

Advancing Racial Equity in Online Career and Technical Education Programs: Knowledge for Action

Speaker Biographies

Theresa Anderson is a principal research associate at the Urban Institute. She is a member of the Building America's Workforce cross-center initiative in the Income and Benefits Policy Center and is affiliated with the Center on Education Data and Policy. She leads teams in conducting in-depth, mixed-methods research on evaluations of workforce, education, and social safety net programs and policies. She is particularly interested in improving access to and success in education throughout the life course, from early childhood to adulthood. Her work has focused on student parents, low-income families, opportunity youth, adult education students, underprepared college students, high school students from historically underserved populations, and public housing residents. Her demonstrated skills include evaluation design, intervention theory and logic model development, descriptive quantitative research, quantitative impact analyses, implementation research, survey development and administration, and cost-benefit and return-on-investment analysis of social interventions. Her work has been both summative, in which she helps determine the value of a social intervention, and formative, in which she helps program administrators and policymakers engage in a process of continuous improvement. Anderson received a BA from Hampshire College in Massachusetts and an MPP and a PhD in public policy and public administration, both from George Washington University. She occasionally teaches courses as a visiting lecturer or adjunct faculty member at George Washington University.

Rekha Balu is the director of federal equity initiatives and co-vice president of the Office of Race and Equity Research at the Urban Institute, where she leads research and policy programs that deploy analytics and evidence to inform federal agencies on how to advance equity. Balu joins Urban from MDRC, where she was a senior fellow and director of the Center for Applied Behavioral Science. She launched a portfolio of studies and designed interventions tackling challenges in human services, K-12 education, and the transition to postsecondary education. She has partnered with federal agencies and grantees around the country to help them base their decisions on data and evidence. In 2019, as a fellow with the Office of Evaluation Sciences in the US General Services Administration, she developed trainings, intervention designs, and field trials for federal agencies. She has an undergraduate degree from Northwestern University, a master of education degree from the Harvard Graduate School of Education, and a master's degree in economics from Stanford University. She earned her doctorate in the economics of education from Stanford University.

Amanda Briggs is a senior research associate in the Income and Benefits Policy Center at the Urban Institute. Her research focuses on the impact of technology on postsecondary learning, workforce development policy analysis and program evaluation, and employer involvement in education and training. Briggs is deputy director for the Career and Technical Education (CTE) CoLab Coalition and College Community of Practice (CCP) program, led by Urban.

Akilah Easter is Dean of Urban Agriculture at Olive-Harvey College. Easter is a tenured Assistant Professor with the City Colleges of Chicago. She has assisted with the development of the Applied Cannabis Studies curriculum pathway, authoring a number of courses including the Cannabis Field

Practicum. She continues to develop the curriculum with emerging pathways in Urban Agriculture and Agriculture Technology, providing unique educational opportunities for the students served at Olive-Harvey College.

Sandy Goodman provides technical assistance, professional development, and project leadership on designing and scaling college and career pathways. She is nationally recognized for her work developing and conducting post-secondary, career navigator, and coaching programs. In addition, Sandy served on a statewide domestic violence team at the Massachusetts Department of Children and Families, providing case consultation and risk assessment training to child welfare, law enforcement, and community agencies. Sandy has a BA in women's studies/social thought and political economy from the University of Massachusetts, Amherst, and an MPA from the Harvard Kennedy School of Government.

Kevin Harris is an instructor in the Information Technology-Software Developer program at Chippewa Valley Technical College. He holds a Master of Science in Curriculum and Instruction from the University of Wisconsin-Madison focused on games and learning. His work prior to becoming an instructor includes developing games for learning, online instructional tools, and 3D modeling software.

Anne Kingsley is Faculty Distance Education Coordinator and Professor of English at Diablo Valley College. Dr. Kingsley is an English Professor and Distance Education Coordinator for Diablo Valley College where she focuses on digital literacies, digital equity, and high-quality online course design. Her teaching career began over twenty years ago in New York City where she worked with formerly incarcerated and justice impacted youth by supporting literacy training through GED classes. This teaching experience solidified her commitment to empowering student voices.

Scott Lucas is Vice President of Aviation, Manufacturing, and Institutional Effectiveness at WSU Tech. Dr. Lucas has been with WSU Tech since 2003. He spent 10 years in Institutional Research along with 8 years as the Director, and has been an Academic Vice President since 2015 guiding many of WSU Tech's Career and Technical Education initiatives. In addition to academics, he oversees operations in Institutional Effectiveness and Research.

Clair Minson, has been providing workshop facilitation and training for ten years, counseling services to individuals for over seven years and consultative thought partnership and technical assistance since 2017. Minson has a bachelor's degree in Psychology from Clark Atlanta University and a Master's degree in Community Counseling from Argosy University. She is a Nationally Certified Counselor (NCC) and a Licensed Clinical Professional Counselor (LCPC) in the state of Maryland. As a Therapist and Coach, Minson uses a centered approach with a focus on building rapport and trust while evaluating and assessing client needs. Minson also uses Cognitive Behavioral Therapy, Rational Emotive Behavioral Therapy, and Gestalt therapy when working with clients to address their most pressing challenges. Minson believes in meeting her clients where they are and works with them to achieve their goals. As a Consultant, Minson provides thought partnership, strategic advising and change management support to individual leaders and their staff in the non-profit, public and private sectors. Minson's expertise lies in racial equity, non-profit management, strategic planning, strategic partnerships, operations management, leadership and supervision. As a Public Speaker, Minson is passionate, engaging, purposeful and intentional. Minson tailors every message to meet the specific needs of the group she is speaking to while providing relevant content and a little bit of fun. Minson enjoys speaking to groups of people and inspiring individuals to be the change they want to see in the world. As a Facilitator, Minson is skilled at seamlessly leading groups through a reflective change process, meeting the needs of the group as a collective while also attending to the individual needs of those in the group. Through levity and fun, Minson helps

participants to ease past their discomforts and “lean in” to the opportunity for transformation through learning. Minson has been conducting trainings and facilitations on a wide range of topics for ten years.

Shayne Spaulding is a senior fellow in the Income and Benefits Policy Center at the Urban Institute, where her work focuses on the evaluation of workforce development and postsecondary education programs. She has spent more than 20 years in the workforce development field as an evaluator, technical assistance provider, and program manager. Her research has examined the public workforce system; community college innovations; employer engagement in workforce programs; services to parents, youth, and noncustodial fathers; people with criminal records, performance measurement in workforce programs, and other topics. Spaulding coleads several Urban projects and initiatives, including Building America’s Workforce, which brings together workforce development research from across Urban; Bridging the Gap, which centers on child care and workforce development for low-income parents; the assessment of the JPMorgan Chase & Co. New Skills at Work Initiative; and the US Department of Labor’s Analysis of Employer Performance Measurement Approaches, for which she is principal investigator and project director. Before joining Urban, Spaulding was the university director of workforce development for the City University of New York (CUNY), the nation’s largest public urban university system, where she oversaw workforce and continuing education programs in CUNY’s 24 colleges and professional schools. From 2001 to 2009, she worked for Public/Private Ventures, where she was a senior program director, leading evaluations of sectoral programs, social purpose staffing agencies, and services for noncustodial fathers. Spaulding holds a BA in American government from Wesleyan University and an MA in public policy from Johns Hopkins University.

Eboni M. Zamani-Gallaher is Professor and Associate Dean for Equity, Justice, and Strategic Partnerships at the University of Pittsburgh School of Education. In this role, she advances the school-wide strategy for equitable partnerships, which includes partnering with colleagues to further deepen teaching, strengthen existing and propose new programmatic offerings, and reimagine the school's ongoing engagements. Zamani-Gallaher is also Executive Director of the Council for the Study of Community Colleges (CSCC), a national organization that supports the advancement of the study and practice of community colleges in the United States. Prior to joining Pitt Education, Zamani-Gallaher was a Professor at the University of Illinois Urbana-Champaign College of Education, where she was also Director of the Office for Community College Research and Leadership (OCCRL). At Illinois, She previously served as Associate Head of the Department of Education Policy, Organization, and Leadership and Associate Dean. Zamani-Gallaher earned her BS in psychology and MS in general experimental psychology from Western Illinois University and holds a PhD in educational organization and leadership from the University of Illinois.