

RHODE ISLAND AFTERSCHOOL NETWORK

Fall 2021
RIAN Professional
Development Conference
December 3–4, 2021
presented virtually

FALL 2021 COURSE DESCRIPTIONS

Friday Morning | December 3 | 10 am – 12 pm

Youth Mental Health First Aid

Kristen Petrarca and Samantha Brinz

YMHA provides participants the knowledge to respond in a mental health emergency with youth and young adults as well as strategies to offer support to a young person who appears to be in emotional distress. This is an 8-hour course. Participants will receive a YMHA Certificate upon completion.

To be effective, YMH First Aiders need to respond in a manner that respects the culture and individuality of youth and their families. The importance of being aware of culture, diversity, and the uniqueness of the life experiences of individual youth and families is woven throughout the YMHA curriculum.

Audience: Appropriate for those working with youth of all ages

Managing Your Environment: Enhancing Program Spaces

Sara Monteiro

I am interested in working with professionals to further instruct them on how to maximize the spaces in which they engage with students. This workshop will introduce participants to the framework of behavioral economics and encourage them to study the correlation of their environments and program outcomes.

Space Matters! Investing time to assure that all students have an opportunity to learn in clean, safe and inspiring space is a starting point and essential to assuring that organizations are serving youth in an equitable manner. This workshop will speak to how we can provide quality programming regardless of the demographics we are serving.

Audience: site or program manager/coordinator roles

Introduction: RI Program Quality Assessment

Maryclaire Knight and Kuni Yasutake

The Rhode Island Program Quality Assessment (RIPQA) is a quality assessment tool and improvement process that is used by afterschool and youth development organizations across Rhode Island. Participants learn about the two components of the tool: a program observation tool designed to help front-line staff and instructors improve their practice (Form A) and an administrative checklist designed to help directors improve their overall administrative management practices (Form B).

In addition to introducing the tool we will practice observing and evaluating afterschool activities conducted by OST professionals. The Program Quality assessment process highlights policies and practices that ensure equitable outreach, engagement and developing a space that cultivates a sense of belonging for all youth.

Audience: Appropriate for those working with youth of all ages

This conference, hosted by the Rhode Island Afterschool Network (RIAN), offers professional development to engage all leaders in the field with the opportunity to stretch themselves, embrace new ideas, and contemplate emerging strategies to take care of themselves and our youth. Sessions are led by top experts in our field around the theme of **Embracing Equitable Practices in OSTL** and content includes strategies for engagement, evaluation, and exploration. Each participant will receive a certificate of completion and useful take-home tools to help mitigate the impact of racism and inequalities that our youth experience.

So, You've Got a Federal Grant! Now What Do You Need To Know About Fiscal Management?

Jan Mermin and Crystal Martin

Most leaders of youth-serving organizations did not enter the field because they love grant administration, fiscal policies, accounting, and federal regulations. But these are things you need to learn to keep the doors open. This workshop is geared towards Executive Directors, board members, program directors, or anyone else who wants to learn some basic tenets of fiscal management and where to turn for more information.

With a focus on federal grant funding, this workshop will cover:

- Internal controls and managing risk
- General principles and best practices
- The budget cycle
- Federal guidance, including Uniform Grant Guidance
- Written fiscal policies and procedures you should have
- Purchasing and subcontracting

Bring your questions and be ready to jump in!

Audience: Executive Director/Board Members

Rhode Island PBS LearningMedia and More

Colleen Kenyon

This workshop will offer participants a deep dive into PBS LearningMedia, a free digital library of high-quality resources for all grade levels and subject areas. All will create free accounts and learn features of the site along with best practices for media use with children in a variety of educational settings.

We will also introduce a variety of other free resources available from Rhode Island PBS Education Services including PBS Media Literacy Certification, PBS NewsHour Student Reporting Labs, PBS Kids Learning Hours, and Early Childhood Educator Workshops. The high-quality resources offered by Rhode Island PBS are all free-of-charge and available through a variety of easily accessible outlets.

The library of resources available on PBS LearningMedia offers young people the chance to experience things that they would not normally come across in their everyday lives. Video is a powerful learning tool that also allows children to pause or restart when needed, allowing for better understanding. Our Learning Hours and Workshops promote best practices for early childhood educators and families with young children with the goal of improving learning for those ages 2-8. PBS Media Literacy programming and Student Reporting Labs offer opportunities to improve critical thinking and communication skills through showcasing student voice using digital media.

Audience: Appropriate for those working with youth of all ages

How We Show Up: Sharing Our Identities with Youth

Victoria Restler and Rachael Lee Ficke Clemons

This workshop invites participants to explore our multiple identities and how we share them with young people in our youth work practice. Showing up holistically as youth workers means doing our own reflective work and being intentional about how we locate ourselves and engage in identity work together with youth.

In this session, we will discuss 'uses of self' in youth development and co-create strategies for authentically sharing our identities with youth through introductions, activities, and storytelling. This workshop will also provide an introduction to the Youth Development MA Program at Rhode Island College.

This workshop invites participants to explore their own intersectional identities, along with co-created strategies for engaging identity work in youth development.

Audience: Appropriate for those working with youth of all ages

12PM – 1PM KEYNOTE

Throughout the pandemic, Rhode Island nonprofits have demonstrated an ability to pivot and provide much needed services and basic needs to communities that faced an array of health, economic, and social emotional challenges. In August 2021, the Grantmakers Council of Rhode Island and United Way of Rhode Island surveyed more than 300 nonprofit leaders in Rhode Island to learn about the continued impact of COVID-19 for the nonprofit sector. This keynote highlights the results of the 2021 COVID-19 Impact on RI Nonprofits Survey, with particular emphasis on findings for nonprofits with a K-12, afterschool, and summer learning programmatic focus.

Dr. Adama Brown and Nancy Wolenski

Advancing Equitable SEL for Middle School Youth

Joy Schneider

Share learnings and best practices related to PASA's current SEL work with middle school OST providers and school day teachers. Offer resources and tools that can be applied to a variety of youth programs. SEL and equity must go hand-in-hand. SEL has the power to be both a lever to promote equity and a perpetuator of inequity. Knowing this power and knowing how to provide equitable SEL has become a cornerstone of PASA's current work.

Audience: Working directly with youth 11–18 in program delivery, educator, enrichment provider, site or program coordinator roles, and site or program manager roles

Equity Activity Audit Guidelines – How To Use Them?

Kuni Yasutake

Does your program quality assessment tool let you observe a lesson from EQUITY LENSES? This session introduces a pilot version of the Equitable Activity Audit (EAA) tool developed by the RIAN EAA Working Group. Participants will learn how to use this observation tool, and participate in our pilot observation process. The 16 equity lenses presented in the EAA tool would also help youth work professionals improve curriculum and instruction to better engage with BIPOC students.

Now more than ever it is critical that we prepare youth work professionals to serve young people from an equitable lens. On a daily basis, marginalized youth in high-poverty communities and low-performing school environments, enter their OST program doors with the odds stacked against them. It is our duty as youth work professionals to close the gap and create safe, equitable, and inclusive spaces for our youth to succeed. The ultimate goal of our EAA guidelines is to help BIPOC youth feel supported during OST and succeed in gaining new skills and knowledge during OST Learning.

Audience: Appropriate for those working with youth of all ages

Geospatial Technology For All

Peter Stetson

Demonstrate access to a variety of free Geospatial Technology resources available to any K–12 school or youth club. Encourage participation in the 2022 RI Mapping Competition. These resources are free and accessible by anyone with an Internet connection. All the sites are free but are more robust with a school or club account.

Audience: Working directly with youth 11–18 in program delivery, educator, enrichment provider, site coordinator roles

From Ally To Accomplice: Moving To an Action-Based Mindset

Maxine Wright and Maryclaire Knight

From Ally to Accomplice works with both leadership and frontline workers to move from an ally mindset, which can be passive/performative, to the mindset of an accomplice—someone actively involved in dismantling inequitable systems. This workshop will focus on the difference between being an ally and an accomplice, processing our own experiences around allyship, and how to bring this mindset into your programming in an intentional and effective way.

Understanding ourselves as accomplices in the dismantlement of oppressive systems is key to being able to meet young people where they are at—how they are feeling and thinking about inequity—and work with them in programming to transform those thoughts and feelings into action. Shifting one's mindset from ally to accomplice is key in empowering others and ourselves, and being comfortable in conversations about privilege and oppression is a first step to helping students in their development.

Audience: Appropriate for those working with youth of all ages, both frontline and leadership positions

Self-Care Is Empowerment: Taking Charge of Your Own Life, Body and Mind

J. Niko Meritt

Practicing self care and modeling putting your needs first will also empower students and those around you. We will work to create a self-care plan. After the workshop participants will receive a self-care plan to add to the self-care kits that they will receive in preparation for the event in December.

Doing equity work is so necessary it can also be physically and mentally exhausting. As an equity leader, you need to make sure you are taking care of yourself. Paying attention to your own needs can help prevent burnout. Having the tools needed to survive in this space will help a person guide others. Youth especially need self care.

Audience: Appropriate for those working with youth of all ages

Youth Mental Health First Aid

Kristen Petrarca and Samantha Brinz

Please see course description on Friday Morning.

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Environmental Justice: A Case Study of RI STEM Advantage Addressing Equity

Ayana Melvan

This workshop will be a walk-through of a case study of our RI STEM Advantage programs and how they address Environmental Justice using STEM Programming. Participants will be able to walk away with relevant and real world examples of what impacts our Rhode Island youth and how they are mitigating environmental impact at the ground level. This will also walk participants through the power of partnership and matching up equity agenda's to address how racism impacts community on a systems level and how STEM is used to address this.

The case study will walk participants through how BIPOC youth and their families have been engaged in the process of STEM informal learning. This includes how they were a part of the planning process, implementation, and recruitment. We will walk through the importance of representation and what it truly takes to be inclusive.

Audience: Executive Director/Board Members

Caring for Your Classroom Community

Favour Akinagbe, Sophomore, Blackstone Academy

Layla Charron, Sophomore, Blackstone Academy

Marco Lima, Junior, Times 2 Stem Academy

Zoe Massaquoi, Junior, Times 2 Stem Academy

Camille Rodriguez, Junior, Blackstone Academy

We are offering an interactive, youth-led (and designed!) session on strategies for self-care, student-care, and classroom-care. This is always an important topic, but with the rise of persistent and harmful stress levels among students and educators during the pandemic, we feel it's critical to make spaces for self-love and community care. This session is entirely designed and presented by high school-aged youth. It acknowledges struggles facing students inside and outside the classroom, while providing a variety of resources to educators to support their own self-care practice. Whether during school hours or within the afternoon space, educational equity lies at the heart of YV's initiatives. We envision a future where all Rhode Island schools prioritize data-driven, student-centered learning. We work to create spaces where youth are in charge of their own destiny.

Audience: Working directly with youth 11–18 in program delivery, educator, enrichment provider, site coordinator roles

**This session is flexible and inclusive for all people working with youth inside and outside the classroom!*

Managing Your Environment: Enhancing Program Spaces

Sara Monteiro

Please see course description on Friday Morning.

Elevate Your Lesson Plan for BIPOC Youth

Kuni Yasutake

Culturally Responsive Teaching starts with your lesson planning by paying attention to not only the content (WHAT students learn) but also the process (HOW students learn) that appeals to BIPOC students.

This session is designed to help OST professionals:

- 1) critique the Euro-American centric lesson planning and
- 2) learn how to reconstruct their existing lesson plans for BIPOC children and youth.

The facilitator is an intercultural communication specialist and will present findings from her research study on the multicultural curriculum development by the public Afrocentric Academy in Minneapolis, MN, and Zaretta Hammond's "*Culturally Responsive Teaching & the Brain*."

The proposed session would provide an intentional opportunity for educators to stop and reflect on the conventional lesson-planning practices in the U.S., and identify the features that are supported by the Euro-American perspectives in OST Learning (OSTL.) Contextualization of lesson planning that speaks to the perspectives, communication styles, and real-life experiences of BIPOC students would allow educators to make their OSTL more accessible to those students. As a result, BIPOC children and youth will be able to engage better with their learning experience and skill-building practice.

Audience: Appropriate for those working with youth of all ages

SCLT/Agriculture

"Raffini" (V. Raffini) and Youth Staff

Introduction to youth for working with local gardeners and farms. We hire local youth ages 14–23 to work in agriculture and administrative positions. We are currently running a Saturday enrichment program that we hope to carry on indefinitely. We also teach life skills and coping skills to prepare them for the things they will probably be faced with in the outside world.

Audience: Working directly with youth 11–18 in program delivery, educator, enrichment provider, site coordinator roles

Why Black History Is Important All Year

J. Niko Meritt

The importance of Black History being included during the school year, not just February. Youth have commented time and time again how important it is to feel seen. How the materials in school don't reflect themselves, their culture or values. They want things they can relate to and to uplift them.

Audience: Appropriate for those working with youth of all ages

12PM – 1PM KEYNOTE

In his presentation, Tommy will briefly present work from prior partnerships with afterschool programs in Liberty City, Miami and discuss "lessons learned" about the use of evidence-based strategies to promote children's socioemotional learning in community settings. Building on the keynote presented by speakers Nancy Wolanski and Dr. Adama Brown, he will also invite participants to consider practices drawn from the mental health literature that may promote wellness and reduce burnout among staff serving our youth and families.

Dr. Tommy Chou

REGISTER AT UWRIWEB.ORG/RIANFALLCONFERENCE



United Way of Rhode Island

KEYNOTE SPEAKERS



DR. ADAMA BROWN

Director of Research & Data Analytics, United Way of Rhode Island

As Director of Research & Data Analytics at United Way of Rhode Island, Adama oversees UWRI's research and data analytics activities, the evaluation and impact of UWRI programs and investments, and works with academic and community research partners to identify and undertake research to inform UWRI's community investment and policy strategies.

Adama is a sociologist by training and earned a bachelor's degree in sociology from the University of Texas at Austin and a PhD in sociology from Iowa State University with an emphasis in mental health, research methods, statistics, and social policy. She also earned an MDiv from Iliff School of Theology with a specialization in pastoral counseling and spiritual care, currently serving as a clergyperson in the New England Annual Conference (NEAC) of the United Methodist Church.

Adama is a sixth generation Texan who is passionate about genealogy, jazz, and intersectional justice. At United Way, she is particularly interested in the ways that data and narrative inform philanthropic work and can act as a catalyst for change. Her recent work is at the intersection of justice and theology, where she has led antiracism trainings for clergy of the NEAC, facilitated book studies on antiracism and racial justice in congregations, and co-leads a discernment process for making the NEAC a more inclusive and equitable conference. In addition, has been involved in leading book studies on antiracism at United Way and recently co-facilitated the launch of UWRI's 21-Day Equity Challenge.



TOMMY CHOU

Post-doctoral Fellow in Clinical Psychology at Brown University and Lifespan

Tommy Chou is a post-doctoral fellow in clinical psychology at Brown University and Lifespan, where he provides clinical services for adolescents and conducts research engaging with community partners to find meaningful ways in which current evidence-based practices can improve the mental health and wellbeing of youth and their families. His work also extends to the examination of burnout and stress management among staff and providers who serve our communities.



NANCY WOLANSKI

Executive Director, Grantmakers Council of Rhode Island

Nancy is responsible for strategic and programmatic leadership at Grantmakers Council of Rhode Island (GCRI), a statewide network of foundations and corporate and federated giving programs committed to building a better Rhode Island by growing the breadth, effectiveness, and impact of philanthropy. In her role, Nancy organizes professional development for staff at funding organizations, engages members in collaborative efforts to support the nonprofit sector and make systems change, and provides opportunities for creative community engagement. In her role, Nancy draws on more than two decades of experience in the nonprofit sector, including ten years of teaching Community Leadership at Johnson & Wales University.

As Assistant Director of the Feinstein Community Service Center at Johnson & Wales for a decade, she helped lead a nationally recognized collaborative hunger and homelessness initiative that engaged culinary and hospitality students in experiential education in support of Rhode Island social service providers, and developed a curriculum for social responsibility that was required for all students at the Providence campus. Her nonprofit experience includes responsibilities in management, program development and oversight, leadership development, fundraising and grantwriting, membership and communications. Nancy earned a Bachelors of Arts degree in English and Russian from Connecticut College and an MBA in Organizational Leadership from Johnson & Wales University.

WORKSHOP PRESENTERS

SAMANTHA BRINZ

School Health Policy & Program Specialist at the RI Department of Education

Samantha Brinz is a School Health Policy & Program Specialist at the R.I. Department of Education. In her role, she coordinates the development and implementation of the USDOE School Climate Transformation Grant (SCTG) to increase high and equitable academic and wellbeing outcomes by developing a transformative culture through strong social emotional learning and mental health strategies and implementation of a multi-tiered system of support.



RACHAEL LEE FICKE CLEMONS, PHD

YDEV Field Coordinator, Adjunct Professor

Rachael believes young people are powerful, thoughtful, and creative. Through her 15+ years as a K-12 educator, community program facilitator, educational consultant, and professor, she learned that education can be transformative. When young people have the opportunities to explore their identities, understand multiple perspectives, and develop critical consciousness—to think, learning is an exchange. Rachael earned her PhD in 2018 after completing her dissertation titled, *Agents of Change: Youth Development and Social Justice Activism*. When Rachael is not engaging with young people and adults in learning spaces, she enjoys spending time with family and friends, art making, and writing.



COLLEEN KENYON

Senior Coordinator of Education Services at Rhode Island PBS

Colleen Kenyon is the Senior Coordinator of Education Services at Rhode Island PBS. A former second grade teacher, she has been working in her current role to extend the reach of Rhode Island PBS broadcast content through free educational resources and learning opportunities for kindergarten through grade 12 students, educators, and caregivers since 2018. Colleen has collaborated with several Rhode Island educators and organizations to publish over 60 resources on the PBS LearningMedia website covering a variety of topics and grade levels. She describes herself as a lifelong learner who aspires to cultivate a similar perspective in others.



MARYCLAIRE KNIGHT

Consultant

Maryclaire Knight brings twenty years of non-profit management experience to her consulting practice. She began her career as an educator focusing on children with special needs which eventually meant leading an alternative high school, the River Street School, in Hyde Park, MA. Her next step was to lead community-based work focused on creating a system of supports for children and families that connected to schools and a wider community. As an executive director of the Dorchester YMCA and later a senior executive supervising three YMCA branches, Maryclaire honed a variety of management skills. During her career she led annual fundraising campaigns, a capital campaign and grew the earned revenue base of the organization from \$525,000 to \$3.4 million. She supervised three executives and was responsible for the performance of one hundred and fifty staff members. Successful management outcomes were achieved through strategic planning, which engaged all stakeholders to own outcomes and embrace evaluation as how to measure progress toward impact targets for customers of the YMCA.

Today her consulting practice spans program design, delivery, assessment, and evaluation. She provides executive coaching, strategic planning, and professional development in many areas. Much of her work connects to children and education and has focused on insuring that children are able to access high-quality experiential learning environments. Maryclaire is married to Daryl Wright and the mother of Maxine Wright, currently a PhD student. She lives in Providence and enjoys cooking, travelling, and reading.



WORKSHOP PRESENTERS

AYANA MELVAN

Sr. Director of Strategic Partnerships for Mission Programs, Mystic Aquarium and Sea Research Foundation

Ayana Melvan is the senior director of Strategic Partnerships for Mission Programs at Mystic Aquarium and the Sea Research Foundation. Ayana is responsible for cultivating strategic partnerships that will substantially grow Mission Programs reach, revenue, and impact with a strong focus on environmental justice and racial equity. Ayana Melvan previously worked at United Way of Rhode Island. Ayana has worked in the field of youth development and education for over 20 years in several capacities, including most recently heading up the youth development work at United Way, and leading the Rhode Island Afterschool Network, with a heavy focus on environmental justice with a racial equity lens. Ayana has led work with local and statewide initiatives including the Rhode Island Working Cities Challenge from the Federal Reserve Bank of Boston on ending racism, and helping the City of Cranston create more equitable opportunities for youth and families. She has also help lead the work on eliminating the school-to-prison pipeline in Rhode Island for Black, Indigenous, People of Color (BIPOC) youth with national and local entities. Ayana has worked as a partner with Mystic Aquarium for over a decade in Connecticut and Rhode Island to help bring conservation-focused STEM education opportunities to lower income and BIPOC youth in out-of-school time.



JAN MERMIN

Expanded Learning Opportunity Specialist, RI Department of Elementary and Secondary Education (RIDE)

Jan Mermin currently works as the Expanded Learning Opportunity Specialist at the Rhode Island Department of Elementary and Secondary Education (RIDE), where he coordinates the 21st Century Community Learning Center federal grant. Prior to this, Jan served in various capacities at RIDE, including as a Health Education Specialist, Title I Education Specialist, and Research Specialist. Jan has also worked in adolescent and school health at the Massachusetts Department of Public Health and at the Rhode Island Department of Health.



J. NIKO MERITT

Executive Director of Sankofa Community Connection

Niko is the founding executive director of Sankofa Community Connection, a mother of five, an educator, an advocate, creator, public historian, and certified community health worker. Niko is passionate about people, self-care, empowerment, and history as these are a part of a path to healing and self-worth. She is especially inspired to help people feel seen and valued by offering encouragement to begin their own personal journeys. Niko's down-to-earth humor compels participants to laugh while they learn because she believes that humor makes the learning experience more enjoyable. She engages groups by offering interactive learning opportunities in all the lectures she offers. When not training or speaking, Niko can be found supporting her 8-year-old daughter Gianna's budding t-shirt and writing business, reading, or practicing her own self-care at one of RI's beautiful beaches, while connecting with nature.



SARA MONTEIRO

Business Owner and Consultant

Sara Monteiro is an African/Cape Verdean/African American professional who has worked in an administrative capacity in education for the last 13 years. A proud Providence native, her focus and talents have been utilized to provide quality service low-income and under-represented communities. She is a business owner and consultant who specializes in creating programs, processes and for organizations. As a mother of two, she is passionate about creating and supporting fruitful programs for inner city youth. She is a URI alum with a background in African American Studies & Human Development, who now serves as co-chair to URI's Alumni of Color Network. She has a master's in education from the College of Saint Rose, and 11 years of experience working in public and charter schools in Albany, NY. She has worked for PPSD and CCRI, specializing in managing community partnership and directing special projects. She is passionate about serving the Providence community and collaborating with those who do the same.



WORKSHOP PRESENTERS

KRISTEN PETRARCA, MPA

Project AWARE Program Director

Kristen Petrarca, MPA works for the RI Department of Education as part of the School Health Team in the Office of Student, Community, and Academic Supports. Kristen oversees the Project AWARE program that is funded through the Substance Abuse and Mental Health Services Administration (SAMHSA).

V. RAFFINI

Artist, Actress, and Teacher

V. Raffini, a self-made artist, actress, and teacher from the South Side of Providence has long been committed to the community, teaching Black History, and theatre, telling stories, and nurturing the spiritual and creative abilities of youth.

VICTORIA RESTLER, PHD

Assistant Professor, Educational Studies, and Director, Youth Development MA Program, Rhode Island College

Victoria Restler, is an interdisciplinary artist, Assistant Professor of Educational Studies and Director of the Youth Development Master's Program at Rhode Island College. Since 2002 she has been working in schools and community spaces to address social issues through participatory art-making. Her award-winning dissertation research engages arts-based methods to interrogate teacher evaluation and value. And her current collaborative practice explores institutional whiteness through art, image archives, narrative research, and teacher workshops. She received her PhD in Urban Education from the CUNY Graduate Center in 2017.

JOY SCHNEIDER

Director of Quality Initiatives Providence After School Alliance (PASA)

Joy has worked with youth for over 15 years in a variety of capacities from direct service to program management. Previously, Joy led quality and character development initiatives as the Youth Development Director at the YMCA of the Inland Northwest. She has a Masters in Urban Studies Youth Development from Eastern University.

PETER STETSON

Retired High School Science Teacher and President of Educational Mapping Services

Peter began using Geographic Information System (GIS) software in 2004. He attended Teachers Teaching Teachers GIS (T3G) in 2009 and 2017. He became facilitator for the Power of Data workshop in 2017 and ran three 35 hour workshops for RI educators. Peter completed Geospatial Science & Technology Educator Certification Pathway (GSTEdC) in 2020. Currently, he is the state lead for the RI Storymap Competition, and President of Educational Mapping Services – a Geospatial Technology company.



WORKSHOP PRESENTERS

MAXINE WRIGHT

Doctoral Student in the Department of Sociology at the University of Washington

Maxine Wright studies race, health and neighborhood change as well as Black feminist theory, intersectional identities, and gender. She received her undergraduate degree with honors in Philosophy, Neuroscience, and Psychology, an interdisciplinary program at Washington University in St. Louis, and is a recipient of the Graduate Student Equity & Excellence Presidential fellowship. As a BIPOC scholar, Maxine is committed to applied research and using her own work to empower the communities she studies to make change. Before entering her PhD program, Maxine was a classroom teacher in Central Falls, RI, and has been a design educator at DownCity Design in Providence, RI for the past four years. She is passionate about structuring engaging lessons and curricula for learners of every age—in addition to her K–12 teaching experience, she has designed and delivered multiple professional development series on justice, equity, diversity, and inclusion for students aged 12 and over, K–12 teachers, and faculty and staff at the university level.



KUNI YASUTAKE

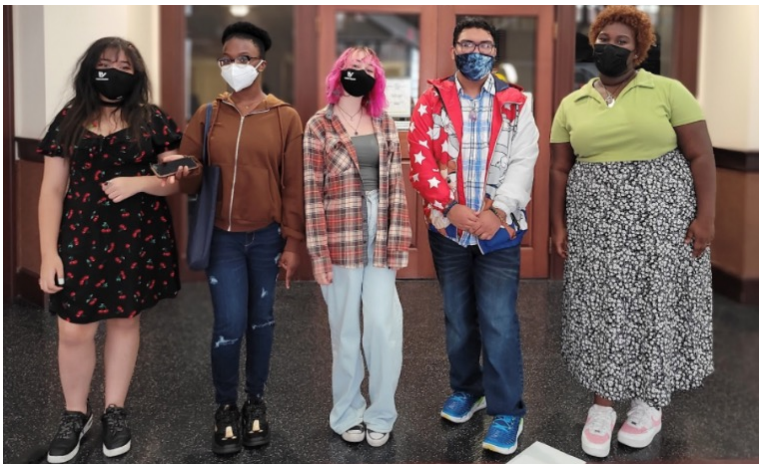
Intercultural Communication Specialist and Adjunct Professor

Kuni Yasutake is an intercultural communication specialist. As an independent consultant, she has been offering context-specific and action-oriented diversity training designed to improve and enhance intercultural competencies of organizational members at all levels for 16 years. Her past projects supported community-based organizations, schools, healthcare providers, and small businesses in New England as well as global corporations in Japan and the U.S.

In addition to her consulting practice, Kuni has served as an adjunct faculty member at the Charlton College of Business at University of Massachusetts. She has also worked as a visiting lecturer at the Communities of InterCultural Learning (CoIL) program at Bunker Hill Community College-Boston. For the past 12 years, Kuni has been working as a quality advisor for the 21st Century Community Learning Center afterschool programs funded by Rhode Island Department of Education (RIDE.) In December 2019, RIDE chose her to become one of the 15 members of the “Excellence in Learning” Community Design Team to help develop a turnaround plan for the Providence Public School District.



WORKSHOP PRESENTERS FOR CARING FOR YOUR CLASSROOM COMMUNITY



Favour Akinagbe, sophomore, Blackstone Academy; Layla Charron, sophomore, Blackstone Academy;
Marco Lima, junior, Times 2 Stem Academy; Zoe Massaquoi, junior, Times 2 Stem Academy;
Camille Rodriguez, junior, Blackstone Academy