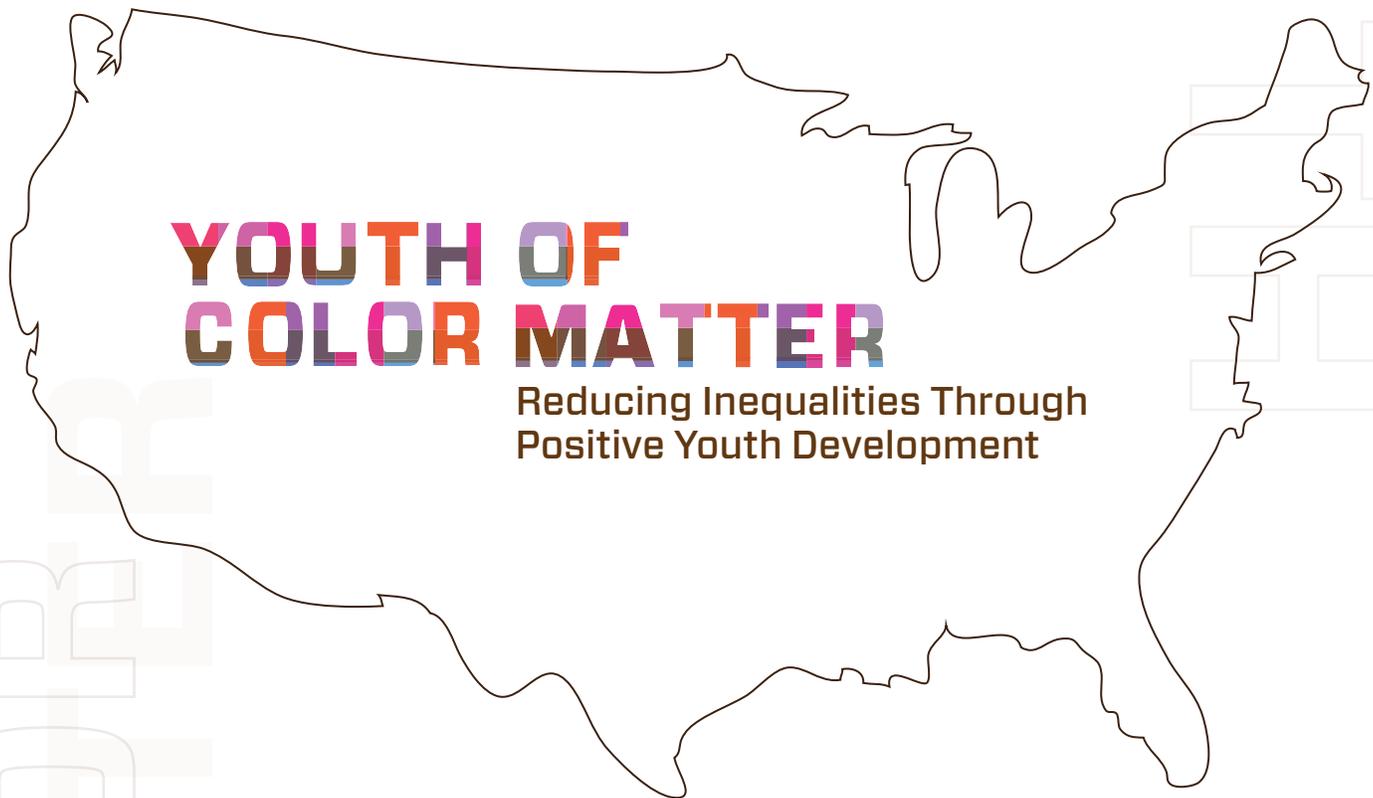


The 5th Annual Youth-Nex Conference
#YOOCM15
October 8 & 9, 2015



**YOUTH OF
COLOR MATTER**

Reducing Inequalities Through
Positive Youth Development



UNIVERSITY of VIRGINIA

YOUTH-NEX

CURRY SCHOOL OF EDUCATION



The 5th Annual Youth-Nex Conference
YOUTH OF COLOR MATTER:
Reducing Inequalities through Positive Youth Development
October 8 & 9, 2015

Welcome to the Fifth Annual Youth-Nex Conference.

We are pleased you are here for what we anticipate to be a vigorous and engaging exchange of ideas. Together, it is our hope to inspire each other's work and spark new ideas to create positive change for the youth of Virginia and of the nation.

The United States is growing richer in racial and ethnic diversity, especially among our youth. Yet, amidst these profound changes, gross disparities persist in opportunities and outcomes, and many youth of color continue to be marginalized and viewed through narrow lenses that reinforce negative stereotypes. How can we, as youth advocates, teens, educators, parents, researchers, and policymakers, use what we know about positive youth development to generate meaningful, measurable, widespread, and sustainable strategies for addressing disparities?

The 5th Annual Youth-Nex Conference, Youth Of Color Matter: Reducing Inequalities through Positive Youth Development (#YoCM15), will provide a space for leaders across the country to investigate critical questions and reinforce narratives portraying youth of color as thriving contributors to their communities.

Youth-Nex was established to promote effective youth development by advancing research, training, and service. The center is a transdisciplinary, cross-University nexus, focusing on young people as capable assets to their communities and schools. It is our vision that our nation's youth, a rich, often untapped resource, may flourish.

Thank you for your valuable participation.

Patrick H. Tolan, Ph.D. - Youth-Nex Director, Professor, University of Virginia

Joanna Williams, Ph.D. - Conference Chair, Associate Professor, University of Virginia

Visit us online at: curry.virginia.edu/youth-nex

Conference Organizers: Ellen Daniels, Crystal Haislip, and Joanna Williams



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Youth-Nex research is supported by a grant from Philip Morris USA, an Altria Company. We gratefully acknowledge this important support. The work of Youth-Nex is solely determined by itself and Youth-Nex does not represent the official views of the sponsor.

We are grateful for conference support from The Carter G. Woodson Institute for African American and African Studies, the Diversity Action Committee at the Curry School of Education, the University of Virginia Office for Diversity and Equity, and T&N Printing.



Altria

SCHEDULE

THURSDAY, OCTOBER 8 – ALUMNI HALL

8:00 a.m. – 9:00 a.m. — REGISTRATION/LIGHT BREAKFAST

9:00 a.m. – 9:30 a.m.

WELCOME & OPENING REMARKS

Robert C. Pianta, Ph.D. – *Dean, Novartis Professor of Education, Curry School of Education, University of Virginia*

Patrick H. Tolan, Ph.D. – *Director, Youth-Nex, Professor, Curry School of Education and Department of Psychiatry and Neurobehavioral Sciences, University of Virginia*

Archie Holmes, Ph.D. – *Vice Provost, Educational Innovation and Interdisciplinary Studies, University of Virginia*

DeVanté Cunningham – *Intern, Office for Diversity and Equity, University of Virginia*

Joanna Williams, Ph.D. – *Conference Chair, Associate Professor, Curry School of Education, University of Virginia*

9:30 a.m. – 10:45 a.m. — Panel 1

CULTURALLY-GROUNDED APPROACHES TO POSITIVE YOUTH DEVELOPMENT (*Moderator: Nancy L. Deutsch, Ph.D. - University of Virginia*)

Cultural beliefs, traditions, and pride can play an integral role in promoting positive development for youth from ethnic minority backgrounds. This panel will open with a focus on changing the discourse on youth of color. Then, we'll hear about connections between cultural values and healthy development for American Indian youth and the benefits of emphasizing cultural pride in natural mentoring relationships among African American youth.

Noni K. Gaylord-Harden, Ph.D. (*Loyola University - Chicago*) – *“Shifting the Narrative on Development in Youth of Color: The Case for a Positive Youth Development Perspective.”*

Monica Tsethlikai, Ph.D. (*Arizona State University*) – *“Participation in Cultural and Family Activities Promotes Positive Development in American Indian Children”*

Noelle Hurd, Ph.D., MPH (*University of Virginia*) – *“Examining Natural Mentoring Relationships Among Black Adolescents: A Strengths-Based Perspective to Promoting Psychosocial Well-Being”*

10:45 a.m. – 11:00 a.m. — Break

11:00 a.m. – 12:15 p.m. — Panel 2

AN IMMIGRANT PARADOX? CIVIC ENGAGEMENT AMONG IMMIGRANT & UNDOCUMENTED YOUTH (*Moderator: Tim Freilich, J.D. - Madison House*)

Undocumented and immigrant youth, particularly those from Hispanic/Latino backgrounds, face persistent marginalization in the United States yet many of these same youth are actively engaged in their communities. Panelists will share their views on what engagement looks like, the challenges involved, and what we can do to support the civic engagement of undocumented and immigrant youth.

William Perez, Ph.D. (*Claremont Graduate University*) – *“Reflections on the Civic Contributions of Undocumented Youth”*

Suzanne Pritzker, Ph.D. (*University of Houston Graduate College of Social Work*) – *“Exploring Civic Engagement Among Immigrant Adolescents”*

Gloria Rockhold, MA, M.Ed. (*Creciendo Juntos*) – *“Relationship-Building: The Corner Stone”*

12:15 p.m. – 1:30 p.m. — LUNCH

1:30 p.m. – 2:30 p.m. — Keynote Speaker – Leon T. Andrews, Jr. (*Director, National League of Cities (NLC) – “Cities Leaders United to Promote Black Male Achievement”*)

2:30 p.m. – 3:30 p.m. — Panel 3

COMMUNITY INITIATIVES SUPPORTING YOUTH OF COLOR (*Moderator: Paul C. Harris, Ph.D. - University of Virginia*)

This panel will highlight work being done by individuals in local communities to support the positive development of youth of color. Representatives from three initiatives will discuss how they are working to transform communities and empower young people. The session hopes to inspire and empower each of us to take action!

Sarad Davenport (*Charlottesville City of Promise*) – *“Changing the Ecosystem to Support Youth of Color: The Promise Neighborhoods Initiative”*

Susana Martinez, LICSW (*The Promotor Pathway, Latin American Youth Center-LAYC*) – *“The Promotor Pathway: An Innovative Client Management Model for Disconnected Youth”*

Wesley Bellamy (*Helping Young People Evolve -HYPE / Albemarle County Public Schools*) – *“From Thoughts to Action: Engaging Young People in the Movement”*

→ Speaker biographies can be found online: http://bit.ly/YOOCM15_AGENDABIOS or navigate from the YN webpage.

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3:30 p.m. – 3:45 p.m. — Break

3:45 p.m. – 5:00 p.m. — Panel 4

YOUTH OF COLOR AS AGENTS OF CHANGE (*Moderator: Valerie A. Futch Ehrlich, Ph.D. - University of Virginia*)

We are turning to the real experts for this session – civically and culturally-minded youth. Teens from *Make the Road New York (MRNY)* and *Whatever It Takes (WIT)* will speak truth to power in discussions of challenges and opportunities in their communities. MRNY youth will discuss how they have organized around issues like police accountability, and teens from WIT will share their entrepreneurial approaches to addressing discrimination.

Melanie Gonzalez - (*High School Senior, Whatever It Takes - WIT*)

Manali Joshi - (*High School Junior, Whatever It Takes - WIT*)

Darian X - (*Youth Leader, Make the Road New York - MRNY*)

Adilka Pimentel - (*Youth Organizer, Make the Road New York - MRNY*)

FRIDAY, OCTOBER 9 – ALUMNI HALL

8:30 a.m. – 9:00 a.m. — COFFEE/LIGHT BREAKFAST

9:00 a.m. – 10:15 a.m. — Panel 5

RESTORING JUSTICE IN OUR SCHOOLS: POSITIVE YOUTH DEVELOPMENT APPROACHES TO THE DISCIPLINE GAP

(*Moderator: B. Leilani Brazil Keys, N.B.C.T. - Albemarle County Public Schools*)

Youth of color are disproportionately suspended from school, causing youth to miss critical time of instruction, evoke feelings of hopelessness, and contributing to the “school to prison pipeline.” This panel considers what research and practice tell us about dismantling the pipeline and promoting positive developmental outcomes for youth of color with a focus on youth-centered principles of restorative justice.

Anne Gregory, Ph.D. (*Rutgers University*) – *“Engaging Students in Problem-Solving: A Civil Rights Remedy for Racial Disparities in Discipline?”*

Vickie Shoap (*Fairfax County Public Schools*) – *“Application of Restorative Practices and Restorative Justice in Fairfax County Public Schools”*

10:15 a.m. – 10:30 a.m. — Break

10:30 a.m. – 11:45 a.m. — Panel 6

PROMOTING EDUCATIONAL EXCELLENCE FOR YOUTH OF COLOR (*Moderator: Patrice Preston Grimes, Ph.D. - University of Virginia*)

The panel will feature champions for change who work tirelessly to promote educational excellence for youth of color, both on a local and national scale. This final session will bring together themes and lessons learned throughout the conference, emphasizing how an understanding of youth as assets can transform educational trajectories with an acknowledgement of the complex barriers that may be encountered along the way.

L. Bernard Hairston, Ph.D. (*Albemarle County Public Schools*)

Curtis Chin (*New York University*)

David J. Johns (*White House Initiative on Educational Excellence for African Americans*)

11:45 a.m. – 12:30 p.m. — CALL TO ACTION

Patrick H. Tolan, Ph.D. (*University of Virginia*)

Joanna Williams, Ph.D. (*University of Virginia*)

DEPART — 12:30 p.m.

Video of presentations from this event will be posted after the conference on the Youth-Nex website: http://bit.ly/YN_CONFERENCES. Video from past conferences may also be found there.

Each panelist will speak for about 15-20 minutes. A speaker and audience discussion will follow each panel. To participate in the conversation, please raise your hand and a microphone will be brought to you.

This event will be audio/video recorded for posting on the Youth-Nex website and covered by news media. Video will be posted on the Youth-Nex website (via YouTube). Photos may appear in Youth-Nex publications. Participation assumes acknowledgement of this.

→ Speaker biographies can be found online: http://bit.ly/YOOCM15_AGENDABIOS or navigate from the YN webpage.

SPEAKER AND PANELIST BIOGRAPHIES

OPENING PRESENTERS AND KEYNOTE SPEAKER (Listed Alphabetically)

LEON T. ANDREWS, Jr. – *Director, National League of Cities (NLC)*

Andrews was appointed director for Race, Equity And Leadership (REAL) at the National League of Cities. Prior to this, he served as the senior fellow and program director at the NLC's Institute for Youth, Education, and Families, where he led all of the Institute's youth development work including areas related to childhood obesity, disconnected youth, youth engagement and leadership, and youth master planning. Andrews has an extensive background working in government, the community, the private sector, and academia for the last 20 years. He is a published author, a presenter at a number of conferences and other forums throughout the country and world. He received a Bachelor of Arts in Political Science from Howard University, a Master of Science in Public Policy and Management from Carnegie Mellon University, and is a Ph.D. candidate in the Urban and Regional Planning program at The University of Michigan. Leon is married to an amazing woman, Dr. Kristine M. Andrews, for the last 13 years and they have three beautiful daughters – Jessica Austin, Julia Iris, and Joanna Jonas.

DEVANTÉ CUNNINGHAM – *Intern, Office for Diversity and Equity, University of Virginia*

Cunningham was born in Petersburg, Virginia and raised in Würzburg, Germany. He is a recent U.Va. graduate with a double major in psychology and sociology. Cunningham is currently pursuing a Master of Public Health and is pursuing a career as a clinical psychologist.

ARCHIE HOLMES, Ph.D. – *Vice Provost for Educational Innovation and Interdisciplinary Studies, University of Virginia*

Holmes is a professor of electrical engineering and currently serves as Vice Provost for Educational Innovation and Interdisciplinary Studies at the University of Virginia. In his role as Vice Provost for Educational Innovation and Interdisciplinary Studies, his major responsibilities will include areas related to the undergraduate educational experience, especially in strengthening connections between the schools and between the academic mission and student affairs. He also will work on building the interdisciplinary capacity of U.Va. and further efforts to establish institutes and centers to foster interdisciplinary research and education.

ROBERT C. PIANTA, Ph.D. – *Dean, Novartis Professor of Education, Curry School of Education, University of Virginia*

Pianta is the Dean of the Curry School of Education at the University of Virginia, the Novartis Professor of Education and founding director of U.Va.'s Center for Advanced Study of Teaching and Learning (CASTL). Pianta and his team of education researchers have proven what it takes to build better teachers. With more than \$50 million in grant funding, his team has developed a proven-effective system to both assess a teacher's effectiveness in the classroom and to improve that teacher's effectiveness with specific supports and mentoring. The Classroom Assessment Scoring System™ or CLASS™ is an observational measure that has been tested and proven effective in several large national studies and is being utilized by every Head Start program in the country, touching 50,000 teachers and over a half a million students. The supports engineered to target and improve a teacher's effectiveness in the classroom are administered through the MyTeachingPartner™ system. Pianta's work in teacher and classroom quality is nationally recognized. Washington Post education columnist Jay Mathews calls Pianta "one of America's smartest educational scholars, with a long history of observing kids and teachers in classrooms." The Post editorial page, on two occasions, noted the use of dean Pianta's work as a primary source of optimism about the future of Head Start. Pianta was featured in Malcolm Gladwell's New Yorker article, "Most Likely To Succeed." The article explores what it takes to identify and develop successful tea

PATRICK H. TOLAN, Ph.D. – *Director, Youth-Nex, Professor, Curry School of Education and Department of Psychiatry and Neurobehavioral Sciences, University of Virginia*

Tolan is Professor at the University of Virginia in the Curry School of Education and the Department of Psychiatry and Neurobehavioral Sciences in the School of Medicine. He is Director of Youth-Nex: The U.Va. Center to Promote Effective Youth Development. The transdisciplinary center focuses on the assets of young people and works in a wide variety of areas including health management, civic engagement and education and also works to prevent youth problems such as violence and school failure. In the five years since assuming this role, Tolan has focused on connecting his prior work in mental health problem prevention to the emerging fields of positive youth development and youth capability. He continues to work from the developmental-ecological approach that has characterized his risk and prevention efforts for 30 years. Tolan has been the Principal Investigator on multiple National Institutes of Health (NIH) and other funded projects and he has authored over 160 publications. Tolan was co-editor of a special issue of *Child Development* (2011)—the flagship journal for child development research. He is co-editor of the book, *Disruptive Behavior Disorders*, part of the *Advances in Development and Psychopathology: Brain Research Foundation Symposium Series* (Springer, 2013) and a forthcoming special issue of *Journal of Research in Adolescence* on positive youth development implications for intervention research.

OPENING PRESENTERS (Continued)

JOANNA WILLIAMS, Ph.D. – *Associate Professor, Curry School of Education, University of Virginia*

Joanna Williams is an associate professor in the Curry School of Education's Department of leadership, foundations, and policy and a faculty affiliate with Youth-Nex: The U.Va. Center to Promote Effective Youth Development. She received her Ph.D. in Developmental Psychology from Temple University in 2008. Her research interests focus on race and ethnicity as social contexts for youth development. Specifically, her work examines ethnic identity as a form of positive youth development in the face of discrimination and other stressors, and ethnic identity in relation to youths' beliefs and behaviors. She also has applied interests in understanding diversity, peer relations, and positive outcomes in youth development programs and serves as the Associate Director of Research for the Young Women Leaders Program, a mentoring program for middle school girls. Williams recently began working on a five-year study of the benefits and challenges of ethnic diversity in middle schools sponsored by the William T. Grant Foundation Scholars Program. In this new work she will investigate diversity in early adolescent peer social networks.

PANELISTS / MODERATORS

WESLEY BELLAMY – *Founder, Executive Director, HYPE; Albemarle County Schools*

Bellamy is a teacher at Albemarle High School. He is the Founder and Executive Director of Helping Young People Evolve (HYPE), a mentoring program for boys and girls in the greater Charlottesville area and has recently opened a second location in Columbia, South Carolina. He serves on the Board of Directors for the 100 Black Men of Central Virginia, Black Male Achievement Initiative, and is President of the Young Black Professional Network of Charlottesville. Bellamy holds a Bachelor's of Science in Business Management from South Carolina State University and a Masters in Education Administration and Supervision at Virginia State University. He is currently pursuing his doctorate. He is committed to strengthening the city through cooperative, unified action.

CURTIS CHIN – *Writer/Director, New York University*

Chin has written for television shows on ABC, the Disney Channel and Nickelodeon, as well as projects for NBC and Fox. He has won awards from the National Endowment for the Arts, the New York Foundation for the Arts, and the San Diego Asian American Film Foundation, among others. His first documentary, *Vincent Who?*, has screened at nearly 400 colleges in four countries and won awards from the National Association for Multicultural Education and the Asian American Justice Center. As a community activist, he co-founded the Asian American Writers Workshop and Asian Pacific Americans for Progress. He has appeared on MSNBC, CNN, and NPR, and in Newsweek and other media outlets. He is currently a Visiting Scholar at NYU.

SARAD DAVENPORT – *Director, Charlottesville Promise Neighborhood*

Davenport currently serves as the Director of the City of Promise in Charlottesville, Virginia where he and a team of neighbors, officials, and partners are building a cradle-to-college-and-career pathway for young people. Davenport along with key stakeholders and partners have formally enrolled more than 200 people into the City of Promise, which includes parent education classes, individual coaching, after school programming, connection to needed resources, and community activities that build leadership and engagement. The group has installed a Wi-Fi network in the community to tackle the digital divide, and offered computer education including computers to families. Prior to working for City of Promise, Davenport worked for the Knowledge is Power Program (KIPP) in Washington, DC where he served on a team seeking to build a culture of college going in under-resourced communities. The culmination of his life experience has led him back to his hometown of Charlottesville to lead the City of Promise initiative.

NANCY L. DEUTSCH, Ph.D. – *(Moderator) Associate Professor, Educational Leadership and Foundations, University of Virginia*

Deutsch is an associate professor of research in the Curry School of Education's research, statistics & evaluation and applied developmental science areas and faculty member with Youth-Nex. Her research focuses on out-of-school settings for adolescents. She received her BA from Vassar College in 1993 and her PhD in Human Development and Social Policy from Northwestern University in 2004. In addition to numerous peer-review manuscripts and book chapters, Dr. Deutsch has published two books on after-school programs, *Pride in the Projects: Teens building identities in urban contexts* (NYU Press, 2008) and the co-authored *Youth Organizations and Positive Youth Development: Case Studies of Success and Failure* (Cambridge University Press, 2011). She is currently working on a longitudinal study of youth-adult relationships funded by William T. Grant Foundation, a longitudinal follow-up of the Young Women Leaders Program funded by the Department of Justice, an evaluation of the WINGS after-school program funded by IES, and a study of an intervention designed to support youth's relationships with natural mentors, funded by IES.

PANELISTS / MODERATORS (Continued)

TIM FREILICH, J.D. – *Executive Director, Madison House*

Freilich is the executive director of Madison House, an independent non-profit organization that serves as the student volunteer center at the University of Virginia. More than 3,000 U.Va. students volunteer at nearly 170 area sites each year through Madison House, contributing more than 110,000 hours of service to local schools and organizations. Prior to joining Madison House, Freilich was the Legal Director of the Legal Aid Justice Center's Immigrant Advocacy Program. He earned his B.A. and his law degree at the University of Virginia, where he received the Robert F. Kennedy Award for Public Service. Freilich began representing migrant farmworkers with the Legal Aid Justice Center in 1999, and in 2001 he established Legal Aid's northern Virginia branch to work with the region's day laborers. In 2009, the American Constitution Society for Law and Policy awarded Tim with the first David Carliner Public Interest Award, a national award given in recognition of fearless, uncompromising, and creative advocacy on behalf of marginalized people. Freilich lives in downtown Charlottesville with his wife and two young daughters.

VALERIE A. FUTCH EHRlich, Ph.D. – *Research Assistant Professor, Curry School of Education, University of Virginia*

Ehrlich is a research assistant professor at Youth-Nex studying adolescent identity development, the importance of youth-adult relationships (such as mentors), and the experiences of various social settings for youth (such as after-school programs, community centers, etc.). Ehrlich earned her Ph.D. in social-personality psychology from The Graduate Center, City University of New York, in 2011. Previous work involved an evaluation of an after-school teen-theatre program as well as a mixed-methods study of outcomes for the Internationals Network of Public Schools in New York City. Current work at UVA includes several projects that aim to better our understanding of youth experiences in the classroom, in after-school programs, and in relationship to adults. She is currently serving as Secretary for the Society for Qualitative Inquiry in Psychology (SQIP, a section of APA's Division 5) and program chair for the Out-of-School-Time (OST) SIG for AERA 20.

NONI K. GAYLORD-HARDEN, Ph.D. – *Associate Professor of Psychology, Loyola University Chicago*

Gaylord-Harden is an associate professor of psychology and director of the Parents and Children Coping Together (PACCT) Research Lab in the Department of Psychology at Loyola University Chicago. Her primary research interests have been in the investigation of stressors, such as community violence and racial discrimination on the psychosocial functioning of African American youth and families in under-resourced urban communities. She has also focused on the role of modifiable protective factors, such as coping strategies, future orientation, and supportive parenting, among youth in high-risk contexts. Her recent work, funded by the National Institutes of Health, examines the impact of community violence exposure on emotional desensitization outcomes in male adolescents of color, the coping strategies used by youth to manage violence exposure, and the family factors that encourage more adaptive coping strategies.

MELANIE GONZALEZ – *High School Senior, The Preuss School UC San Diego; Whatever It Takes (WIT) Student*

Gonzalez has been a Whatever It Takes (WIT) student for two years. She has started two programs: "Someone to Talk To" and "Think About It."

ANNE GREGORY, Ph.D. – *Associate Professor, Rutgers University*

Gregory is an associate professor in the Department of Applied Psychology at Rutgers University. Prior to coming to Rutgers, she was an assistant professor at the University of Virginia. Her research has focused on the persistent trend that African American adolescents are issued school suspension and expulsion at higher rates than adolescents from other groups. Through program development, implementation, and evaluation, she aims to address this trend by strengthening characteristics of teachers, classrooms, and schools associated with the successful schooling of African American students. Her research interests also include bullying, teacher-student relationships, and teacher professional development. Recently, she examined how restorative approaches to discipline have the potential to transform the school climate. She has authored over 30 peer-reviewed journal articles and numerous book chapters. Recent publications include, "The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline" and "The Promise of a Teacher Professional Development Program in Reducing the Racial Disparity in Classroom Exclusionary Discipline."

PATRICE PRESTON GRIMES, Ph.D. – *Associate Professor, Curry School of Education, University of Virginia*

As Associate Dean of African-American Affairs (OAAA) at the University of Virginia, Patrice created and directs the GradSTAR Program to promote students' academic excellence and leadership development. She coordinates OAAA's undergraduate academic support and tutorial services, with targeted training and strategic skill-building initiatives for students seeking professional and post-graduate opportunities. Patrice received the 2011 University of Virginia's EOP Champion Award, recognizing her commitment to the advancement of equal rights and social justice at the University. In 2015, she was awarded the Champion of Diversity Mentoring Award by the University's Office of Graduate and Postdoctoral Affairs. In her faculty role, Patrice teaches in the Curry School's Department of Curriculum, Instruction and Special Education. She has been a scholar-consultant and presenter on several Teaching American History (TAH) Grants and consulted for school districts throughout the region. Her research publications and academic presentations have examined the 20th century history of African-American public schooling in the South, and contemporary youth civic education/engagement, esp. among underrepresented groups.

L. BERNARD HAIRSTON, Ph.D. – *Albemarle County Public Schools / 100 Black Men of Central Virginia*

Hairston is the Executive Director of Community Engagement with the Albemarle County Public Schools. His work involves creating opportunities that engage community stakeholders with the vision, mission and goals of the school system. He was recently appointed Chair of the National Mentoring Committee for the 100 Black Men of America, Incorporated. Hairston is the founding president of the 100 Black Men of Central Virginia (100 BMOCV) and the African American Teaching Fellows (AATF) Program. The 100 BMOCV assist area public schools with addressing achievement gaps of African American males and AATF addresses the racial disparity of teachers in area public schools. Hairston is a former teacher and middle and high school principal. His theme song is "Don't Worry be Happy."

DARIAN X – *Youth Leader*

A Youth Leader and Board Representative at Make The Road NY, the last 2 years of my life has been dedicated to community organizing and forwarding public policy in New York City. At Make the Road NY I am a Youth Leader and Board Representative and have been active in city-wide campaigns with young people around both education and policing reform. From giving testimony to President Obama's 21st Century Policing Task force, to sitting on the Mayoral Leadership Team around School Discipline focused on changing policies, practices and overall climate between young people and the NYPD's School Safety division, policies, practices and overall climate between young people and the NYPD's School Safety division, I have developed the understanding that this fight is multifaceted and we must be flexible in our strategies to empower ourselves and combat it. I have also partnered with the Public Science Project at CUNY for a Participatory Action Research project called Researchers for Fair Policing to address the impact of abusive policing practices on youth of color, which has shown me the importance of research and education on the policies and practices of the institutions that impact our communities.

PAUL C. HARRIS, Ph.D. – *Assistant Professor, University of Virginia*

Harris is an assistant professor in the counselor education program in the Curry School of Education at the University of Virginia. His research agenda focuses on promoting the college and career readiness of high school and collegiate student athletes. He is particularly interested in how K-12 professional school counselors and intercollegiate athletics stakeholders support the healthy identity development of all student athletes, with emphasis on Black males. He also designed and currently teaches a course entitled "Counseling Student-Athletes" at the University of Virginia, which explores the ways through which K-16 education stakeholders can support the social/emotional, academic, and career development of student-athletes. Harris, a former high school counselor for several years, also founded and directs a local school-based program, Men Passionately Pursuing Purpose (MP3), that promotes the college and career readiness of Black male high school student athletes. He serves as the President-Elect for the Virginia School Counselors Association (VSCA), and is also a member of the editorial board for the Journal of Multicultural Counseling and Development (JMCD).

PANELISTS / MODERATORS (Continued)

NOELLE HURD, Ph.D., M.P.H. – *Assistant Professor, Department of Psychology and Curry School of Education, University of Virginia*
Hurd is an assistant professor in the University of Virginia's Department of Psychology. She earned both her doctorate in clinical psychology and MPH from the University of Michigan while receiving funding from a Ford Foundation pre-doctoral fellowship. She completed her graduate studies in 2010 and then completed a 2-year post-doctoral fellowship at the University of Michigan's Center for the Study of Black Youth in Context. Her research focuses on factors that promote more positive psychosocial outcomes among marginalized adolescents. She is particularly interested in identifying opportunities to build on pre-existing strengths in youths' lives, such as supportive relationships with non-parental adults. In addition to exploring the role of supportive relationships in contributing to youth development, she also investigates the role of broader contextual factors (e.g., neighborhood characteristics) in shaping youth outcomes. Her work has been published in a variety of outlets including the American Journal of Community Psychology, the Journal of Research on Adolescence, Child Development, The Journal of Early Adolescence, the Journal of Youth and Adolescence, and Developmental Psychology. She is a William T. Grant Scholar and a National Academy of Education/Spencer Foundation Postdoctoral Fellow. Her work has also been funded by the National Science Foundation and the Institute of Education Sciences (U.S. Dept of Education).

DAVID J. JOHNS – *Executive Director, White House Initiative on Educational Excellence for African Americans*

The Initiative works across federal agencies and with partners and communities nationwide to produce a more effective continuum of education programs for African American students. Prior to joining the Department, Johns was a senior education policy advisor to the Senate Committee on Health, Education, Labor and Pensions (HELP) under the leadership of Sen. Tom Harkin, D-Iowa. Before working for the Senate HELP committee under Chairman Harkin, Johns served under the leadership of the late Sen. Ted Kennedy, D-Mass. Johns also was a Congressional Black Caucus Foundation Fellow in the office of Congressman Charles Rangel, D-N.Y. Johns has worked on issues affecting low-income and minority students, neglected youth and early childhood education and with Historically Black Colleges and Universities (HBCUs). His research as an Andrew W. Mellon Fellow served as a catalyst to identify, disrupt and supplant negative perceptions of black males within academia and society. Johns is committed to volunteer services and maintains an active commitment to improve literacy among adolescent minority males. Johns obtained a master's degree in sociology and education policy at Teachers College, Columbia University, where he graduated summa cum laude while simultaneously teaching elementary school in New York City. He graduated with honors from Columbia University in 2004 with a triple major in English, creative writing and African American studies and was named to the Root100 in both 2014 and 2013.

MANALI JOSHI – *High School Junior at Bishop's School, San Diego, California; Whatever It Takes (WIT) Student*

Joshi's hobbies include dancing, golfing and practicing and teaching yoga. She is involved in and passionate about a social entrepreneur focused non-profit, Whatever It Takes (WIT). WIT empowers teens with the tools to launch their own social impact projects. This past year Joshi co-led a project called Student-to-Student Art, in which teens taught visual and performing arts to students of low income families in Title 1 elementary schools that lacked an art program. This year, she plans to launch a financial literacy project, called Banking On Teens, in which she will teach relevant financial information to middle school students. Joshi is involved in school clubs that promote and discuss diversity, and loves to actively participate and lead such conversations. She is excited to be apart of programs like WIT, and is honored to speak and learn at the Youth-Nex Conference where teen voices will be heard.

B. LEILANI BRAZIL KEYS, N.B.C.T. – *Albemarle County Public Schools Coordinator of Professional Development for Diversity*

Brazil Keys is a teacher of ethnic studies and ESOL (English for Speakers of Other Languages) at Albemarle High School in Charlottesville, Virginia. She currently serves as the coordinator of professional development for diversity in Albemarle County. She grew up in Oah'u, Hawai'i, and later received her B.A. from U.C.L.A. in History and Political Science and a graduate degree in Education from Mills College in California. She began her teaching career in public schools in Oakland, California and continued her teaching in Manoa, Hawai'i at a public charter school serving Native Hawaiian students. Brazil key continued post-graduate work at the University of California, Berkeley, before moving to Albemarle County in 2008. She was awarded National Board Certification from the National Board of Professional Teaching Standards in 2013. Her current project is to craft a Culturally Responsive Teaching Certification Program for Albemarle County teachers. She can be contacted at lkeys@k12albemarle.org or follow her on Twitter @Leilanikeys1.

SUSANA MARTINEZ, LICSW – *Director of the Promotor Pathway, Latin American Youth Center (LAYC)*

Martinez is responsible for implementation of LAYC's Promotor Pathway, an intensive case management model for disconnected youth in the DC and Maryland area. Prior to her work with the Promotor Pathway, she launched the Teen Bridge Program, LAYC's first congregate care facility for young girls in the foster care system. Martinez is a Licensed Independent Clinical Social Worker who has worked with Latino communities in Texas and Washington, DC, and has expertise in providing clinical and case management services to immigrant families, victims of domestic violence, and youth and families within the child abuse and neglect system. In addition, Martinez has supervised and trained youth development staff in areas of positive youth development, mentoring, crisis management and motivational interviewing. She has presented at the National Pathways to Adulthood Annual Conference, the Center for American Progress, and NCLR's Northeast Regional Conference. Martinez received her Bachelor's degree in psychology from Georgetown University and her Master of Science in social work from the University of Texas at Austin.

WILLIAM PEREZ, Ph.D. – *Associate Professor, Claremont Graduate University*

Perez is an associate professor of education at Claremont Graduate University (CGU). His research focuses on the social and psychological processes associated with academic success and higher education access among immigrant Latino students. Perez is recognized as one of the nation's leading academic experts on undocumented students. In 2009, he received the Mildred Garcia Prize for Excellence in Research from the Association for the Study of Higher Education for his book, *We ARE Americans: Undocumented Students Pursuing the American Dream*. He has received various awards for his research on immigration and education including the Stanford University Distinguished Scholar Alumni Award, the early career scholar award from the Hispanic Research Special Interest Group of the American Educational Research Association and the Fulbright Fellowship. His most recent book, *Americans by Heart: Undocumented Latino Students and the Promise of Higher Education*, was selected for the 2013 Critics Choice Award by the American Educational Studies Association. Before CGU, he worked at various research institutes including the RAND Corporation, the Stanford Institute for Higher Education Research, the UCLA Neuropsychiatric Institute, and the Tomas Rivera Policy Institute.

ADILKA PIMENTEL – *Youth Organizer, Make the Road New York*

Pimentel is an Afro-Latina Community Organizer from Brooklyn, New York. She began organizing at Make the Road New York in 2003 as a youth leader, and eventually transitioned into a staff role. Pimentel is currently the Police Accountability Organizer at Make the Road New York and is one-half of a team that develops Political Education curriculum for black and brown youth aged 14-21.

SUZANNE PRITZKER, Ph.D. – *Assistant Professor, University of Houston Graduate College of Social Work*

Pritzker is an assistant professor at the University of Houston Graduate College of Social Work. She began her career as a policy advisor in the Office of the Virginia Secretary of Education and with the Virginia General Assembly. With a front-line view of the policy process, she developed a passion for educating and empowering vulnerable populations to participate in policy development and implementation. Her research focuses on young people's civic engagement and on educational and practice strategies to increase child and youth participation. She also studies strategies to prepare social workers to engage in policy practice. She teaches masters and doctoral level courses in macro practice, policy analysis, and policy advocacy. She coordinates the Austin Legislative Internship Program for graduate social work students, as well as the monthly Policy Insider Series, which brings policy experts to speak on campus. She has received awards for her teaching, mentorship, and involvement in promoting civic engagement from the Graduate College of Social Work, Social Work Today magazine, and the Houston Area League of Women Voters.

GLORIA M. ROCKHOLD, MA, M.Ed. – *Community Engagement Manager, Albemarle County Public Schools*

Rockhold is the Community Engagement Manager for Albemarle County Public Schools. Her responsibilities include promoting the active engagement of the county's diverse communities in K-12 education as well as ensuring the delivery of high quality educational services to all residents. Her particular focus is on the growing Latino community. Including and engaging families in the educational conversation is a consistent component of programs Gloria is involved in. She works closely with diversity resource teachers to develop programs that bring parents into the schools as active participants in their child's education. In addition, she collaborated in the development of a certification program in Culturally Responsive Teaching. In addition Rockhold is the executive board chair of Creciendo Juntos, a board member of the Free Clinic, Habitat for Humanity and the Citizens Action Committee for the Office of the Public Defender. Prior to her current position, Rockhold served as a multi-cultural mental health counselor at Albemarle High School. She holds an M.A. in Leadership and Foundations in Education from U.VA. and an M.A. in Mental Health Counseling from American University and a BA in Marketing from Louisiana State University. Rockhold was born in Asuncion, Paraguay and has lived in Baton Rouge, Louisiana.

PANELISTS / MODERATORS (Continued)

VICKIE SHOAP – *Restorative Justice Specialist II, Fairfax County Public Schools*

Shoap is the Restorative Justice Specialist for Fairfax County Public Schools. She is a restorative justice practitioner and trainer in the principles and practice of restorative justice in schools and juvenile courts. Shoap is the former Restorative Justice Coordinator for the Prince William County Virginia 31st Judicial Circuit and Juvenile Courts. She has written restorative justice training programs and facilitator manuals for the Virginia Department of Education and the Supreme Court of Virginia Office of Dispute Resolution.

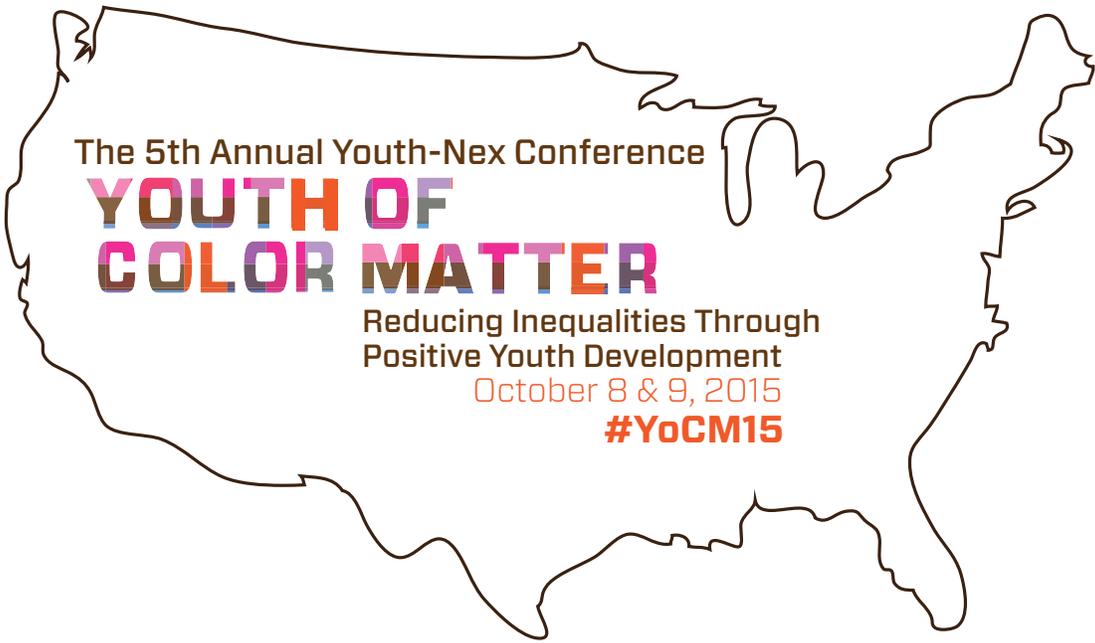
MONICA TSEHLIKAI, Ph.D. – *Assistant Professor, Arizona State University*

Tsethlikai is currently a William T. Grant Scholar, a Native Children's Research Exchange Scholar and a former Ford Fellow. She is an enrolled member of the Zuni tribe. She graduated from the University of Notre Dame in 1991 followed by 8 years as a youth counselor and juvenile probation officer. She obtained a Master's degree in Indigenous Nations Studies in 2001 and Ph.D. in Psychology (cognitive and quantitative) in 2005 from the University of Kansas. She completed a postdoc at the University of California, Santa Cruz under the direction of Dr. Barbara Rogoff. She was an assistant professor of psychology at the University of Utah for 6 years. She is currently an assistant professor in the School of Social and Family Dynamics at Arizona State University. She is interested in how children's daily activities shape cognitive and social development with a special focus on cultural activities. Currently, Tsethlikai's research is exploring how stressful environments and histories of trauma are related to stress physiology (i.e., cortisol levels in hair) as risk factors that potentially impair the development of the prefrontal cortex and associated executive functions in middle childhood and whether active cultural engagement serves as a protective factor promoting positive youth development.

YOUTH-NEX

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