

About the Contributors

Aaron Abram serves as the Civil Rights Compliance Coordinator in the Office of Equity and Affirmative Action at University of Wisconsin-Oshkosh. His work in developing and training young leaders and volunteers includes being a paraprofessional within the Minneapolis Public School District, Housing committee lead with the Minneapolis Youth Congress, and site liaison for the Boys of Hope program with the Power of People Leadership Institute. In pursuit of equity in policy, he has served as a Voting Rights Campaign Organizer with TakeAction Minnesota, North Minneapolis Organizer for a State Auditor campaign, and Policy Lead for a Minneapolis City Council Campaign. Aaron is an active member of Phi Beta Sigma Fraternity, Inc. and is a graduate of Morehouse College, where he received his BA in Political Science and also holds a Juris Doctorate from Ohio Northern University Claude W. Pettit College of Law.

Valerie Adams-Bass is an Assistant Professor of Youth and Social Innovation, a faculty affiliate of the Youth-Nex Center to Promote Effective Youth Development in the Curry School of Education at the University of Virginia, and a faculty affiliate of The Racial Empowerment Collaborative at the University of Pennsylvania's Graduate School of Education. Her research explores the relationships of racial socialization and racial identity with identity development processes and the social and the academic experiences of Black adolescents. Dr. Adams-Bass regularly trains youth development professionals to use culturally relevant practices when serving African American children and youth.

Jillian Best Adler has built her career on the belief that infants and young children are best served when they have healthy attachments with parents and educators who are knowledgeable, confident, and well supported. She earned her Master's degree in Child Development from the Erikson Institute in Chicago. As an Early Childhood Education Consultant with the Delaware Valley Association for the Education of Young Children, Jillian provides coaching and training to early childhood professionals in child care centers and preschools throughout the Philadelphia region.

Shemariah Arki identifies as an educator, an activist, and an organizer. She is an interdisciplinary scholar with expert knowledge and skills to develop, implement, facilitate, and evaluate curricula that promote institutional equity, communication, and access for traditionally marginalized students and families. As a master teacher and facilitator, she consults with a myriad of education-based organization around issues of process improvement with a goal of moving organizations from efficient to excellent. Currently a doctoral candidate in the College of Education at Northeastern University, her dissertation focuses on motherwork in the wake of #BlackLivesMatter.

Chris Avery is the Vice President of Programs for Steppingstone Scholars, a college access program in Philadelphia. He is a former teacher and administrator. He has worked with schools and school districts around the nation on creating safe and welcoming communities, particularly for boys of color. He is also a member of the National S.E.E.D. Project on Inclusive Curriculum.

April Baker-Bell is an assistant professor of language and literacy at Michigan State University. The primary goal of her professional work is to provide a pathway to cultural, linguistic, racial, and educational justice for Black students across K-U settings, and by extension, the Black community and other communities of color. In her research, Dr. Baker-Bell strives to present the fields in which she works guidance for rethinking the linguistic and racial deficit theories that underpin and shape our disciplinary discourses, pedagogical practices, and approaches to qualitative inquiry.

Keisha L. Bentley-Edwards is an Assistant Professor at Duke University's School of Medicine and the Associate Director of Research for the Cook Center for Social Equity. Dr. Bentley-Edwards is a developmental psychologist who studies how health, social, and educational outcomes are influenced by race-based experiences in the classroom and in the community. She has conducted seminars and lectures for teachers, students, and school leaders on identifying and managing racial stress in the classroom.

Amber Bryant is a third-year doctoral student at UNC Charlotte in the urban education and literacy program. She is a Detroit native and a graduate of the University of Michigan in Ann Arbor. After moving to North Carolina, she attended North Carolina State University where she received her MAT in Secondary English Education. She has taught in both Michigan and North Carolina. Her research interests are education and economics, emergency management in schools, and urban school environments.

Shaki Butler is a visionary, filmmaker, transformative learning educator, wife, mother, grandmother, and friend to many—is President and Founder of World Trust Educational Services, Inc. Through transformative education, rooted in love and justice, Dr. Butler produces films, curricula, workshops, and programs that are catalysts for institutional, structural, and cultural change. Shakti has produced four documentaries: *The Way Home*, *Mirrors of Privilege: Making Whiteness Visible*, *Light in the Shadows*, and *Cracking the Codes: The System of Racial Inequity*. World Trust’s films have generated conversations—well over 23 million views through one clip alone.

Adrian Chandler has served on the Youth Action Board for the Annual White Privilege Conference (WPC) for the last three years. He has also assisted in facilitating racial literacy workshops with teens. His capstone high school project focuses on increasing racial literacy for teens and for high school educators.

Jennifer Chandler teaches and researches Organizational Leadership at Arizona State University. Dr. Chandler problematizes and examines dominant social norms perpetuated in groups. Her book, *Colluding, Colliding, and Contending with Norms of Whiteness* was published in 2016 by Information Age Publishing.

Becki Cohn-Vargas is the Director of Not In Our School (NIOS), part of a national project that creates films and resources, working with communities to combat hate, bullying, racism, Islamophobia, and homophobia. She has published articles, developed curriculum, produced films, and lead professional development at schools and universities across the United States. Dr. Cohn-Vargas co-authored “*Identity Safe Classrooms: Places to Belong and Learn*,” with Dr. Dorothy Steele. She spent over 35 years in public education, working for equity and social justice, as a teacher, principal, curriculum director, and superintendent.

Jabina G. Coleman is a Licensed Social Worker and International Board Certified Lactation Consultant who has dedicated the past decade of her life to serving women, children, and families. Jabina received her bachelor of science in biobehavioral health from the Pennsylvania State University. She later went on to earn a master’s degree in social work from the University of Pennsylvania, School of Social Policy & Practice. Jabina has since become an International Board Certified Lactation Consultant and is the owner of LIFE House Lactation & Perinatal Services, LLC where she provides in-home lactation consultations, teaches breastfeeding and childbirth classes, and provides psychotherapy to parents experiencing perinatal mood and anxiety disorders. Jabina is also the co-founder of the Perinatal Mental Health Alliance for Women of Color, where the mission is to support professionals and communities of color who

are dealing with the complications of perinatal mood disorders. Jabina is also the mother of two beautiful children.

Chonika Coleman-King is Assistant Professor of Urban-Multicultural Education at the University of Tennessee, Knoxville, where she prepares teacher interns to teach with an emphasis on social justice. Her research interests include the development of culturally responsive and anti-racist teachers, urban education, and the experiences of Black immigrant and Black American youth in U.S. schools. Dr. Coleman-King is the author of the book, *The (Re-)Making of a Black American: Tracing the Racial and Ethnic Socialization of Caribbean American Youth*.

Justin Coles is a fourth-year doctoral candidate in the Department of Teacher Education, Curriculum and Instruction at Michigan State University's College of Education. More specifically, his work is located in the Race, Culture, and Equity division, with a focus on Urban Education. Prior to his doctoral studies, Justin served as a middle school English teacher. He currently serves as a Research Associate at The University of Pennsylvania's Center for the Study of Race and Equity in Education.

Dion Crushshon is the Director of Global Programs at The Blake School in Minneapolis, where he has developed global programming for high school students for 10 years, in addition to serving as an academic administrator and teacher. Dion has also worked as a culturally-specific counselor/therapist for African-American men and conducted diversity and cultural competency workshops for educators and other helping professionals.

Phillipe Cunningham is an out and proud Black, queer and transmasculine educator, advocate, and policy nerd. Currently, he serves as the Senior Policy Advisor to Minneapolis Mayor Betsy Hodges for education, youth success, racial equity, and LGBTQ rights. Prior to his work in policy, Phillipe was a youth work professional for over ten years with experience ranging from afterschool program development to teaching special education in Chicago Public Schools. He is the chair of the City of Minneapolis' Transgender Equity Council, as well as the primary coordinator for the City of Minneapolis' My Brother's Keeper Initiative, work launched by President Barack Obama focused on improving the life outcomes for boys and men of color.

Krystal de'León has her Master's degree in Clinical Mental Health Counseling from the University of Wisconsin-Whitewater, and a Bachelor of Arts degree in Communications from the University of Wisconsin-Oshkosh. She practices using a

client-centered approach to treat (childhood) trauma and uses a variety of techniques to provide culturally sensitive therapy.

Elizabeth Denevi is the Associate Director for Mid West Educational Collaborative, a non-profit agency that works with schools nationally to increase equity, promote diversity pedagogy, and implement strategic processes for growth and development. Prior to her work at Mid West Ed, Dr. Denevi served as both a classroom teacher and a senior administrator at several preK–12 schools.

Robin DiAngelo is a former Associate Professor of Education. Dr. DiAngelo has numerous publications and books on white racial identity and race relations. Her work on *White Fragility* has influenced the national dialogue on race and has been featured in Alternet, Salon, NPR, Slate, and Colorlines.

Ty-Ron Douglas is an Associate Professor in the Department of Educational Leadership and Policy Analysis Department at the University of Missouri. His research explores the intersections between identity, community/geopolitical space, and the socio-cultural foundations of leadership and education, with an emphasis on Black masculinity, spirituality, and community-based spaces (e.g., barbershops, churches, and sports venues). The author of *Border Crossing Brothas: Black Males Navigating Race, Place and Complex Space* and the recipient of an NCAA Innovations in Research and Practice Grant to study Black male student athletes, Dr. Douglas's work has also appeared in outlets such as *The Urban Review*, *Educational Studies*, *Teachers College Record*, and *Race, Ethnicity, and Education*. He can be reached at info@DrTyDouglas.com.

Diane Finnerty is the Assistant Provost for Faculty at the University of Iowa and holds an adjunct faculty appointment in the UI School of Social Work. Diane has over thirty years' experience as an organizational consultant and social justice educator. Her scholarly and educational work has focused on unconscious bias, white privilege in LGBT communities, critical cultural competence, (im)migration in the global economy, and effective alliance building.

Suzanne Fondrie received her Curriculum and Instruction PhD from the University of Wisconsin Madison and currently teaches children's literature and secondary English language arts courses at the University of Wisconsin Oshkosh, helping teacher candidates develop a diverse perspective on texts, students, and literacy. Dr. Fondrie engages with classroom issues by supervising clinical students and teacher candidates. Her research interests are children's literature, service-learning, and LGBTQ issues in education.

Donna Y. Ford is a Professor and Cornelius Vanderbilt Endowed Chair at Vanderbilt University. She is in the Department of Special Education. Dr. Ford's research and scholarship focus extensively on closing achievement and equity gaps, desegregating gifted education, and preparing educators to be culturally competent. She has written numerous books and hundreds of articles and chapters and has received several awards for her work.

Ty Gale (they/them) are a writer, musician, activist, and loudmouth living in St. Paul, Minnesota. They have brought their focus on accessible, professional communications and logistics to a variety of activist and artistic organizations. Their extroversion and penchant for the melodramatic unsurprisingly led them to public speaking and performing arts, most recently as part of the all-trans indie pop band 4th Curtis. They are an executive board member at Transforming Families Minnesota, a regular workshop facilitator at events throughout the Twin Cities area, a co-founder of the trans youth leadership development program Gender Revolution 8, and an avid makeup enthusiast.

Frederick Gooding Jr. is an Assistant Professor within the Ethnic Studies Program at Northern Arizona University in Flagstaff, AZ. A trained historian, Dr. Gooding most effectively analyzes contemporary mainstream media with a careful eye for persistent patterns along racial lines that appear benign but indeed have problematic historical roots. Uncomfortable with the anti-intellectualist approach to hip hop within academia, Gooding has also fostered new learning opportunities for students and community members to appreciate the genius of hip hop through new courses, seminars and study tours abroad as far away as Australia and New Zealand. A developing scholar, Gooding's most well-known work thus far is *You Mean, There's RACE in My Movie? The Complete Guide to Understanding Race in Mainstream Hollywood* that critically analyzes the value and impact of contemporary racial imagery based upon historical narratives of sex, power, and violence.

Tarek C. Grantham is a professor in the Department of Educational Psychology at the University of Georgia. He teaches in the Gifted and Creative Education Program, primarily in the Diversity and Equity Strand. Dr. Grantham's research addresses the problem of underrepresentation among ethnic minority students, particularly Black males, in advanced programs. He currently serves as the Chair for the Special Populations Network of the National Association for Gifted Children.

Heather Hackman: After receiving her doctorate in Social Justice Education from the University of Massachusetts at Amherst, Dr. Heather Hackman served as an

Associate Professor in the Department of Human Relations and Multicultural Education at St. Cloud State University where she taught a range of courses on social justice issues in education to pre-service and in-service educators. In 2005, she founded Hackman Consulting Group, and in 2012 she resigned in order to consult and train full time in educational settings. She is a co-editor of the widely used *Readings for Diversity and Social Justice* and has published on a range of social justice issues in education.

Shaun R. Harper is a Professor and Executive Director of the Center for the Study of Race and Equity in Education at the University of Southern California. The Center is a member of the Seven Centers Consortium.

Frank Harris III is a Professor and Co-Director of Minority Male Community College Collaborative (M2C3) at San Diego State University. The Collaborative is a member of the Seven Centers Consortium.

Jack Hill is a facilitator, educator, writer, and child advocate. His articles and essays on education, race, and religion have appeared in the *Baltimore Sun*, *Black Issues Book Review*, *The Chicago Tribune*, *Urbanite Magazine*, and *The Afro-American Newspaper*. He has given a number of presentations, and workshops, locally and internationally, and has offered consultation to schools and organizations nationwide in the areas of multicultural education, diversity, equity, social justice, and organizational culture. He is the current Dean of Multicultural Education and Student Affairs at Stanley British Primary School in Denver, Colorado.

Tyrone C. Howard is a Professor of Education and Director of the Black Male Institute at the University of California at Los Angeles. The Institute is a member of the Seven Centers Consortium.

Debby Irving brings to racial justice the perspective of working as a non-profit manager and classroom teacher for 25 years without understanding racism as systemic or her own whiteness as an obstacle to grappling with it. Author of *Waking Up White*, and *Finding Myself in the Story of Race*, Debby now devotes herself to working with people exploring the impact white skin can have on perception, problem solving, and creating equitable communities. A graduate of the Winsor School in Boston, she holds a BA from Kenyon College and an MBA from Simmons College.

Jerlando Jackson is the Vilas Distinguished Professor of Higher Education and Director of the Wisconsin's Equity and Inclusion Laboratory. The Laboratory is a member of the Seven Centers Consortium.

Charlotte E. Jacobs is currently an Associate Director of the Independent School Teaching Residency program at the University of Pennsylvania Graduate School of Education. Prior to her work in higher education, Dr. Jacobs taught 7th grade humanities at the University of Chicago Laboratory Schools in Chicago, IL, and was a faculty member of the NAIS Student Diversity Leadership Conference. Dr. Jacobs is also the Executive Director of Girls Justice League, a non-profit organization supporting the social, political, and economic rights of girls in Philadelphia (www.girlsjusticeleague.org). Dr. Jacobs' research interests focus on issues of identity development and gender in education concerning adolescent girls of color, teacher education and diversity, and youth participatory action research.

Brian Johnson is a career educator with 26 years of experience: 20 years as a public school Social Studies Teacher, 1 year as an Apprentice Principal of Instruction in an inner-city charter school, and 5 years as an independent school administrator. He currently serves as the Director of Admission, 1st-7th Grade and Diversity Director at The Philadelphia School. His experience in these distinctly different educational environments has given him a unique perspective when addressing equity and inclusion. Consulting, developing strategies to close the Achievement (Performance) Gap and ensuring the classrooms of his current school are truly equitable are a primary focus and passion for him. He is also the author of "A Look in the Mirror, One School's Study of Raced Based Achievement"—*Independent School Magazine*, Winter 2014.

Jawanza Kunjufu has been a consultant to school districts since 1974. A renowned author, Dr. Kunjufu's books include *Changing School Culture for Black Males*; *100 Plus Educational Strategies to Teach Children of Color*; *Understanding Black Male Learning Styles*; *Reducing the Black Male Dropout Rate*; and others. His work is used in online courses nationwide. Kunjufu can be reached at customersvc@africanamericanimages.com.

Julie Landsman is the author of many articles and three books on education: *Basic Needs: A Year with Street Kids in a City School* (Milkweed Editions, 1993), *A White Teacher Talks About Race* (Rowman and Littlefield 2001), and *Growing Up White; a Veteran Teacher Reflects on Racism* (Rowman and Littlefield, 2008). Dr. Landsman is also the editor of many collections of essays stories and poems, the most recent being *Voices for Diversity and Social Justice, A Literary Education Reader*, with Paul Gorski and Rosanna Salcedo (Rowman and Littlefield, 2015), and *Talking About Race*, with Robert Simmons and Steven Grineski. She is a retired teacher from the Minneapolis public schools, consults, and teaches seminars on education, writing, race and culture. www.jlandsman.com.

Crystal T. Laura (crystaltlaura@gmail.com) is Associate Professor of Educational Leadership at Chicago State University and the author of the bestselling book *Being Bad: My Baby Brother and The School to Prison Pipeline* (Teachers College Press). Dr. Laura's research has focused on the social foundations of education, diversity and equity in schools, and building the capacity of teachers and school leaders to promote social justice. She conducts workshops across the U.S., and is a frequent presenter at the annual meeting of the American Educational Research Association, to which she has belonged since 2006.

Chance Lewis is the Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative at the University of North Carolina at Charlotte. Dr. Lewis's research interests focus on the academic achievement of students of color, recruitment and retention of teachers of color, and promoting a high-quality diverse teaching force. He can be reached by e-mail at chance.lewis@unc.edu or on the web at <http://www.chancelewis.com>.

Sharoni Little, Educator-Activist, CEO, The Strategist Company, LLC is also an Associate Professor of Business Communication at the University of Southern California, and a Non-Profit Executive. Dr. Little's research centers on executive leadership, critical race, social justice, global communication, and academic success. She is completing her forthcoming books, *Diapers and Dissertations: Women Successfully Achieving the "Implausible"* (2018), and *Perpetual Surveillance: The Intense Scrutiny of Black Men* (2018). In addition to her scholarly and advisory efforts, she is an educational and social advocate who serves as an Executive Adviser for the Compton, California, My Brother's Keeper Initiative for boys and men of color, and sits on several organizational boards. While she values her role as a strategist, advocate, and scholar, Dr. Little's most cherished blessing is being the proud mother of twin sons, Jared and Jaren, who are the inspiration for her scholarly endeavors, including her TEDx talk, *The Gift of Corrective Lenses*.

Bryant T. Marks is an Associate Professor of Psychology and Director of the Program for Research on Black Male Achievement at Morehouse College. The Program is a member of the Seven Centers Consortium.

Russell Marsh has been a musician, educator, and consultant in the New York Metro area for over twenty years. He developed his passion for equity and inclusion work while teaching at his alma mater, St. Benedict's Prep in Newark, N.J. Currently, he is the Associate Director of Equity and Inclusion at a private school in New York City where, in addition to other responsibilities, he is charged to look at curriculum and the impact of curriculum on identity development.

John Marshall received his doctorate from Western Kentucky University. His research and work focus on equity, culturally responsive teaching, and student engagement. Dr. Marshall illuminates systemic racism and works to assure all students have access to rigorous classes, effective teachers, and opportunities. Even further, Marshall posits that the saving grace for American Education is predicated on those bold enough to challenge and change the system.

Christopher McGinley's perspectives on leadership and learning have been shaped significantly by the roles that he has played as a teacher, school principal, and school district superintendent. Dr. McGinley currently serves as coordinator for the Educational Leadership Program at Temple University where he holds the post of associate professor. From 2008 to 2014 he served as the Superintendent of Schools at the Lower Merion School District. He is also the former Executive Director of the Delaware County Intermediate Unit and former Superintendent for the District of Cheltenham Township.

Marie Michael is PK–12 Chair of Equity and Instruction at the Blake School where she provides visioning, strategic planning, and action steps to support the school in living its mission of equity and inclusion. She leads professional development, coaches faculty and administrators, develops and revises curriculum, and directs *PK-12 Cornerstone: An Alliance for Students and Families of Color*. She is also a member of Hackman Consulting Group (HCG), where she trains and coaches educators, leaders, community activists, and others committed to embodying racial equity and social justice in their lives and work. In all she does, Marie shares strategies to counteract the physiological effects of bias and oppression, so we can creatively embody the liberatory actions we need to individually and collectively transform ourselves, our systems, and our communities.

H. Richard Milner IV is Helen Faison Professor of Urban Education at the University of Pittsburgh. Dr. Milner's research, policy, and teaching interests concern urban teacher education, African American literature, and the social context of education. His most recent book, *Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms*, was published by Harvard Education Press in 2015. He can be reached at Rmilner@pitt.edu.

Barbara Moore-Williams is an education consultant with over forty years experience including teacher, coach/trainer, curriculum support person, and Director of Teacher Development in a large urban district. Dr. Moore-Williams currently conducts workshops and year-long training in cultural proficiency and the influence of race in teaching and learning. She has been an adjunct professor at Temple

University in the College of Education and Cheyney University as well as delivered seminars at the University of Pennsylvania, Drexel University, and Widener University. Her dissertation focused on academic achievement of African American adolescent males in an urban high school.

Carl Moore is currently the Assistant Chief Academic Officer at the University of the District of Columbia. Dr. Moore also serves as Certificate faculty in Temple University's Teaching in Higher Education Certificate program. He has dedicated his career to promoting inclusion and social justice in the classroom, across campuses and institutional level. As such, Dr. Moore is frequently an invited speaker and consultant on inclusion, leadership, and faculty development and teaching and learning related topics.

James L. Moore III Dr. Moore is the EHE Distinguished Professor of Urban Education and Executive Director of the Todd Anthony Bell National Resource Center on the African American Male at The Ohio State University. The Center is a member of the Seven Centers Consortium.

Vernā Myers, Esq., is Founder and President of The Vernā Myers Company. She is on a personal mission to disrupt the status quo, and she knows how to: she's lived it. Author of the best-selling books *Moving Diversity Forward: How to Move From Well-Meaning to Well-Doing* and *What If I Say the Wrong Thing? 25 Habits for Culturally Effective People*, Vernā has touched over 1,000,000 people through her speeches, appearances, and transformative message of power and possibility. For the last two decades, Vernā has worked to eradicate barriers of race, gender, ethnicity, and sexual orientation at elite international law firms, Wall Street powerhouses, and the 10,000 member Fire Department of New York, with the aim of establishing a new, more productive and just status quo.

Joseph Derrick Nelson, PhD, is a Visiting Assistant Professor of Educational Studies at Swarthmore College and a Senior Research Fellow with the Center for the Study of Boys' and Girls' Lives at the University of Pennsylvania. His scholarship to date has explored Black boys' identities and schooling during childhood and early adolescence. These empirical projects led to publications with *Harvard Educational Review*, *Teachers College Record*, *Culture, Society, and Masculinities*, and guest co-editing a special issue on boys' education with the *Journal of Boyhood Studies*. In his hometown of Milwaukee, Wisconsin, Dr. Nelson taught first grade for two years in a single-sex classroom for Black and Latino boys.

Sean Norman, undergraduate student majoring in Physical Education and Recreation at Gallaudet University anticipates graduation as of August 2017. Sean

was born and raised in Harvey, Illinois, and became Deaf at the age of 2. Before Sean enrolled Gallaudet University, he majored in Deaf Education and worked with deaf and hard of hearing children and teenagers for 7 years as Teacher's Aids, Camp Director, and Sponsor Junior Illinois Association for the Deaf.

Omobolade Delano-Oriaran is an Associate Professor of Teacher Education at St. Norbert College, De Pere, Wisconsin. Her teaching and research focus on diversity and inclusion issues in schooling and society; authentic, critical, culturally-engaging service-learning; White teachers and diverse classrooms, closing the opportunity gap; multicultural education; and engaging African American students, families, and communities. Dr. Delano-Oriaran is the lead editor of two volumes on service-learning: *SAGE Sourcebook of Service-Learning and Civic Engagement*, and *Culturally Engaging Service-Learning with Diverse Communities*.

Marvin Pierre received his Masters in Education Administration and Supervision from the University of Houston. He currently serves as the Program Director of an alternative education program called 8 Million Stories. The program is designed to help students build meaningful relationships in their community, access a wide range of social services, develop critical life and job skills, continue their education, and secure meaningful employment. As a former school leader, Marvin is passionate about helping school districts and leaders develop a more restorative approach to student discipline, when working with young boys of color.

Luis Ponjuan is an Associate Professor at Texas A&M University and Co-Director of Project MALES and the Texas Education Consortium for Male Students of Color. The Consortium is a member of the Seven Centers Consortium.

Zeam Porter is a first year student at Macalester College in St. Paul, Minnesota. He is a youth advocate for Black and Trans students and served on many boards including Governor Mark Dayton's Technical Council Against Bullying, the youth board of directors for the organization The National Gender and Sexualities Alliance and is currently a member of The Transgender Law Center's TRUTH, a national council for trans youth doing media advocacy. He is also a co-founder and teacher for the program Gender Revolution 8, a leadership program for transgender and gender nonconforming youth through the nonprofit Minnesota Transgender Health Coalition.

Paul A. Robbins received his PhD in Educational Psychology from The University of Texas at Austin. His research interests include issues of identity, the academic impact of athletic participation, and the transmission and reception of academic

messages. Prior to attending graduate school, Dr. Robbins taught high school mathematics in South Carolina.

Stefanie Rome is a doctoral student, graduate research assistant, and a Gus T. Ridgel Fellow at the University of Missouri-Columbia, where she is pursuing her PhD in Educational Leadership and Policy Analysis. Stefanie is the former Director of Curriculum and Professional Development for the National Urban Alliance for Effective Education. She has spent more than 20 years as a classroom teacher, teacher mentor instructional coach, and project director, committed to the creation of pedagogical spaces where student culture is honored and celebrated.

Victor Säenz is an Associate Professor at the University of Texas at Austin and Co-Director of Project MALES and the Texas Education Consortium for Male Students of Color. The Consortium is a member of the Seven Centers Consortium.

Eli Scarce is a furniture maker and woodshop teacher living and working in Philadelphia. She is the mother of two children whom she raises with her wife and partner of twenty three years. For the past eight years, Eli has immersed herself in multicultural studies and anti-racism work.

Darla Scott currently serves as an Assistant Professor in the School Psychology program at Bowie State University. Dr. Scott has over a decade of expertise in instructional design and delivery and conducted her doctoral dissertation on the utilization of culturally relevant pedagogy with African American students. Her research interests are focused on the development of educational equity through inclusive instructional strategies and she can be reached at dmscott@bowiestate.edu.

Michelle Trotman Scott is the College of Education Director of Graduate Studies and an associate professor at the University of West Georgia. She teaches in the Department of Literacy and Special Education. Dr. Trotman Scott's research interests include special education overrepresentation, gifted education underrepresentation, twice exceptional, culturally responsive instruction, and family involvement. She has authored several articles, chapters, and books.

Glenn E. Singleton has devoted over thirty years to constructing racial equity worldwide and developing leaders to do the same. As President and Founder of Pacific Educational Group, Inc. (PEG), Singleton has created an agency that has developed racially conscious leaders in a variety of sectors: education, government, business, law enforcement, and community organizing among them. He is the

author of *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* (2006), a protocol for sustained, deep interracial dialog, and the creator of Beyond Diversity™, the curriculum that has taught hundreds of thousands of people how to use it. He is a graduate of the University of Pennsylvania (BA) and Stanford University (MA) and the recipient of The 100 Black Men of the Bay Area Community Service Award in 2015 and The Eugene T. Carothers Human Relations Award in 2003.

Solomon Smart is a fourth-grade chess master and power forward basketball player at Greenview Upper Elementary School. Solomon loves math and science and wants to be a pilot. His hobbies are cooking and art. In his spare time, Solomon can be found reading *Harry Potter* or hanging out with his little brother Malcolm as they help their mom *agitate, educate, and organize* in the community.

Edward J. Smith is a PhD candidate at the University of Pennsylvania's Graduate School of Education. His research focuses on building and sustaining education attainment efforts in metropolitan areas, with a particular emphasis on better understanding the effects of municipal, institutional, and community practices and policies on educational outcomes. Ed earned his bachelor's degree in Economics and master's degree in College Student Affairs from The Pennsylvania State University.

Leann V. Smith is a doctoral candidate of the University of Texas at Austin's School Psychology Program and a current doctoral intern at the Momentous Institute in Dallas, TX. Her research examines cultural and contextual factors of Black youths' academic achievement and prosocial development. As a school psychologist, Leann has had experience working directly within the school system helping teachers and administrators attend to the unique needs of children, particularly those with diverse backgrounds, while utilizing an asset-oriented and culturally sensitive lens.

Erica Snowden has been an educator for 13 years within the Friends Schools network. Currently, she is the Lower School Dean and Learning Support Specialist at Greene Street Friends School in Philadelphia. She serves as the Diversity Clerk; promoting social justice and race-based conversations within affinity groups. An alumna of the Graduate School of Education at the University of Pennsylvania, she is also a presenter at the Ethnography Conference.

Deitra Spence is an educational consultant with over 35 years of experience as a teacher, administrator, and adjunct professor in a variety of urban, rural, and

suburban school settings. As an educational consultant, Dr. Spence participates in curriculum audits, coaches principals, mentors aspiring administrators, and provides professional development for K–12 teachers and administrators. Her dissertation findings focused on the pedagogical strategies used by White teachers that were most effective with their African-American middle school students.

Howard Stevenson is the Constance Clayton Professor of Urban Education, Professor of Africana Studies in the Human Development Division of the Graduate School of Education at the University of Pennsylvania. Dr. Stevenson is also the Executive Director of the Racial Empowerment Collaborative (REC), a research, program development, and training center that brings together community leaders, researchers, authority figures, families, and youth to study and promote racial literacy and health in schools and neighborhoods. His research publications and clinical work involve developing culturally relevant “in-the-moment” strengths-based measures and therapeutic interventions that teach emotional and racial literacy skills to families and youth.

David Stills currently teaches 4th/5th grade at The Philadelphia School. He began his teaching career 6 years ago and is a certified Montessori educator. David believes that learning and growth have their own intrinsic value and reward, and that on some level, we all crave opportunities to witness our most-empowered selves influencing our environments and our learning process. This drive to move forward is what every educator is depending on and what every budding activist recognizes as a part of the human experience. Prior to teaching, David used his voice to reach people in a different way; he was a professional singer. Although it's been a while since he sang full-time, David still writes and performs music with an encouraging message, and often draws inspiration from his amazing wife and two beautiful children.

Orinthia Swindell has had a lifelong passion for learning and teaching others about equity and inclusion work. She has served as an early childhood educator for over twenty years, currently serves as the Director of Equity and Inclusion at an independent school in her hometown, Brooklyn, New York, in addition to her role as an independent consultant. Orinthia has facilitated numerous workshops and presentations, presented at national conferences and has been a guest speaker at teacher preparation programs. One of her most esteemed accomplishments is being the mother of two amazing black young men.

Benny Vásquez describes himself as a lifelong learner and a seeker of justice. A native of Brooklyn, he graduated from Wesleyan University with a BA in African

American Studies and Sociology, then completed his master's in curriculum and teaching from Columbia University and then an MPA at New York University. Benny is the co-executive director of Border Crossers, a national organization that is committed to dismantling racism in K–12 educational organizations. He is also an independent diversity and equity consultant and is working with various schools/organizations across the country in fulfilling their mission to create inclusive communities that value race, gender, sexual orientation, and all the other identities that make us whole. Benny has always had a strong passion for social justice, education reform, and anti-racism work within educational settings and lives and breathes in the intersectionality of his work.

Chezare A. Warren is an Assistant Professor in the Department of Teacher Education, affiliate faculty in Mathematics Education, and core faculty in African American and African Studies at Michigan State University (MSU). Dr. Warren's research interests include urban (teacher) education, culturally responsive teaching, and critical race theory in education. His award-winning research has been published in several peer-reviewed journal outlets including *Urban Education*, *Teachers College Record*, *Race, Ethnicity, and Education*, and the *Journal of Negro Education*. He is co-editor of *White Women's Work: Examining the Intersectionality of Teaching, Identity, and Race* (Information Age Publishing, 2017) and the author of *Urban Preparation: Young Black Men Moving from Chicago's South Side to Success in Higher Education* (Harvard Education Press, 2017).

Jamie Washington serves as the President and Founder of the Washington Consulting Group (WCG), a Multicultural Organizational Development Firm out of Baltimore, MD. In October of 2015, WCG was named by *The Economist* as one of the Top 10 Global Diversity Consultants in the world, and one of two selected from the U.S. Rev. Dr. Washington has served as an educator, administrator, and consultant in higher education for over 32 years. Rev. Dr. Washington also serves as the President and a Founder of the Social Justice Training Institute. He was recently elected as the Vice President and President Elect of the ACPA (College Student Educators International).

Olugbala Williams is an elementary educator with over 20 years experience. Currently, he is also a Diversity Coordinator at a private school in Brooklyn. In addition to teaching, he conducts diversity workshops, mentors nascent teachers, and helps shape curriculums that are inclusive and develop strong identities. Mr. Williams is passionate about anti-racist work and related ideologies and strives to create a harmony in schools that respects and acknowledges all individuals and the many ways they identify.

Toni Graves Williamson is currently serving as the Assistant Head of School for Equity and Inclusion at Abington Friends School in suburban Philadelphia. She is a founding faculty member of the National Diversity Practitioners Institute and co-founded the Mid-Atlantic Region Diversity Conference. Toni conducts diversity climate studies and trains educators in cultural competency and institutional strategic planning as a principal consultant for The Glasgow Group. In addition, as a longtime Friends schools educator, Toni provides professional development opportunities for Quaker schools through a partnership with the Friends Council on Education.

J. Luke Wood is an Associate Professor and Co-Director of Minority Male Community College Collaborative (M2C3) at San Diego State University. The Collaborative is a member of the Seven Centers Consortium.

Brian L. Wright is an assistant professor of early childhood education at the University of Memphis. His research focuses on high-achieving African American males in urban schools preK–12, racial-ethnic identity development of boys and young men of color, African American males as early childhood teachers, and teacher identity development. Dr. Wright has published several articles and book chapters.

Deneen R. Young is a health advocate, motivational speaker, lifestyle coach, certified spin instructor, certified participant indoor row instructor, and an entrepreneur of YoungLife Coach ~ Beyond Fit. Young has worked in an independent school for 15 years administratively as well as several roles within the school community. Married for 26 years and counts it all joy to be blessed with two children ages 16 and 21. Deneen loves to write, educate, advocate, and inspire others to be their best self inside and out.