women & Gender Studies, and Government. She has a deep love for her community, silliness, and Ethnic Studies. Most recently, she completed a thesis titled Secondary English and U.S. History Teachers' Understanding of Ethnic Studies in Combating Curricular Violence. Alexzandra has worked with the U.S. Department of Education and the League of United Latin American Citizens, centering her advocacy around students of color. While at Harvard, she is furthering her research interest through the exploration of Ethnic Studies as a site of joy and resistance for students of color. This lens has informed her most recent project on the power of silliness to subvert white supremacy in academia. Most notably, Alexzandra is a Scorpio sun, Aquarius rising, and Capricorn moon who loves to laugh, be silly, read, and binge Love Island.

DRAGONFLY EYES: AUTHENTICITY AND ACTIVISM THROUGH PASSAGE SELECTION

VIVIEN DE PERALTA



Vivien De Peralta uses over 14 years of experience as a special education teacher, coach, and learning specialist in elementary, middle, and high schools to create K-12 assessments for nationally recognized assessment companies. Prior to assessments, she curated texts, designed, and developed curriculum for the Chicago Public Schools Curriculum Equity Initiative and analyzed curricula of education programs for factors such as diversity, inclusion, accessibility, and standards alignment. Her last class of students proudly graduated from high school in 2022. Vivien earned her bachelor's degree in sociology with a minor in biology from the College of William and Mary. In 2017, she earned her Ed.M. from the Harvard Graduate School of Education in School Leadership. Her professional licenses allow her to teach students with Specific Learning Disabilities (K-12) in Virginia as well as serve as a School Principal/Assistant Principal (PreK-12) in Virginia and Massachusetts.

Vivien advocates and rallies support for equitable learning opportunities for historically underserved communities, on the journey to build an education system they deserve.

JUDY PAK



Judy Pak brings 14+ years of K-12 education experience as an instructional designer, curriculum developer, and an elementary school learning specialist focusing on reading and writing instruction, curriculum, and assessments. In 2021, Judy launched Awesome Judy Reads, where she shares diverse and inclusive children's picture books to feature authors and stories from a variety of cultural backgrounds. As a Korean American and the oldest child in a single parent household, Judy learned the importance of education. These lessons were applied and embodied as she became the first in her family to graduate with undergraduate and graduate degrees. As a special education teacher and learning specialist, Judy passionately advocated for all learners to have access and actively participate in rigorous learning experiences, and she continues this advocacy as she designs curriculum. She holds a BA in Child and Adolescent Development from California State University, Northridge, and MA in Special Education from Teachers College, Columbia University. Judy is committed to prioritizing access for all learners and focused on empowering and amplifying underrepresented voices.

**ELIZABETH
PATTERSON**



Elizabeth Patterson is a lead content developer at a nationally acclaimed curriculum company. She designs, reviews, and edits high-quality instructional materials for teachers and students of all backgrounds and abilities. In addition, she authors culturally relevant passages for K-8 assessments. Elizabeth earned her bachelor's degree in music business from Belmont University in 2008. She earned her master's degree in curriculum and instruction from Bethel University in 2013. In 2019, Elizabeth received her Ed.D. in educational leadership and management with a concentration in multicultural education in the K-12 setting from Capella University. She also holds a professional teaching license in the state of Tennessee (K-6), as well as an ESL (K-12) endorsement. With 14 years of experience in education, Elizabeth strives to advance social justice by providing equal access to culturally responsive curriculum and assessment resources.

SATURDAY BREAKOUT SESSION #2

1:10 - 2:10 PM

AOCC 2023
ALUMNI OF COLOR CONFERENCE
**A JOURNEY TOWARDS HEALING:
AUTHENTICITY & ACTIVISM IN EDUCATION**



MOVIMIENTO: A MINDFUL MOVEMENT THROUGH SELF-EXPRESSION WORKSHOP

**ALEJANDRA RAMOS
GÓMEZ**



Alejandra Ramos Gómez is an author, consultant, and multidisciplinary artist born and raised in Juárez, México. She immigrated to the U.S. (Dallas, TX) in 2014 to become a bilingual educator and is currently an Ed. M. Candidate at Harvard Graduate School of Education in the Human Development and Education Program with a concentration in Arts and Learning. Alejandra is the founder of We Are Poderosas, a bilingual social and emotional learning through the art venture for girls. She is certified in dance therapy and mindfulness instruction and is passionate about integrating art, wellness, and education. Ramos Gómez is currently a graduate intern at the Ecological Approaches to Social Emotional Learning (EASEL) Laboratory and an Identity Project Fellow at the Adolescent Ethnic Racial Identity Development (AERID) Laboratory. Further, she collaborates as an art and educational consultant with social organizations across the U.S. and Latin America.

Imperfecta, her debut bilingual poetry book, was published in 2021. In her writing and spoken word, she explores themes of identity, immigration, representation, and mental health. Her work appears in international media, including TEDx, NPR Latino USA, Ms. Magazine, Better, Plan International, UNICEF, and United Nations Girls Education Initiative (UNGEI).

"I AM FROM"... A BLACK WOMAN'S EVOLUTION TO AUTHENTICITY: HOW TO LEAD WITH SELF ACCEPTANCE, TRUTH, AND VOICE

TRISTAL WATSON



Trystal Watson comes from a family who has always valued education and has dedicated her life to creating equitable learning opportunities for all students. After graduating from college, Trystal began her career as an AmeriCorps tutor in a rural Mississippi school district. After spending a year cultivating the young minds of kindergartners and realizing the lasting impact she had on students, Trystal decided to pursue a career in education. She worked as a teacher and coach before being accepted into the Principal Corps program at the University of Mississippi. Upon graduating, she accepted a role as assistant principal and would later go on to be a head principal. Trystal Watson is a creative & energetic visionary leader who creates positive school culture by building quality relationships and keeping students first! She is excited to continue working to improve the quality and reach of K12 education for all.

CHRIS SHELTON



Christan Shelton is an urban educator who began her professional career as a defense attorney at Bryan Cave, LLP. Realizing her true passion is to help others, Shelton transitioned and began her career in education as a middle school mathematics teacher with Teach for America. During her last year in the classroom, before transitioning to her role as an instructional coach, 100% of her Algebra I students scored advanced or proficient on the Missouri End of Course Exam and 95% of her 8th grade students passed the Missouri State Assessment. She spent ten years at her Teach for America placement school relentlessly fighting to ensure that urban scholars receive a quality and equitable education. After leaving her placement school, Shelton was awarded the Zuckerman Fellowship from the Center for Public Leadership at the Harvard Kennedy School. She received a master's degree in Education Leadership, Organizations, and Entrepreneurship from the Harvard Graduate School of Education. Shelton also received a Bachelor of Science degree in Business Administration from Saint Louis University and a Juris Doctor degree from Howard University School of Law.

CHAMPS CAMP: VOICE, VISION AND AGENCY

AKIESHA ORTIZ



Akiesha Ortiz is the Senior Fellowship Program Manager for the Fellowship for Serving African American Communities, U.S. Latino Fellowship, Bacon Environmental Fellows, and the Gleitsman Social Impact Fellowship at Harvard Kennedy School's premier Center for Public Leadership. She is the first in her family to attend college, graduating from the HBCU, North Carolina Central University. She started her educational career at 15 as an elementary assistant and has flourished in this field. Akiesha has been a Fulbright Educator, Teacher of the Year, a video exemplar for Harvard READS, a Title 1 District Liaison, and a community educator/trainer for Communities in Schools pushing the boundaries of her talents and sharing her expertise whenever she can. Her university leadership includes being voted in as the co-chair of Harvard's 30-year ERG, Committee on the Concerns of Women (CCW) Executive Board where she supports the objective of community and empowerment for all women employees of Harvard. Her heart is ignited by her role as the visionary co-founder and current advisor for Harvard's Greener Scott Scholars - the only mentoring program that convenes Black undergraduates and graduates from all over the Harvard Community (their recent cohort had over 100 students involved). After an award-winning career in education for approximately three decades as an administrator, teacher, and assistant, she attended school at Harvard Graduate of Education, where she received the 2017 Intellectual Award for Human Development and Psychology from her peers. She has been honored within CPL with the Spot Award and like all in education, she felt the complexities of the pandemic, yet she was awarded Harvard Kennedy School's Sue Williamson Award for her commitment and dedication to all students in May of 2021.

BIMMY ANTNEY



James "Bimmy" Antney is a rapper, producer, executive producer, composer, iconic influencer, and an Artist Strategist in the Hip Hop industry. He is also referred to as Bim, New York's God-Father of Hip-Hop, acknowledged by many of his peers for his notable contributions to the genre. Undoubtedly, Bimmy has contributed to the creative process and development of many of today's notable icons, influencing their unique sound and style and catapulting many careers of such artists. In his early years as a member of the infamous Supreme Team, Bimmy was well known for his no-nonsense reputation, impeccable style, and flashy cars. Bimmy has proven that changing the narrative about your life is possible. Antney is focused on promoting mentorship through his WHAT'IF foundation, using diverse volunteers and community leaders to develop programs and strategies to change the narrative of today's urban youth effectively. His street life experience gave him the tenacity to never stop working and hustling against all odds, masterfully melding his knowledge to become an established insider in the Music Industry.

MONTE BARRETT



Monte Barrett is an American boxer who competed from 1996 - 2014. He was inducted into the New York Boxing Hall of Fame and honorable mention for the International Boxing Hall of Fame in 2019. He won the WBC Continental Championship in 1999 and the WBO Asian Pacific and WBO Oriental Heavyweight titles in 2011. Monte Barrett has fought for the world heavyweight championship twice: once in 2005 for the WBC and again in 2006 for the WBA. Monte Barrett has fought on the highest level of boxing, going toe to toe with top heavyweights, leaving it all in the ring like champions do! He's known in the boxing community as an honorable man and is well respected in the profession. As a man of strong faith, he has been called to invest in his community; he recently purchased a commercial building in St. George, SC, and will be transforming it into a state-of-the-art gym open to anyone who wants to get healthy and fit. He believes as a leader his job is to make everyone around him great. His life experiences and stories will have you hanging on the edge of your seat. He's authentic and love's helping people and as you get to know Monte, you'll get to see and feel his radiant energy and appreciate his story.

TRACIE JONES BARRETT



Tracie Jones is the assistant dean for diversity, equity, and inclusion at the MIT School of Humanities, Arts, and Social Sciences. Her portfolio of work includes strategic planning, assessment, program development, facilitation, coaching, and community engagement. Prior to MIT, Tracie was the Director for Diversity, Equity, Inclusion, and Belonging at the Harvard Graduate School of Education and served on the Diversity Council for Harvard University. Tracie received the Harvard Hero award in 2019 and the Harvard Graduate School of Education's Alumni of Color Conference Tina Hansar staff award in 2013 and 2017. While at Harvard at the height of the pandemic, Tracie created this library guide with librarian Sarah DeMott: <https://guides.library.harvard.edu/BlackCovid/home> Jones-Barrett has a chapter in the recently released book: *The Experiences of Black Women Diversity Practitioners in Historically White Institutions*. Tracie will defend her dissertation, "Cite a Sista: How Black women at an Ivy League graduate school of education make meaning of thriving," in March of 2023.

RAHIM BEYAH



Rahim Beyah has managed numerous platinum artists and Award-Winning producers. His works include Grammy nominated musicians and actors and have been influential in the careers of many DJ's, and writers globally. Rahim's associated credits include: Michael Williams (HBO's Boardwalk Empire, The Wire) Fredro Starr, Panama PI, Sticky Fingaz, Mr. Cheeks, Biggie, Mario Winans, Guerilla Black, Sharissa, Black Rob, Big Gipp/ Kinfolk and The Game. He also wrote with the likes of, El DE barge, Harve Pierre (President of Bad Boys) and Jack Knight (founder of Jack Knight Songwriters Academy). In 2013 he hosted an online radio show called "WHAT'S HOOD", interviewing artists and talking about all the issues that impact the neighborhoods that they come from. His most recent credits are founding and overseeing his own company, United Front Group, which prepares and packages potential artists for labels and other entities His online radio show, "WHAT'S HOOD", interviews artists and discusses all the issues that impact the "hood." Beyah's marketing and branding skills are driven like the force of a category "V" tornado. His vivid imagination, charismatic energy and creativity are just a fraction of what he possesses to sell "the dream".

DANCE AS AN EXPLORATION OF SELF, JUSTICE, AND HEALING IN EDUCATIONAL SPACES

NISHA SRINIVASA



Nisha is currently a HGSE M.Ed student in the Human Development and Education Program and the Identity Power and Justice concentration. Prior to coming to HGSE, Nisha earned her Bachelor's degree from UC Berkeley. She then worked as special education teacher in Oakland for several years. As an educator, Nisha is passionate about centering students and working towards racial equity and liberation. She has worked in multiple non profit organizations dedicated to partnering with local communities to inspire change. Nisha has also been a dancer for her entire life, specializing in multiple different styles from ballet and jazz to contemporary and Latin ballroom. She is very passionate about dance education. In 2020, she started a dance group at the school at which she previously worked, bringing in several expert dancers from Oakland to teach workshops to her students and choreographing weekly dance pieces to teach. Nisha also held weekly online dance workshops, all the proceeds of which went to grassroots organizations in Oakland promoting a variety of social justice causes, from LGBTQ+ pride to black liberation. At her core, Nisha believes that movement and dance are intrinsic to the human experience, and finds it an incredible educational tool to learn about oneself and others.

WHO DO YOU THINK YOU ARE: THE PURSUIT AND MAINTENANCE OF AUTHENTICITY

TROY LEWIS



With 20 years in education, Troy has impacted the lives of youth and adult learners throughout the education ecosystem: teaching GED math; supporting students to and through college; placing students in federal internships; international education or entrepreneurial capacity building for nonprofits. Troy attributes his professional skills to his experiences with leading youth development programs and higher education institutions, such as The Posse Foundation, KIPP, the University of Maryland, American University and the Thurgood Marshall College Fund. Troy earned his bachelor's at Florida A&M University, master's at Harvard University and navigates life as a black, agnostic, cis-gendered, gay gentleman from Jacksonville, FL.

VICTORIA DUNN



Victoria arrived in Washington, DC in 2001, with a belief that together we could stop wars and dismantle systems of oppression. After working as an antiwar activist and travelling to Iraq, Victoria shifted her work to focus on post-secondary education access and success as a means of fostering equity and justice. Along the way, she's worked for several outstanding organizations - The Posse Foundation, KIPP, Bottom Line. Victoria identifies as a white, Jewish, cisgendered, queer woman who is parenting transracially. She lives in Washington, DC with her family and a giant dog named Moses.

FOOD IS POLITICAL: THE NEED FOR SOCIAL JUSTICE IN FOOD EDUCATION

JENNY DORSEY



Jenny is a professional chef, author, and speaker working at the intersection of food, identity, and social justice. She leads a nonprofit research organization named Studio ATA0, and runs her own culinary consulting business. Jenny writes a newsletter titled *Way Too Complicated*, and has bylines in outlets such as *The Washington Post*, *Eater*, *The Counter*, and *Food & Wine*. In pre-pandemic 2020, she gave her first TEDx Talk titled *How Food Can Be A Source of Identity, Intimacy, and Vulnerability*. In 2022, she was named to *Food & Wine's* Industry Changemakers list, as well as the World's 50 "50 Next" list. Her full biography, food portfolio, awards, and bylines can be found at www.jennydorsey.co.

BOUT' THAT ACTIVISM LIFE? START A SCHOOL

NEDAA ALWAWI



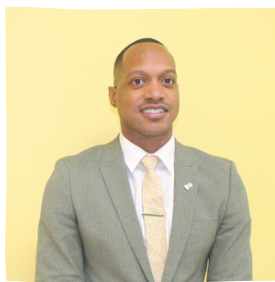
Nedaa Alwawi is the founder and executive director at Prairie Academy, a private, faith-based, internationally accredited elementary school in the heart of Chicago. Nedaa saw the need for an independent, alternative school structure to the Islamic institutions that currently exist. The potential of building an Islamic school where students would integrate their learning with their spiritual beliefs, seemed deeply compelling. She aspired to create an inclusive, heart-centered, and faith-based institution where students could form a strong sense of belonging and community. In 2015, she took the experiences she gained over the decade working at Chicago Public Schools and hurled her heart into founding one of the first Islamic elementary schools in the heart of Chicago. Prior to founding Prairie, Nedaa's professional expertise includes serving over twelve years as a high school classroom teacher in both Chicago Public Schools (CPS) and in Boston charter schools, and three years as a department chairperson in CPS. Additionally, she served as a teacher consultant for Chicago's board of education. She holds a master's in education leadership from North Park University, a principal licensure, teacher evaluator license and a certificate in philanthropy and nonprofit organizations from Northwestern University. Nedaa's most recent work includes co-founding a nonprofit, divorce resource center to support marginalized and under-resourced women in Illinois.

COURTNEY SALES



Courtney Rodriguez Sales comes from an extensive and varied background that has always had the same focus: advocating for children. Courtney received a Bachelor of Arts in Crime, Law, and Justice from the Pennsylvania State University. She then accepted a position with Teach for America, instructing a fifth-grade classroom in her hometown of Bronx, New York. She led her students to achieve over two years of reading growth in one instructional year. The inequities she witnessed inspired Courtney to obtain a Juris Doctor Degree from Hofstra Law School, which she hoped to use to "dismantle the system" she felt deprived students of an excellent education. She became an Assistant Public Defender in Pittsburgh, Pennsylvania, representing juveniles in their criminal proceedings. Years later, she chose to return to the place she felt she could make the most impact: schools. In her position as the Project Manager for the Pittsburgh Public School District's Department of Professional Development, she developed and managed a number of district initiatives. Additionally, Courtney supported school administrators in the creation of professional development plans aimed at building the capacity of teachers and producing academic achievement for students. Most recently, Mrs. Sales received a credential from Harvard University's College of Education for successfully completing its Urban School Leaders Program. Having fought on behalf of children in the boardroom, the courtroom, and the classroom, Courtney is humbled by the opportunity to create and manage a world class school for children in Houston, Texas.

DEARCHIE SCOTT



DeArchie Scott has been committed to the students in his classrooms for over fifteen years. DeArchie matriculated from the University of Memphis, obtaining a Bachelor of Arts in Business Administration. Upon graduating, he enrolled at the University of Mississippi and earned his Master's in Curriculum & Instruction and an Education Specialist Degree in Educational Leadership. Mr. Scott began his career in Horn Lake, Mississippi as a Special Education teacher for DeSoto County Schools. His days were long, his benchmarks high, and his students drastically behind where they needed to be academically. Despite the alarming deficits in his students' learning, DeArchie was determined to get them to the academic excellence he knew they could achieve. He raised the standard of teaching and set higher expectations, yielding significant increases in student academic performance. Recognized as a valuable resource, he began mentoring and coaching colleagues toward similar instructional success. As he did in the Magnolia State, DeArchie taught to a higher bar in his years in Memphis, Tennessee as an instructional leader and resident principal in the city's most underprivileged community. Working and living in the community he served, he spent countless hours advocating for his students and their families while working with community leaders on literacy education initiatives to lower the crime rates and help foster a safe, educational environment focused on learning. He continued to be a community liaison through his various partnerships with community members and leaders as a Director of School Operations before returning to Mississippi to found a high-quality college prep charter school. DeArchie founded Ambition Preparatory Charter School in 2019 with just 140 kindergarten and first-grade students and is growing the school to 750 elementary and middle school students. DeArchie understands the urgent need for high-performing schools in urban areas and is committed to resetting the bar for excellence in education in his community.

TRACEY DIXON



Tracey Dixon is a Brooklyn-based freelance violist and educator. Under the tutelage of Masao Kawasaki, Stephanie Baer, & Veronica Salas, Tracey received her B.M. in Viola Performance from Brooklyn College (CUNY). She has also received Suzuki teacher training under Carrie Reuning-Hummel and Christie Felsing. Tracey received her M.A. in Music and Music Education at Teachers College Columbia University in 2021. She is currently a 2024 candidate at Harvard Graduate School of Education for an Ed.M in Education Leadership. Over 25 years of freelancing has allowed Tracey to perform with a variety of artists such as, Cece Winans, Tye Tribbett, Donnie McClurkin, Kim Burrell, Leon Lacey, Harlem Symphony Orchestra, Tamar Kali, & Solange. Tracey is an inaugural recipient of the 2022 Creatives Rebuild New York Artist Employment Program grant. This recognition allows Tracey to continue her work as a Master Teaching Artist and sound healer for NYC children for the past 30 years. Tracey strongly believes that music education and making music are the keys to creating and keeping a humane and compassionate society.

STUDENT VOICES: CELEBRATING OUR IDENTITIES

CARMEN RODI



Carmen Rodi is a School Counselor at Furness High School, a traditional public high school within the School District of Philadelphia. She works primarily with the 12th grade students and supports mental health and postsecondary access. She has also supported district-wide equity efforts, including presenting at the SDP 2022 Social Justice Summit, and leading virtual professional development on equity issues both school-wide and district-wide. She is a 2021 graduate of Harvard Graduate School of Education where she received her M.Ed and Certificate of Advanced Study (CAS) in Counseling.

BE YOURSELF, BUT WITHIN THESE BOUNDARIES: BARRIERS TO MAINTAINING AUTHENTICITY FOR INTERNATIONAL STUDENTS IN THE UNITED STATES

NIGEL GRAY



Nigel Gray is a Policy and Research Associate at the Equity in Education Coalition, where he currently works on topics related to education finance and guaranteed basic income in Washington state. In addition, he also works as a pro-bono advisor to first-generation and low-income students, mentoring them on their college applications. His research interests are in international student affairs and analyzing the effects of social pressures on the higher education choices of adolescents.

Before joining the EEC, Nigel worked at Harvard's Education Redesign Lab where he developed national-level cost estimates for implementing personalized cradle-to-career programs and was also a Teaching Fellow for HGSE's summer foundational course in Evidence. Prior to Harvard, Nigel was an Economics Research Assistant at Verité Research, in which he led assignments relating to public financial management, and gender economics in Sri Lanka. He has presented his research to numerous audiences and media organizations, led social media campaigns, and published research reports. Nigel also held multiple positions as a Lecturer for the University of London.

Nigel holds a Bachelor's in Economics and Management from the University of London and a Master's in Education Policy and Analysis from the Harvard Graduate School of Education.

AUTHENTICITY & ACTIVISM FOR MULTILINGUAL LEARNERS; IT'S A CIVIL RIGHTS ISSUE

AYANNA COOPER



Ayanna Cooper, Ed.D., is a Black American, educator, author, and keynote speaker whose passion for advocacy was cultivated in Boston, Massachusetts, her hometown. Having relocated to the southeast two decades ago, her work nationwide has centered around combating issues related to civil rights, racism, particularly anti-Blackness, in K-12 English language teaching and learning. She is also a U.S. Department of State English Language Specialist alumna, having served on projects in Kuwait (2019) and Brazil (2020) and is currently serving on the Board of Directors for TESOL International Association (2020-2023). At Achievement Network she serves as the Director for Multilingual Learners, the first person to hold this position, and at Howard University's College of Education, as a Part-Time faculty member in the Department of Curriculum and Instruction. Ayanna engages in "real talk" storytelling to bring linguistically diverse student populations to the center. She is the author of several publications that include, *And Justice for ELs: A Leader's Guide to Creating and Sustaining Equitable Schools*, *Black Immigrants in the United States* (co-edited), a chapter in *Teacher's College Press Justice for All: Realities and Possibilities of Black English Learners in K-12 Schools* (2020), and as *Language Magazine's* Pass the Mic Series editor.

SATURDAY BREAKOUT SESSION #3

2:20 – 3:20 PM

TO BE IN THE RE: A COMMUNITY MOVEMENT EXPERIENCE

BRI BRASWELL



Bri Braswell '21 is honored to present at AOCC and share sacred physical space with her HGSE family for the first time. Bri is a certified Zumba instructor who teaches for college campuses and community events. Her interactive workshops focus on the spirit of embodiment and celebrate the liberation and release that mindfulness and movement brings us in all learning spaces from the studio to the classroom. Weaving the pedagogies of Ethnic Studies, Healing Centered Engagement and Embodiment Work (thank you Dr. V and Aysha Upchurch!) Bri has found the language to unearth the ancestral calling that she has always felt: to move. Bri has continued co-creating connections with HGSE as a teaching fellow and research assistant. As an academic wellness practitioner and embodiment and belonging educator, Bri designs peer mentoring programs, builds cohorts of brand ambassadors that engage students and implements dynamic programming for social impact scholars. Bri is an education strategist, freedom dreamer and breathwork enthusiast. #BreatheWithBri

AYSHA UPCHURCH



Aysha Upchurch is an entrepreneur, artist, educator, and consultant who creates, facilitates, and designs for radical change. She is a seed planter and soil agitator who weaves her passion into her commitment to critical arts pedagogy, youth advocacy, social justice, and transformative education. Radical change means shaking up the old, expanding the boundaries of what's possible, and centering joy in the process. Whether on the stage or in the classroom or boardroom, Aysha is quite literally on the move to show what it means to be D.Ø.P.E. - dismantling oppression, pushing education.

CULTURALLY APPROPRIATE METHODS OF SUPPORTING STUDENTS OF COLOR ACHIEVEMENT

ARNOLD LOPEZ



Arnold started his career in Southeast San Diego, where he worked with young people through local recreation centers, the YMCA, and his church youth group. Now, as the Manager of Alumni Engagement at The Hidden Genius Project, a nonprofit organization that trains and mentors Black male youth in Technology Creation and Entrepreneurship, Arnold Lopez actively manages the personal, professional, and academic ecosystem of initiatives to support current students and alumni. His passion for education and youth development was amplified when he moved to the Bay Area and joined Destination College Advising Corps (DCAC) with UC Berkeley. Arnold studied Educational Entrepreneurship at the Harvard Graduate School of Education and Business Administration at the MIT Sloan School of Management with the intent to bring more resources back into at-opportunity communities.

JAHRAI HAILE



Jahrai is a first-year student at Boston University on a full ride scholarship under the highly-esteemed Posse Foundation merit scholarship, where he is majoring in Business and minoring in sustainability and real estate. Even in an all-virtual program, Jahrai Haile (Richmond Cohort 4 Hidden Genius Alum) felt the love, brotherhood, and support of The Hidden Genius Project, sharing how "it's an unreal opportunity for Black male youth." Not only did Jahrai strengthen his coding skills and belief in himself during our 15-month Intensive Immersion Program, but he also discovered how entrepreneurship was an attainable career goal for him.

CULTIVATING PRACTITIONERS OF HEALING: THE FIRST YEAR JOURNEY IN HGSE ED.L.D.

DR. CANDICE CRAWFORD-ZAKIAN



Candice Crawford-Zakian, Psy.D. is a psychoanalytically oriented consulting psychologist and executive coach specializing in leadership development and organizational dynamics. Her expertise focuses on the intersection between the individual and the organization, with an emphasis on the convergence of leadership, social identity, and unconscious group dynamics. She is the lead instructor and coach for Practicing Leadership Inside and Out (PLIO), a two-year course series on leadership development for students in the Doctorate of Educational Leadership (Ed.L.D) Program at HGSE. Prior to joining HGSE, she was an Assistant Professor at William James College of professional psychology and an Adjunct Lecturer/Executive Coach at Harvard T.H. Chan School of Public Health. In addition to her work at HGSE, Crawford-Zakian is a leadership consultant and executive coach within executive education and degree programs at INSEAD (France) International School of Business. She is also Principle and Co-Owner of Human Studio, LLC., a consultancy, providing experiential learning programs for commercial and non-profit organizations. Crawford-Zakian received her B.A. from Howard University, and her Psy.D. from George Washington University. She completed post-doctoral training in psychodynamic research at Harvard Medical School/Cambridge Health Alliance. Outside of her teaching and consulting practice, she is a vocalist who records and performs in a broad range of genres.

BRENDAN CHAN



Brendan Chan started his career as a high school math teacher in his hometown of San Antonio, Texas. From 2013 to 2022, he held various roles on business and education teams at Google and served in leadership positions across multiple Diversity, Equity, and Inclusion groups across the company. Immediately prior to joining the Ed.L.D. program, he was the Strategy Lead for Code with Google, Google's body of work focused on providing more equitable access and participation in computer science education for millions of students around the world. His primary interests lie at the intersection of K-12 education, racial equity and inclusion work, technology, and policy. He has a Bachelor of Business Administration in Marketing from The University of Texas at Austin and lives in Cambridge with his partner and dog.

JASMINE FERNÁNDEZ



Jasmine Mari Fernández is a proud Latina from Brooklyn, New York. While serving as a community-based provider at a co-located high school campus in Brooklyn, where she oversaw service-learning and enrichment programming, Jasmine witnessed how the broader sociopolitical factors outside the classroom impacted her students' learning and mental health. This experience ignited Jasmine's desire to pursue a master's degree, where she studied the intersections of education, government, and urban policy. Her journey in public service has led her to advise and support the implementation of large-scale initiatives at the New York City Department of Education and Albemarle County Public Schools in Charlottesville, Virginia. Through an intersectional and people-first lens, Jasmine remains passionate about advancing equity and justice in the spaces she occupies, including education and politics. In 2016, she co-founded Women of Color for Progress; a multi-strategy political organization focused on electing more women of color into local office.

AUNDREY PAGE



Born and raised in the Bay Area, California, Aundrey Page is the Founder & CEO of AD Page Consulting, a DEI facilitator, an executive coach, and public speaker striving to create anti-racist spaces grounded in an equity lens for all learning environments. A former high school principal, Aundrey started his career as a high school mathematics teacher and department chair on the Southside of Atlanta, Georgia where he was a finalist for Regional Teacher of the Year. Upon leaving Atlanta, Aundrey returned to his hometown of San Jose, California to serve as a high school Vice Principal of Instruction. During his time as the Vice Principal, his school was named the #1 high school in the Bay Area according to US News and World Report for its outstanding student academic achievement. Always seeking a new challenge as a way to continuously grow, Aundrey accepted a position as the principal of a high school in the Bayview-Hunters Point Neighborhood of San Francisco, California becoming the 1st black man to do so in his organization's 18-year history and before the age of 30. During his tenure, his school increased student achievement, enrollment, student belonging, parent engagement, and the number of teachers and leaders who identified as people of color, all during a global pandemic.

**PASCALE PIERRE
THOMPSON**



Pascale Pierre Thompson began her career as a middle school teacher in Locust Valley, New York. She held roles in charter school leadership from 2013 to 2015, one being the Founding Director of School Culture in an elementary school in Brooklyn, NY. As the Director of School Improvement at the Rhode Island Department of Education, Pascale led school transformation efforts in districts across Rhode Island. Her interests lie at the intersection of K-12 school programming, local and state policy. Pascale holds a B.A. in English from Boston College, and a Master of Education from Lesley University. She is a proud mother of two who loves spending time with her family and friends in her backyard in Hyde Park, MA.

PUTTING ON YOUR UNDOCULENS: HOW TO ADVOCATE FOR UNDOCUMENTED STUDENTS IN HIGHER EDUCATION

**ARIANA APARICIO
AGUILAR**

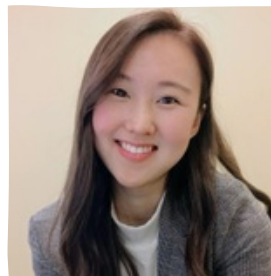


Ariana is originally from Mexico City, Mexico and migrated to the U.S. at the age of four. She obtained a bachelor's degree in Sociology from Sonoma State University, she holds a Master's in Education with a concentration in Higher Education from the Harvard Graduate School of Education (HGSE) and currently is a second-year Ph.D. student in the Higher Education Administration and Policy program at the University of California Riverside. In 2019, she received the Latinx Amplifier award for her work advocating for the immigrant community in Boston, MA and in 2022 was the recipient of the 10,000 Degrees Changemakers Award in San Francisco, CA. While a graduate student at Harvard, she worked in the Office of Student Affairs at HGSE as a Graduate & Inclusion Associate and was Co-President of UndocuAllies. After graduating, she joined the Immigration Initiative at Harvard as a Research Assistant and was a Teaching Fellow for the Contemporary Immigration Policy and Educational practice course. Currently, she serves as Graduate Student Fellow for Presidents' Alliance on Higher Education and Immigration. Her professional career is influenced by her own experiences navigating life and higher education in the U.S. as an undocumented/ DACA recipient.

ARABI HASSAN



SARAH KIM



PHILANTHROPY AS A VEHICLE FOR EDUCATIONAL JUSTICE

MAX ESPINOZA



Max Espinoza has dedicated his career to expanding educational opportunities, creating more equitable systems and practices, and ensuring racial and economic justice. Max is currently a senior program officer at the Bill & Melinda Gates Foundation, where he focuses on advancing educational equity and economic mobility in the United States. Max has extensive professional experience working at the intersections of the governmental, education, non-profit, and philanthropic sectors. Prior to joining the Gates Foundation, Max was the senior vice president of education programs and policy at Scholarship America, a national non-profit organization based in Minneapolis, MN, where he led the organization's education programs and established its policy, advocacy, and research agenda. Before that, Max spent 14 years in California's state capital in various key roles, including as a senior advisor to legislative leadership and an executive leader at the California Student Aid Commission, shaping state policy and fiscal priorities that promoted postsecondary education access and attainment. Born and raised in the Tijuana-San Diego region of California, Max is a first-generation college graduate from a working-class immigrant family and holds a Bachelor of Arts degree from the

FRANK L. GETTRIDGE



Dr. Frank L. Gettridge is the President and CEO of the National Public Education Support Fund. NPESF is an organization supporting philanthropic networks to advance equitable and racially just policies and systems. A New Orleans native, Frank possesses over 30 years of experience in education, with impressive time and variety as an early childhood teacher and administrator, and an elementary and high school teacher and administrator.

Before NPESF, Frank was a program officer at the W.K. Kellogg Foundation, overseeing national program strategy integration. Frank elevated investments focusing on strengthening the teacher-of-color pipeline, transformative family engagement, and closing the 3rd-grade achievement gap. Earlier in his career, Frank was a dedicated elementary school principal in the Chicago Public Schools, where he successfully navigated a Union strike and one of the largest school closings in this country's history.

PAOLA SANTANA



Paola Santana serves as Strategy Officer for State Policy at Lumina Foundation, where she supports state efforts to increase postsecondary attainment and address racial disparities through the implementation of Lumina's State Policy Agenda. Prior to joining Lumina, Santana led UNITE-LA's, an affiliate of the Los Angeles Area Chamber of Commerce, college access and success portfolio. She was responsible for the implementation of direct service programming, the development of the Chamber's higher education policy advocacy agenda, and providing strategic support to the local Talent Hub. Santana began her career working for the Los Angeles Unified School District Board of Education, where she advised board members on complex policy issues and worked with educators, administrators, students, and families to improve educational opportunities in the country's second-largest school district. She is a proud graduate of the Riordan Leadership Institute, the Pahara NextGen Network, the California Education Policy Fellowship Program, and the Indiana Latino Institute Leadership Circle. In 2021, Santana was appointed to serve on the Circle Area Community Development Corporation and also currently serves on the board of directors of the Foundation for the Los Angeles Community Colleges and TeenWorks. A first-generation and community college transfer student, Santana earned her B.A. at the University of California, Berkeley, and went on to complete her Master's in Higher Education at the Harvard Graduate School of Education.

ISA ELLIS



Isa Ellis is a Senior Program Officer at the Bill & Melinda Gates Foundation focused on expanding access to equitable education and employment pathways that lead to upward mobility for learners who have been historically and systemically marginalized. Prior to joining the Gates Foundation, Isa was national vice president at the Boys & Girls Club of America (BGCA), launching the organization's first national postsecondary and workforce development strategy. Isa's background includes leading school performance management and school turnaround at Chicago Public Schools, directing organizational growth at the Achievement Network, and brokering cross-sector partnerships as head of global education and workforce at the Clinton Global Initiative, where she facilitated the organization's largest education commitment of more than \$600M in investments to increase equity in girls' education, globally. Isa serves on the boards of Digital Promise, Workforce Matters, UNCF Pacific Northwest, and Seattle Central College.

TOSHA DOWNEY



Tosha Downey is a Senior Program Officer for State and Local Government Relations for Tennessee at the Bill & Melinda Gates Foundation. Prior to joining Gates, she was Vice President of Advocacy for the Memphis Education Fund (MEF), a partner organization in Memphis' effort to support chronically underperforming schools. Before coming to MEF, Tosha served as Director of Government Affairs at the Noble Network of Charter Schools in Chicago, IL. Prior to joining Noble, she worked for the Academy for Urban School Leadership, Comer Science & Education Foundation, and the Ryan Family Foundation. Tosha earned her B.A. in Education at Clark Atlanta University. She also holds a M.P.P. from the Ford School of Public Policy at the University of Michigan and a J.D. from the University of North Carolina School of Law. Tosha has spent more than 25 years leading work in charter school management, college access and recruitment, community engagement, and talent acquisition. She is a graduate of Leadership Memphis, the New Memphis Institute Leadership Development Intensive, and Leadership Tennessee. She sits on the Boards of the Ford School of Public Policy (Alumni), Utmost U, Southwest Community College Foundation, and the South City Development Corporation. She is the only child of the late William Downey and Geraldine Seawood Downey, and she was born and raised in the heart of South Memphis, where her mother still resides and serves as a pillar of the community.

STEAM POWER: GENERATING DISRUPTION THROUGH S.T.E.A.M. EDUCATION

DORIS ALCÁNTARA QUIÑONES



Doris Alcántara Quiñones is an Educational Researcher and Inclusion Advocate. As an Ed.M candidate in Educational Policy and Analysis with a concentration in Identity, Power, and Justice in Education, her work strives to foster collaborations in support of students from marginalized backgrounds. As a Deaf-Neurodivergent Afro-Latina and active alumni of the U.S. Department of State Exchange Program, she has committed her career to fostering collaboration surrounding Special Education policy and practices for students of color. Alcántara was the first known Deaf person to be awarded a U.S. Fulbright grant to the Dominican Republic where she conducted research surrounding Deaf Education in the Dominican Republic. Alcántara has presented her work at the American Educational Research Conference (AERA) and the University Council for Educational Administration Conference (UCEA). Her story of overcoming educational hardships has been featured in magazines such as The U.S. Department of State Mobility International USA Away Journal and latiné magazine Al Día. Despite her accomplishments, the highlight of Alcántara's career stands to be playing music each morning for the students she supported.

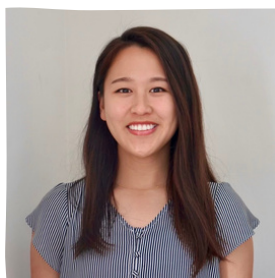
AUTHENTICITY ABROAD: SUPPORTING STUDENTS OF COLOR IN INTERNATIONAL EDUCATION

DR. MYA FISHER



Mya is Director of the Richard U. Light Fellowship at Yale University. The fellowship provides full-funding support for intensive language study by Yale students in Japan, China, South Korea, or Taiwan. As Director, she is responsible for leading the administration and management as well as setting the strategic vision of the fellowship. She is passionate about international exchange and brings extensive experience studying and working in Japan notably as founding administrator of the Watanabe Study Abroad Scholarship, and former Director of Education and the TOMODACHI Initiative at the U.S.-Japan Council. She has also worked for Youth for Understanding USA, Beloit College, Northwood University. In 2020, Mya launched a consulting practice, Global Equity Forward where she advises organizations and institutions on equity and inclusion through an international, cross-cultural lens. In addition, she serves as senior advisor and board member to various non-profit and educational entities including iLEAP and the McLean School.

ESDER CHONG



Esder Chong founded RU Dreamers, a student organization that advocates for undocumented, DACA, and TPS students' access to higher education. Collaborating with various stakeholders, she led efforts to pass the S699 State Financial Aid bill, expanding access to higher education for undocumented residents in New Jersey. She also worked on the Let's Drive NJ campaign to expand access to New Jersey driver's licenses to undocumented immigrants, formerly incarcerated people, domestic violence survivors, and senior citizens who faced barriers to getting state ID. She also worked for the National Immigration Law Center, GW Law Immigration Clinic, and NJ Governor Phil Murphy's Office of Federal Relations. Esder recently completed her Ed.M. from the Harvard Graduate School of Education and has previously completed her Masters in Global Affairs at Tsinghua University as a Schwarzman Scholar. She currently serves as a student strategy member at The Presidents' Alliance on Higher Education and Immigration and a mentor for Minds Matter Boston and UCLA Labor Center's Dream Summer program. She has been featured in the NY Times, Chronicle of Higher Education, TIME, and NPR for her immigrant rights advocacy work. Esder was born in South Korea and raised in Central New Jersey.

KAYLA DORSEY



Kayla Dorsey-Twumasi is proud to serve Boston Public Schools as the Director of Global Education. In this capacity, Kayla partners with teachers, school leaders, and organizations to cultivate safe and meaningful international programming for students. Before joining Boston Public Schools, Kayla served in district and school leadership roles in Lowell Public Schools, and taught grades 6-12 in Miami, Florida. A former Benjamin A. Gilman scholar, Kayla credits her start in, and spark for global education to a semester abroad in Ghana, followed by an internship in Belize. With a passion for the African continent, Kayla completed a Masters in Africana Studies from Cornell University, before earning a second Masters degree in School Leadership from the Harvard Graduate School of Education. Kayla enjoys traveling and learning about different cultures, and exposing young people to the diversity of the world through increased access.

OLUGBENGA JOSEPH



Olugbenga Joseph has been the Assistant to the President for Special Projects in the Office of the President at Brown since 2019. In this capacity, Olugbenga collaborates with colleagues campuswide to further presidential priorities, particularly pertaining to student engagement and university governance groups. Before joining the Office of the President, Olugbenga served as Coordinator in Student Accessibility Services, and taught in Spain as a Fulbright English Teaching Assistant. A proud Rhode Island resident, Olugbenga earned his B.A. in Education from Brown University and a Masters in Higher Education from the Harvard Graduate School of Education.

OVERCOMING THE TRAUMA OF ACADEMIA. A BLACK FEMINIST PSYCHOANALYTIC APPROACH TO TEACHING AT BROOKLYN EMERGING LEADERS ACADEMY

ADANNA PERRY



Adanna Perry is a 12th grade IB history teacher, mind body wellness facilitator, yoga teacher and the founder of a healing collective for Black women named Sisters of the Sun. Adanna is a native of the Bronx NY and currently lives in Brooklyn NY. She received her Bachelor's degree in Sociology and Africana studies at the University at Albany. She also has a Masters degree from Relay Graduate School.

DONNY PETERS



Donny Peters is the 11th grade IB history teacher with 20 years of teaching experience at the high school and university level. In addition to teaching, Donny coaches the BELA debate team. His academic interests include; argumentation, black feminism, critical theory and post-structural theory and psychoanalytic theory.

CENTERING ANTIRACISM WHILE LEADING FOR CHANGE

ROLANDA BALDWIN



Rolanda Baldwin has worked in mathematics education for nearly 2 decades as a middle and high school math teacher, a math instructional coach, and a math curriculum coordinator at Guilford County Schools in North Carolina. She began her career at UnboundEd as a math specialist before transitioning to the math director role. Currently, as vice president of mathematics, Rolanda coordinates development across all UnboundEd math programs. Rolanda also contributes to organizational strategy, cross-functional workstreams, and external partnerships. She is passionate about everyone being a “math person” and is committed to influencing the systems and structures to support educators in providing grade-level, engaging, affirming, and meaningful math instruction.

ANDREA HANCOCK



A career educator, Andrea Hancock has served in several capacities within the district where she was educated during her formative years: Baltimore City Public Schools. Andrea worked as an elementary school teacher, instructional coach, principal, network lead, and instructional leadership executive director charged with supervising principals across a network of PreK-8 schools. Andrea transitioned from the district to lead the Baltimore division of the Emerging Leaders Program at New Leaders and served as an advisor for the Transforming Teams program. Currently, Andrea is the deputy chief, program design & development at UnboundEd, overseeing the staff who design and develop the cohort, math, ELA, leadership, and teacher prep programs. Andrea also supports organizational strategy, cross-functional workstreams, and external partnerships. Andrea holds a Masters of Arts in Education from the University of Maryland, Baltimore County, and was a member of the Baltimore New Leaders Principal Program, Cohort 6.

COMMUNITY CONVERSATIONS: THE ROLE OF THE ARTIST IN EDUCATION

EMMA TERRELL



Emma Terrell, percussion, is an arts education researcher, evaluator, practitioner, and performer. Holding a Bachelor of Music from Rice University and a Master of Education from Harvard University, Emma's musical work focuses on bringing culturally-sustaining educational experiences to children through the performing arts and storytelling.

The En Root Ensemble is a collective of Black and Latinx musicians, that inspires to transform classical music into a culturally diverse and vibrant community. Our programs utilize the performing arts as an accessible tool to communicate, educate and empower communities through social justice causes and activism in classical music.

KAMYRON WILLIAMS



While cellist Kamyron Williams has performed on stages across the Midwest and New England, his work with diversity-oriented arts organizations, ensembles, and initiatives has garnered significant attention, in the "American Black Journal" series on PBS and NPR Michigan Radio. After performing and leading community outreach for the Sphinx Organization, he has dedicated his career to tackling the challenges of equity, attendance, and enthusiasm that classical music still struggles to overcome. As host of the podcast Voices Unheard, he spotlights underrepresented composers, overlooked repertoire, and those making an impact in local communities through music.; as an educator, he serves as Resident-Musician at Community MusicWork in Providence, RI.

HEALING THE HEART: NORTH KOREAN REFUGEES ENGAGING IN PUBLIC SPEAKING

CASEY LARTIGUE JR.



Casey Lartigue is now based in South Korea where he is co-founder and co-president of Freedom Speakers International along with South Korean researcher Lee Eunkoo. He is co-author with Songmi Han of the book "Greenlight to Freedom: A North Korean Daughter's Search for Her Mother and Herself." He is also co-editor of the book "Educational Freedom in Urban America: Brown v. Board after Half a Century." He is the 2017 winner of the Special Contribution Award presented by the Hansarang Rural Cultural Foundation, the 2018 winner of the Challenge Korea (Global) Award, the 2019 winner of Challenge Korea's "Challenge Maker" Award, the 2021 Social Contribution Award from the Korea Hana Foundation, and in 2022 he was honored as a Seoul Honorary Citizen.

Lartigue received a bachelor's degree from the Harvard University Extension School and a master's degree from the Harvard University Graduate School of Education.

SATURDAY BREAKOUT SESSION #4

3:30 – 4:30 PM

FROM GHETTO TO GODDESS

IMINAH LAURA AHMAD
'QUEEN IMINAH'



Queen Iminah is a Recording Artist, Global Changemaker, Educational Leader, & Cultural Ambassador. She is a proud native of Oakland, CA, with roots in Texas, Jamaica, Nigeria & Ghana. A graduate of Oakland Tech HS and Spelman College, she is the founder of social change platform, “Ghetto 2 Goddess” which elevates the life experiences and outcomes for Black girls and women. An international activist, artist and ambassador, Chief Queen Iminah has supported projects with The African Union, the Office of the Presidency for the Republic of Ghana, the United States Department of Justice Office of Juvenile Justice & Prevention, Oakland Unified School District, San Francisco Unified School District, East Oakland Youth Development Center & Alliance for Girls. As the co-founder & Director of African American Female Excellence (AAFE) for the Oakland Unified School District, and creator of the first A-G electives focused on African American Women’s Heritage & Culture, Chief Queen Iminah currently leads the first-ever district-wide initiative for Black girls in the nation. She also led the Valuing Girls Voices movement in Oakland, which led to a new sexual harassment law being created and implemented in Oakland’s schools. She is a 3rd generation leader in OUSD, continuing the legacy of her mother and grandmother. Globally, in recognition of her work as a Cultural Ambassador, Chief Queen Iminah holds the Royal Titles of a Chief in Nigeria and a Queen in Ghana. A living example of redemption & radical transformation, Queen Iminah's goal is to inspire the original greatness of Africa to rise again, through music, education and activism. Rising from Ghetto 2 Goddess, from Oakland to the world.

ZARINA AHMAD

REMIXING THE RENAISSANCE: REVITALIZING OUR PURPOSE BY TAPPING INTO OUR GIFTS

NGULUNITE NZAPA
GRACE ANNE KOSSIA



My name is Grace Kossia and I serve as the Chief Academic Officer at Almost Fun, where our mission is to help students unlock joy, confidence, and opportunity in their math learning. As a former refugee from DR Congo, I consider myself blessed to have been embraced by a community of individuals who used their privilege to uplift those in need.

Prior to joining the AF team, I taught physics for 4 years. My experience as a classroom teacher is what fuels my confidence and capacity to lead a successful workshop. I received my training and earned a master’s in teacher education through the Harvard Teacher Fellows Program (now known as the Teaching and Teacher Leadership Program). Harvard was also home to my undergraduate studies, where I earned a bachelor’s in mechanical engineering. I am a lifelong learner who hopes to help students of all ages and backgrounds reconnect with the joy of learning. My life goal is to live a life that lives up to my name: "I don't understand the mystery of grace - only that it meets us where we are and does not leave us where it found us." - Anne Lamott

HONORING THE LEGACY OF TURNER COOPER AT HGSE LONGFELLOW 319/320

AOCC 2023

A JOURNEY TOWARDS HEALING:
AUTHENTICITY AND ACTIVISM IN EDUCATION

IN LOVING MEMORY
TURNER COOPER '22

HARVARD



GRADUATE SCHOOL
OF EDUCATION

AOCC
ALUMNI OF COLOR
CONFERENCE



VISIBLE. VOCAL. VALUED. HOW CAN EDUCATORS HELP AAPI STUDENTS HEAL?

JENNY KIM



Jenny Kim graduated from HGSE in 2000 with an educational policy focus and worked as a history and social studies teacher in both urban and rural areas for 6 years thereafter. She presented at the AOCC in 2004 on her curricular oral history project on Brown vs. the Board of Education. Outside of the classroom she researched gifted education in underrepresented minorities. She also worked for 2 years at HGSE's teacher urban education program as an advisor. She has joined the DEI committees at 2 schools and currently she works in higher education.

CAILYN KIM



Cailyn Kim, high school 10th grader, founded (H)AAPI camp for children in 2021. With a classmate, they taught AAPI studies to AAPI elementary students to help instill pride in their identity. Cailyn is a junior leader of BRIDGE (Building Real Intercultural Dialogue to Generate Engagement) at her school. She is involved in her AAPI affinity space and related events such as leading discussions with students about affirmative action. She also started a podcast on Yuri Kochiyama. Outside of her interests related to DEI and implicit bias, she's interested in researching behavioral economics, is a competitive archer and continues to explore creative ways to present her research.

FRIENDSHIPS, UNDERSTANDING AND NON-PROFITS

This panel will explore separate journeys that intersected at HGSE. The discussion will focus on the authentic stories of alumni Julianna Swilley, Alejandra Diaz, Helen Gong, and Arnold Lopez. From strangers to friends, these four individuals were able to develop meaningful relationships in an institution that values transactional interactions. The panelists will discuss the importance of building community in educational spaces and will share tips on how these skills can be transferred to our work as educators.

ALEJANDRA DIAZ



ARNOLD LOPEZ



JULIANNA SWILLEY



HELEN GONG



FOSTERING AUTHENTIC STUDENT-LED AFFINITY AND COMMUNITY EXPERIENCES

EXCEL ACADEMY CHARTER HIGH SCHOOL



Excel Academy Charter High School Affinity Group Leaders are High School students from Excel, a high school founded in 2015 to serve students in the communities of East Boston and Chelsea Massachusetts. Excel students are a diverse group, with students or their families immigrating from over 30 countries, and over 70% of students speaking a language other than English at home. Since the founding of the High School, Excel has sought to support students to develop authentic and multi-faceted identities through programming driven by student-led affinity groups.

Excel students lead seven affinity groups: Arab Student Union, Asian Student Association, Band of Brothers, Black Caucus, Immigration Advocates of Excel, Pride Association of Excel, and Women's Alliance. Throughout the year, each group hosts a schoolwide Affinity Month, where they run programming to build awareness and celebration for different identities through assemblies, panels, after school events, and advisory activities. Additionally, each group hosts open meetings for all identifying students and allies to learn more about their identity and build community, and each group selects a student leadership team annually; that leadership team meets separately and gets support from their faculty advisors, who coach them on leadership skills and support with running programming.

SUPPORTING FIRST GENERATION STUDENTS AND EMERGING PROFESSIONALS

VANESSA BISHOP



In her hometown of St. Louis, Missouri, Vanessa has often been referred to as one of those people who are crazy enough to think they can change the world. As a parent, foster parent, educator, and leader, she has always been passionate about promoting equitable practices and outcomes for young people. Vanessa has earned an M.Ed from HGSE, an Ed.S. from Walden University, a MA in Teacher Leadership from Lindenwood University, and a BS from the University of Missouri-St. Louis. Her passion, education, and extensive experience as a teacher helped to launch her into a career in nonprofit leadership.

In her current role, Vanessa serves as Chief Program Officer for 10,000 Degrees, an organization that supports low-income youth getting to and through college. Prior to 10,000 Degrees, Vanessa worked as a teacher for 12 years and in the educational nonprofit sector as a program director, executive director, and consultant. Above and beyond this, Vanessa is a proud mother to one biological son and 2 chosen daughters, and a proud "Gigi" to 2 grandsons.

JACQUELINE CAO



Jacqueline is a first-generation college/transfer student and Marin County native. She is currently working as a Community College Success Fellow for 10,000 Degrees. Jacqueline is a forever student at heart; if she could, she would stay in school forever. She is currently working on earning her MA in English Composition at San Francisco State University and has earned a BA in English Linguistics from San Francisco State University and an AA-T in English from Santa Rosa Junior College. Jacqueline's future goal after earning her MA in English Composition is to give back to her community by teaching first-year college English courses at a community college.

Outside of her passions in education, Jacqueline loves to spend her free time crocheting, kickboxing, and going on long walks with her dog Pepper.

CARLA MORAN



Carla is a first-generation college graduate from California State University, Chico, earning her bachelor's degree in Political science and obtaining her paralegal certificate. With an 8-year history in the college access field, she is passionate about developing a solid college success pipeline for students and families from first-generation, low-income backgrounds and is a strong advocate for education equity.

Carla Moran's current role is Program Manager for the 10,000 Degrees South Bay region. She leads the supervision and high school implementation strategy at our partner sites within the East Side Union High School District. Her additional focus includes building community partnerships to advance our mission of reaching more students from low-income backgrounds.

DIRECT GIVING, A TOOL FOR EMPOWERMENT AND HEALING IN LOS ANGELES

IELAF ALTOMA STEAD



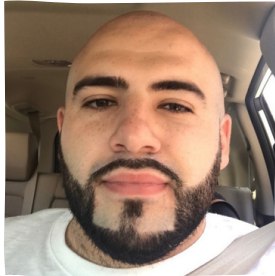
Ielaf is an educator, advocate and a community builder working in the city of Los Angeles. Her work with the Change Reaction (@the_changereaction) is focused on building initiatives that support working families and individuals through a Direct Giving model that empowers the front lines (social workers, nonprofit case managers, nurses, teachers, faith leaders) to advocate for their clients about the financial emergency that is preventing them from moving up their mountain. Our network of donors read these requests and fund the needs of hard working people in our city, helping prevent emergencies from becoming catastrophes. Ielaf has helped launch the School Heroes Emergency Fund, providing a quick and easy emergency grant process to all school staff, ensuring these essential workers are supported and taken care of.

Ielaf was born in Baghdad, Iraq and came to America as a refugee after the Gulf War. The challenges she faced growing up as a low income immigrant in this country inspired her to pursue a path dedicated to helping those around her. She received her Bachelor's Degree at UC Santa Barbara in Sociology and her Master's in Education, Prevention Science and Practice at the Harvard Graduate School of Education.

BROOKE PERLMAN

¡OH, CÚAN LEJOS LLEGARÁS!- FOSTERING LATINO STUDENT TRIUMPHS

JUAN OUVIÑA



Juan Ouviaña is a Latino first generation American, urban High School English literature teacher, and a PhD student in the Family Science and Human Development department of Montclair State University. He holds an undergraduate degree in English literature as well as his k-12 English teaching certification from Montclair State University, and a Masters degree in the Teaching of English from Teachers College Columbia University. In his current roles, Juan has written a high school level curriculum focused on diversity and empowerment, and led several writing workshops for high school students and international graduate students. He has also worked with a diverse group of students including several English language learners, and students with special needs. Juan's research focuses on the empowerment of translingual and transcultural Latino adolescent men. He examines the way communities, upbringing, schools, and translingual and transcultural experiences can influence empowerment as it relates to Latino adolescent men.

MELISSA RIVERA SCREVEN



Melissa Rivera Screven is a doctoral student at Montclair State University's PhD in Family Science and Human Development program. Her research focus is on the cultural and linguistic responsiveness of minoritized populations in general, with particular emphasis on the translingual communicative strategies used by multilingual Latinx families with Deaf children.

Ms. Screven holds a B.S. degree in American Sign Language (ASL)/English Interpreting, an M.S.Ed in Foreign Language Pedagogy, and a graduate certification in English as a Second Language (ESL). She currently holds certifications in K-6 Elementary Education, Teaching ASL as a World Language, Teacher of ESL, and has held faculty and/or administrative appointments in Elementary Education, Teacher Preparation Programs, World Language Education, Interpreter Training Programs, and Curriculum Writing. Through her multidisciplinary research and expertise, Ms. Rivera Screven aims to address the unique needs of minoritized populations, within a strength-based paradigm, to influence policy and guide practitioners working with Latinx families across various settings.

ERIN VELOSO



Erin Veloso is a teacher of English language, family literacy coordinator, and a PhD student in the Family Science and Human Development Department at Montclair State University. She holds a Masters degree in Bilingual/English as a Second Language Education. Her research focuses on the empowerment of translingual students and their families in Family Literacy Programs. To research family literacy programs, she uses asset-based approaches such as multiliteracies, community cultural wealth, and funds of knowledge. She focuses on holistic, developmental theories from the disciplines of Family Science and Human Development to better understand the lived experience of translingual and Latinx families, who have had a history of being minoritized in the United States. By integrating education, family science, and human development, she wants to share her research to help translingual families other practitioners and researchers in order to best empower families.

JOIN US!



AOCC 2023

ALUMNI OF COLOR CONFERENCE

ALUMNI & STUDENT RECEPTION

Friday 3/3
6:15 - 8:00 pm
Gutman Library GCC

FRIDAY RECEPTION

SATURDAY AFTER PARTY CELEBRATION




AOCC 2023
ALUMNI OF COLOR CONFERENCE
AFTER PARTY CELEBRATION

LIVE DJ, FOOD & PHOTO BOOTH!

SATURDAY, 3/4
7:00 - 9:00 PM
GUTMAN LIBRARY

IN LAK'ECH: A POEM BY LUIS VALDEZ



TÚ ERES MI OTRO YO / YOU ARE MY OTHER ME.
SI TE HAGO DAÑO A TI / IF I DO HARM TO YOU,
ME HAGO DAÑO A MÍ MISMO / I DO HARM TO MYSELF;
SI TE AMO Y RESPETO / IF I LOVE AND RESPECT YOU,
ME AMO Y RESPETO YO/ I LOVE AND RESPECT MYSELF