Dear Equity Center Community,

It is hard to believe that 2021-2022 Academic Year was just the second full year of operations at the Equity Center. Our first was marked by the urgent need to respond to the COVID-19 pandemic, an ongoing crisis that required immediate and hands-on action to support so many sectors of the community. As highlighted in last year’s report, the Equity Center was able to assist in providing wraparound services, responding to educational needs, and supporting fundraising efforts for community health initiatives.

As we moved through this past year, we were able to focus instead on building the Equity Center’s infrastructure – creating a strong foundation on which future programming can expand. In the 21/22 Academic Year we added five new staff members, doubled our physical office space, and navigated university policies to open doors for community engagement. The groundwork that we are laying will permanently impact the University and the Charlottesville community – we truly believe in the power of community-engaged scholarship. The Equity Center is setting up structures to both support a transformative research agenda focused on justice and create mutually beneficial systems to advance equity throughout the region.

In the 2022/2023 Academic Year, the Equity Center has moved under the new Karsh Institute of Democracy. We are grateful for the unwavering support of the Karsh Institute, as we both work towards the urgent mission of protecting democratic values. Additionally, as a cross-Grounds Center, the Equity Center works with faculty and staff engaged in community-engaged programming and research regardless of their home school or department. With our new centrally located administrative home, our path toward collaboration is clearer than ever.

We hope you’ll see in the following pages the intersection of community, staff, students and faculty working toward the community-identified priorities that we keep as the core of our work. We are grateful for the support we’ve had from the University and the greater Charlottesville community and are in a place to make even bigger moves towards a just future.

Ben Allen
Executive Director of the Equity Center

Barbara Brown Wilson
Faculty Director of the Equity Center
Associate Professor of Urban and Environmental Planning, UVA School of Architecture
The Equity Center will tangibly redress racial and economic inequity in university communities by advancing a transformative approach to the fundamental research mission, which will, in turn, reform institutional values, pedagogy, and operations.

The Equity Center envisions universities that serve local communities by bringing rich research resources to bear on the work of redressing poverty and racial inequality and also equipping students to lead in building a just society.

WE SEEK TO:
- Tangibly redress racial and economic inequity in university communities through authentic community collaboration, fair treatment of community experts, and intentionally leave data and benefits of our research with the community.
- Model and teach students a unified theory of community-based scholarship for social change.
- Disseminate theoretical knowledge and practical experience to reduce inequity in Charlottesville and globally.
VALUES

AUTHENTIC PARTNERSHIP
Our approach to community-engaged theory and practice means we are committed to authentic, honest, and transparent community collaboration.

SHARED POWER
We will intentionally and equitably share our power as researchers by studying issues that address community priorities, openly sharing data and results with our community partners, and helping to translate our research into tangible actions that reduce economic and racial inequity.

EQUITY
We are committed to the production of knowledge that advances social justice, by joining community research partners, and ensuring fair and equitable treatment of community experts.

JUSTICE
Our work will contribute to the fair distribution of equal, basic rights to all members of society.

BENEFICIAL
We will conduct research that tangibly benefits communities, both methodologically and in implementation.

ACTION
Our research will go beyond the creation and discovery of new knowledge, but we will also work to directly employ our learning to implement interventions that reduce inequity.

MUTUALITY
We will form meaningful partnerships with low-income, Black, Latinx, indigenous, and immigrant community residents of all ages to create opportunities for two-way knowledge transfer and co-learning that will lead to more effective, equitable, and enduring solutions to problems impacting these communities.

YOUTH
We will make training and equipping young people a major focus of the Equity Center’s work, because young people are at the center of many of the inequities present in our communities, from educational opportunity gaps to interactions with the justice system, to health, poverty, housing, and hunger.
The Equity Center works to create mutually beneficial partnerships between UVA and the community that go beyond the standard of “first, do no harm” toward justice and liberation. This is how we see our strategies working.
Establish a stronger relationship between local communities and the University of Virginia.

Reduce the inequitable distribution of decision-making power, access to data, and access to educational resources for underrepresented youth in Charlottesville and surrounding counties.

Prepare students to be responsible, respectful and impactful citizen-leaders and professionals through community-engaged research.

Enhance the national reputation of the University for disseminating high-quality, interdisciplinary research in equity and community engagement.

Demonstrate the sustainability of a permanent Equity Institute at the University of Virginia.
**GOAL 1: STRONGER RELATIONSHIPS**
Establish a stronger relationship between local communities and the University of Virginia.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>NUMBER OF COMMUNITY PARTNERS &amp; PARTNER ORGANIZATIONS</td>
</tr>
<tr>
<td>9</td>
<td>NUMBER OF COMMUNITY FELLOWS IN RESIDENCE</td>
</tr>
<tr>
<td>150</td>
<td>NUMBER OF HOURS CENTER FOR COMMUNITY PARTNERSHIPS OFFICE WAS USED FOR COMMUNITY METINGS</td>
</tr>
<tr>
<td>8</td>
<td>NUMBER OF COMMUNITY GRANTS WE ASSISTED PARTNERS IN SUBMITTING</td>
</tr>
<tr>
<td>$6,000</td>
<td>TOTAL GRANT FUNDING RAISED FOR COMMUNITY PARTNERS</td>
</tr>
<tr>
<td>$267,396</td>
<td>EQUITY CENTER FUNDING DISTRIBUTED TO COMMUNITY PARTNERS</td>
</tr>
</tbody>
</table>

**GOAL 2: IMPROVED DATA + EDUCATION ACCESS**
Reduce the inequitable distribution of decision-making power, access to data and access to educational resources for underrepresented youth in Charlottesville and surrounding counties.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>NUMBER OF COMMUNITY ADVISORY COMMITTEES SUPPORTED</td>
</tr>
<tr>
<td>5</td>
<td>NUMBER OF ACCESSIBLE COMMUNITY DATA PROJECTS COMPLETED</td>
</tr>
<tr>
<td>5</td>
<td>NUMBER OF ACCESSIBLE COMMUNITY DATA PROJECTS FINISHED</td>
</tr>
<tr>
<td>200</td>
<td>NUMBER OF K-12 STUDENTS SUPPORTED</td>
</tr>
<tr>
<td>54</td>
<td>NUMBER OF MULTILINGUAL STUDENTS SERVED</td>
</tr>
</tbody>
</table>
**GOAL 3: ENGAGE STUDENTS IN COMMUNITY-ENGAGED RESEARCH**

Prepare students to be responsible, respectful and impactful citizen-leaders and professionals through community-engaged research.

| NUMBER OF COMMUNITY-ENGAGED CLASSES SUPPORTED | 12 |
| NUMBER OF STUDENTS TAUGHT IN COMMUNITY-ENGAGED CLASSES | 309 |
| NUMBER OF UVA STUDENTS EMPLOYED | 45 |
| NUMBER OF MADISON HOUSE TUTORS TRAINED | 32 |

**GOAL 4: IMPROVE UNIVERSITY COMMUNITY ENGAGEMENT RESEARCH QUALITY**

Enhance the national reputation of the University for disseminating high-quality, interdisciplinary research in equity and community engagement.

| NUMBER OF PEER-REVIEWED PAPERS PUBLISHED | 8 |
| NUMBER OF REPORTS PUBLISHED | 2 |
| NUMBER OF CONFERENCE, LECTURES/TALKS, OR WORKSHOPS LED | 13 |

**GOAL 5: BECOME A SUSTAINABLE INSTITUTE**

Demonstrate the sustainability of a permanent Equity Institute at the University of Virginia.

| NUMBER OF GRANTS SUBMITTED | 15 |
| AMOUNT OF GRANT FUNDING RECEIVED | $1,063,521 |
| AMOUNT OF DONATIONS/EXTERNAL FEES | $1,101,200 |
LEADERSHIP

LOCAL STEERING COMMITTEE

KAREN WATERS-WICKS
Karen Waters-Wicks is administrator of the community education department for Albemarle County Schools in Virginia and an adjunct faculty member in the humanities department at Piedmont Virginia Community College. She also sits on the President’s Commission on Slavery and the local advisory board at the University of Virginia. Waters-Wicks has also served on numerous boards, committees, and task forces, including former governor Mark Warner’s task force on preventing crime in the minority community and the Charlottesville Housing Advisory Committee. Waters serves as a consultant for the City and Congregation Workgroup.

DANIEL FAIRLEY
Daniel Fairley II received his Bachelor of Arts degree in Psychology from the University of Richmond in 2013. Shortly after graduation, Daniel was asked to serve as an Admissions Counselor at UR. In January 2014, Daniel began interning in the Operations department of The White House under the Obama Administration. After he graduated from the University of Vermont, he accepted a position as an Area Coordinator at the University of Virginia in the Department of Housing and Residence Life. While at UVA, he began volunteering for the 100 Black Men of Central Virginia and facilitating for the Charlottesville Dialogue on Race. In December 2017, Daniel accepted his current position as a Youth Opportunity Coordinator focused on Black Male Achievement for the City of Charlottesville. He now serves as President of the 100 Black Men of Central Virginia and on the Board of Directors for the Loaves & Fishes food pantry. Daniel organized “Runs with Maud” events and supports community efforts to address mental health stigma in Charlottesville’s Black community including his video podcast entitled “How U?”.
LEADERSHIP

LOCAL STEERING COMMITTEE

CHARLENE GREEN
Charlene Green is the Deputy Director of the Piedmont Housing Alliance. Prior to that, she worked as the Manager of the Office of Human Rights for the City of Charlottesville. She began working for the City of Charlottesville in June 2010 as Program Coordinator for the Dialogue on Race. In 2014, she was hired as Community Outreach Specialist for the Office of Human Rights. She has over 25 years of experience in education working as a teacher in elementary and secondary schools and as an assistant professor at Millersville University in Pennsylvania. She has been a trainer and consultant in Multicultural Education for the past 20 years, working on diversity and cultural competency with numerous schools in Virginia, Maryland and Pennsylvania as well as with organizations such as the FBI, the US Department of Education, and the Department of Public Instruction in North Carolina.

JOY JOHNSON
Joy Johnson has spent over 20 years as a housing rights activist. In her earlier years of involvement, she quickly became known for speaking up and went from attending the meetings of the Westhaven Tenants Association to becoming an integral leader in the organization. In 1998, she helped public housing associations and tenants’ groups unite into the advocacy organization known as PHAR, which she currently chairs. PHAR fights for the rights of low-income Charlottesville residents by filing class-action lawsuits and ensuring residents have a say in redevelopment efforts. PHAR and Joy Johnson are reminders that vulnerable communities can and will advocate for themselves and others. Ms. Johnson is the 2021 recipient of the Dolbeare Lifetime Service Award, given by the National Low Income Housing Coalition.

TAMARA WRIGHT
Tamara Wright is a member of the Friendship Court Resident Association and is on the Piedmont Housing Alliance’s advisory committee. She was elected to this committee in 2016 by her fellow residents. In addition to FRCA and PHAR she serves on the Urban Agriculture Collective of Charlottesville (UACC) board of directors. This collective has been a key partner at Friendship Court for over nine years. She has been consistent in her involvement in the future of Friendship Court’s planning over the years. Currently she is pursuing a degree from Piedmont Virginia Community College.

LEAH PURYEAR
Mrs. Puryear is a graduate of Hampton Institute, now Hampton University, with a degree in Political Science, and a minor in Marketing and Management. She has her M.A. degree from the University of the District of Columbia in Adult Education, with a concentration in Administration and Supervision. She came to the University of Virginia in 1980 as the Counselor to the Upward Bound program and became the Director in 1982 and has held that position with distinction since then. While in Charlottesville, Mrs. Puryear has served on several Boards, including Offender Aid and Restoration (OAR), the Aids Services Group (ASG), the Piedmont Virginia Community College Board of Trustees, and the Charlottesville City School Board. Mrs. Puryear is the first African American woman elected to the City School Board, serving for three terms. While serving on the School Board, she was Chair, Vice-Chair, Chair of the PREP Board (Piedmont Regional Education Program), Chair and Vice-Chair of the CATEC Board (Charlottesville-Albemarle Technical Education Center) City of Promise Steering Committee, Grace Tinsley Scholarship Committee, March of Dimes Chef Auction Committee, and the University and Community Action for Racial Equity Committee (UCARE). Mrs. Puryear was awarded the 2021 Martin Luther King Jr. Community Award by the City of Charlottesville.

ERIKA VICCELLIO
Erika Viccellio is the Executive Director of the Fountain Fund. Prior to that, she worked as the Executive Vice President at the United Way-Thomas Jefferson Area, the Executive Director of the Charlottesville Free Clinic (CFC), and the Virginia Institute of Autism. While at the CFC she founded and co-chaired the Community Mental Health and Wellness Coalition, a partnership of 20 agencies seeking to create a better system of adult mental health services. Erika is active in the community and currently serves on the President’s Council on UVA-Community Partnership (resumed operations in 2021) and the Virginia Institute of Autism’s Community Advisory Board.
LEADERSHIP

EXECUTIVE LEADERSHIP

BARBARA BROWN WILSON
Faculty Director of the Equity Center
Barbara Brown Wilson is an associate professor of urban and environmental planning at the UVA School of Architecture, and co-founder and faculty director at the Equity Center. Her research and teaching focus on the history, theory, ethics, and practice of planning for climate justice, and on the role of urban social movements in the built world.

Dr. Wilson writes for both academic and mainstream audiences about design justice, and is the author of Resilience for All: Striving for Equity through Community-Driven Design (Island Press: 2018), and co-author of Questioning Architectural Judgement: The Problem of Codes in the United States (Routledge: 2013). Her research is often change-oriented, meaning she collaborates with community partners to identify opportunities to move our communities, and the field of urban planning, toward social and environmental justice.

BEN ALLEN
Executive Director
Ben is a first-generation quadruple Hoo born and raised in Charlottesville. He earned his Ed.D from the School of Education and Human Development and has research interests around culturally responsive leadership and establishing strong community partnerships. Additionally, he is a lecturer in the School of Education Administration and Supervision Program.

He has worked as a high school history and AVID teacher in Washington DC and Charlottesville and most recently as an elementary school associate principal in Albemarle County. He is also a Captain in the Army Reserves and has served as a logistician, military police officer, and currently as an intelligence analyst.

DERIC CHILDRESS JR
Operations Program Manager
Deric received his Bachelor of Arts in Sociology from the UVA College of Arts and Sciences this past May. Previously, he has worked as an intern for the Attorney General’s Office of Washington D.C. where he worked on a team to properly rehabilitate juvenile offenders after conviction. During his time at the University of Virginia, he also worked as an intern in Student Affairs for quite some time.

In this role he assisted First Generation College students to properly get acclimated to the University as a first gen student. He also held the position as the President of the Black Student Alliance where he worked to create more spaces of welcomeness for Black students across grounds. Deric was born and raised in Houston, TX, where he has served on the Mayors Task force on Policing as an undergraduate representative, and as a Youth Community Coordinator for the Houston Police Department to ultimately make Houston a better place for marginalized communities. Here at the Equity Center, Deric works with team on various projects to uphold the mission and vision of the Equity Center.

MICHELE CLAIBOURN
Director of Equitable Analysis
As Director of Equitable Analysis for the Equity Center, Michele leads the Center’s community-engaged data science work in support of a more equitable and just region. She has directed or supervised multiple community-based research projects in the Charlottesville community, including racial equity studies for the City of Charlottesville, Albemarle County, and the Thomas Jefferson Area Coalition for the Homeless. She served as a co-PI of the Collaborative Regional Equity Atlas Grant, working with local community partners to build information resources for promoting equity and is the lead developer of the Regional Equity Atlas, which aims to provide tools for community members to engage the policy process and hold political leaders accountable. Additional work at the Equity Center has included creation of the COVID-19 Shelter in Place Burden Index, analysis of regional Frontline Workers, visualization of Charlottesville Police Department’s Stop and Frisk Records, the Albemarle County Equity Profile, and work surrounding the Picturing Climate exhibit. Michele holds a half-time appointment in the Batten School of Leadership and Public Policy where she teaches courses on Equitable Policy, Public Interest Data Ethics and Practice, and Data Visualization. A first-gen college student, she helped develop and co-teach Project First Gen+ at UVA and has been a faculty affiliate in the Global Policy Center/Humanitarian Collaborative.

STAFF

DERIC CHILDRESS JR
Operations Program Manager
Deric received his Bachelor of Arts in Sociology from the UVA College of Arts and Sciences this past May. Previously, he has worked as an intern for the Attorney General’s Office of Washington D.C. where he worked on a team to properly rehabilitate juvenile offenders after conviction. During his time at the University of Virginia, he also worked as an intern in Student Affairs for quite some time.

In this role he assisted First Generation College students to properly get acclimated to the University as a first gen student. He also held the position as the President of the Black Student Alliance where he worked to create more spaces of welcomeness for Black students across grounds. Deric was born and raised in Houston, TX, where he has served on the Mayors Task force on Policing as an undergraduate representative, and as a Youth Community Coordinator for the Houston Police Department to ultimately make Houston a better place for marginalized communities. Here at the Equity Center, Deric works with team on various projects to uphold the mission and vision of the Equity Center.

Michele Claibourn
Director of Equitable Analysis
As Director of Equitable Analysis for the Equity Center, Michele leads the Center’s community-engaged data science work in support of a more equitable and just region. She has directed or supervised multiple community-based research projects in the Charlottesville community, including racial equity studies for the City of Charlottesville, Albemarle County, and the Thomas Jefferson Area Coalition for the Homeless. She served as a co-PI of the Collaborative Regional Equity Atlas Grant, working with local community partners to build information resources for promoting equity and is the lead developer of the Regional Equity Atlas, which aims to provide tools for community members to engage the policy process and hold political leaders accountable. Additional work at the Equity Center has included creation of the COVID-19 Shelter in Place Burden Index, analysis of regional Frontline Workers, visualization of Charlottesville Police Department’s Stop and Frisk Records, the Albemarle County Equity Profile, and work surrounding the Picturing Climate exhibit. Michele holds a half-time appointment in the Batten School of Leadership and Public Policy where she teaches courses on Equitable Policy, Public Interest Data Ethics and Practice, and Data Visualization. A first-gen college student, she helped develop and co-teach Project First Gen+ at UVA and has been a faculty affiliate in the Global Policy Center/Humanitarian Collaborative.
Jessica holds a Master’s in Educational Psychology from the University of Virginia, where she also earned an Interdisciplinary B.A in arts nonprofit management & education. Her role at the Equity Center is focused on supporting the arts research initiative centered on supporting BIPOC arts organizations and their community-oriented work. Jessica’s work is situated at the intersection of arts, education, and community engagement. She has been published in arts journal Arts Praxis and continues to engage in arts and equity-based research.

Since 2018, Jessica has served on UVA’s Memorial to Enslaved Laborers Community Engagement Committee and continues to engage with truth-telling and memorialization efforts across the University and in the surrounding area. Jessica is also the founder and Artistic Director of Empowered Players, a local arts education nonprofit dedicated to uplifting the human spirit through access to arts education & creative connection.

Sherica has worked to serve the Charlottesville/Albemarle community for over 15 years. After completing her bachelor’s and masters degrees at the University of Mary Washington, she went on to receive an educational specialist degree and a doctorate in educational leadership from Liberty University. Before joining the Equity Center Sherica served as the assistant principal at a middle school in Albemarle County. Her professional focus is eradicating the academic achievement gap that exists between traditionally favored and traditionally marginalized groups of people. Her research focuses on comprehensive education as a means to motivating learning, and she has given numerous presentations on achievement and culturally responsivity. Sherica works with the Resident’s for Respectful Research on mutually beneficial community-led research.

She was critical in the program evaluation of the COVID-19 Wraparound Services model that sought to provide support for marginalized families impacted by the virus. Currently, she manages the cohort of Community Fellows who are engaged in local work addressing systemic racial and socio-economic inequality. Overall, her role is designed to be a bridge between equitable research and practice.

Sarah received her PhD in Marine Science from The University of California Santa Barbara in 2011. Employing her research and grant-writing experience, she has since refocused her career to advancing equity throughout the Charlottesville community. Sarah supported offices in UVA focused on advancing women faculty in STEM fields and students of color in Engineering. For four years, she worked as a Grant Writer at the local nonprofit mental health agency, The Women’s Initiative.

Her work at the Equity Center includes working with UVA Advancement to package our work into fundable packages for grant submission and donations. She has helped community leaders and partners secure over $200,000 in grants over the past year to support their work.

Beth received her PhD in the Constructed Environment from the UVA School of Architecture, where she also completed a Master’s in Architectural History. She worked in the UVA Library Scholars’ Lab as Community Project Manager, Community Advocate and DH Developer contributing to digital tools that enable wider access to and understanding of technical resources. Her work engages in web accessibility, data visualization, and the ethics of data collection.

Prior to arriving in Charlottesville in 2012, Beth was the coordinator for the public transportation and disability shuttle programs at the University of Washington, where she earned her Bachelors in Architecture and Mathematics.
LEADERSHIP

STAFF

Lucy Montalvo joined the Equity Center on August 31 as Project Manager. Lucy is originally from Guaynabo, Puerto Rico, living half her life in Puerto Rico and the other half in the United States. She worked in education for 16 years, 13 as an elementary school teacher. As a community activist and educator, she brings expertise in multilingual and culturally relevant curriculum development and implementation. She is doctoral candidate in Curriculum & Instruction with a concentration in Bilingual Studies from the University of Texas, Rio Grande Valley. She is especially interested in oral language development and its effects on biliteracy. She is currently the President-Elect for the Virginia Dual Language Educator Network (VADLEN). Lucy manages the operations for Equity Center office space which is home to the Center for Community Partnerships which includes team members from the Office of Diversity, Equity and Inclusion, and the Leadership from the Descendants of the Enslaved at UVA. Additionally, coordinates logistics and planning for EC gatherings and functions. She manages the Civic and Community Engaged Teaching program logistics as well has been critical in the past year providing education services to multilingual students and families.

Lucy Montalvo
Project Manager

Until 2021, Zakiah worked as the Director of Student Engagement at the UVA Darden School of Business. Prior to Darden, Zakiah served as the Research Scientist at UVA’s Center for Diversity in Engineering; developing programs that helped to both recruit and retain students from traditionally underrepresented groups in engineering. Zakiah’s professional portfolio includes teaching STEM and leadership development courses, conducting K-12 STEM education research and developing out-of-school STEM programs.

Zakiah M. Pierre
Starr Hill Pathways Pipeline Program Director

Prior to joining the Equity Center team, she worked at Habitat for Humanity of Greater Charlottesville for over a decade doing a variety of work including operations, asset & property management, fundraising, and communications.

She earned a Bachelor’s of Arts from New College of Florida and a Master of Liberal Arts from St. John’s College in Santa Fe, New Mexico. She lives in Ivy with her husband and two sons, Kingston and Myles.

Zakiah M. Pierre
Starr Hill Pathways Pipeline Program Director

Larry is a two-time UVA alumus, earning an M.Ed. in Social Foundations and a Ph.D. in Higher Education from the former Curry School, now UVA School of Education and Human Development where his wife, Stephanie Rowley, is now Dean. He’s had a long career in higher education as both a faculty member and administrator, and has served as a consultant for The Learning Alliance for Higher Education as well as co-founded his own educational and strategic consulting practice LBMC Associates, LLC. Over the course of his career he has worked at the University of Virginia, Piedmont Virginia Community College, the University of Michigan, Wayne State University, Duke University, and the University of North Carolina Chapel Hill. In each of those roles he advocated for access for underrepresented populations to those institutions and for more equitable and productive relationships between those colleges/universities and their communities.

Larry Rowley
Director of Strategic Initiatives

Caitlin Ripepel
Director of Operations

Prior to joining the Equity Center team, she worked at Habitat for Humanity of Greater Charlottesville for over a decade doing a variety of work including operations, asset & property management, fundraising, and communications.

She earned a Bachelor’s of Arts from New College of Florida and a Master of Liberal Arts from St. John’s College in Santa Fe, New Mexico. She lives in Ivy with her husband and two kids, Kira and Amari.

Caitlin Ripepel
Director of Operations

Prior to joining the Equity Center team, she worked at Habitat for Humanity of Greater Charlottesville for over a decade doing a variety of work including operations, asset & property management, fundraising, and communications.

She earned a Bachelor’s of Arts from New College of Florida and a Master of Liberal Arts from St. John’s College in Santa Fe, New Mexico. She lives in Ivy with her husband and two sons, Kingston and Myles.

Caitlin Ripepel
Director of Operations

Prior to joining the Equity Center team, she worked at Habitat for Humanity of Greater Charlottesville for over a decade doing a variety of work including operations, asset & property management, fundraising, and communications.

She earned a Bachelor’s of Arts from New College of Florida and a Master of Liberal Arts from St. John’s College in Santa Fe, New Mexico. She lives in Ivy with her husband and two sons, Kingston and Myles.

Caitlin Ripepel
Director of Operations

Prior to joining the Equity Center team, she worked at Habitat for Humanity of Greater Charlottesville for over a decade doing a variety of work including operations, asset & property management, fundraising, and communications.

She earned a Bachelor’s of Arts from New College of Florida and a Master of Liberal Arts from St. John’s College in Santa Fe, New Mexico. She lives in Ivy with her husband and two sons, Kingston and Myles.

Caitlin Ripepel
Director of Operations
NINA SCHOONOVER
Educational Equity Data Scientist

Nina grew up in the Charlottesville-Albemarle area and completed her bachelor’s degree in English from UVA and a M.A. in Teaching from Mary Baldwin. She worked as a high school English teacher before earning her Ph.D. in Teacher Education and Learning Sciences from North Carolina State University.

She has taught in Albemarle County Public Schools and served the Charlottesville community through AmeriCorps. Her research has focused on arts-integration, critical literacy, and anti-racist teaching practices in middle and high school classrooms and community-based organizations.
**FACULTY LEADERS**

**ELGIN CLECKLEY**  
Director of Design Justice  
Elgin Cleckley, Assoc. AIA, NOMA, is an Assistant Professor of Architecture at UVA with an appointment in the School of Education & Human Development and the School of Nursing. He is a designer, director, and principal of _mpathic design, a Design Thinking pedagogy, initiative, and professional practice focusing on intersections of identity, culture, history, memory, and place.

After studying architecture at the University of Virginia ('93) and Princeton University ('95), he collaborated with DLR Group (Seattle), MRSA Architects (Chicago), and Baird Sampson Neuert Architects (Toronto) on award-winning civic projects. He was a Muschenheim Fellow at the University of Michigan (1998), teaching undergraduate studios at the University of Illinois, Chicago.

**NANCY DEUTSCH**  
Director of Youth Power  
Nancy L. Deutsch is the Linda K. Bunker Professor of Education at the University of Virginia's School of Education and Human Development, Director of Youth-Nex: the UVA Center to Promote Effective Youth Development. Her research focuses on understanding the process of adolescent development as it unfolds within local environments. The goal of this research is understanding how to create settings that better support youth, especially those at risk due to economic or sociocultural factors.

She is the author of two books, *Pride in the Projects: Teens Building Identities in Urban Contexts* and the co-authored *Youth Organizations and Positive Youth Development: Case Studies of Success and Failure.* Deutsch is the editor of the *Journal of Adolescent Research* and sits on the editorial board for *Qualitative Psychology.* Deutsch received her BA in English from Vassar College and her PhD in Human Development and Social Policy from Northwestern University.

**BONNIE GORDON**  
Director of Community-Engaged Scholarship  
Bonnie Gordon's primary research interests center on the experiences of sound in Early Modern music making and the affective potential of the human voice. Dr. Gordon is the recipient of two grants from the Folger Shakespeare Library, a dissertation grant from the American Association of University Women, a Mellon Postdoctoral Fellowship at Brandeis University, a Bunting Fellowship at the Radcliffe Institute for Advanced Study, and a National Endowment for the Humanities Fellowship.

She has also been the Robert Lehman Visiting Professor at Villa I Tatti, The Harvard University Center for Italian Renaissance Studies. Dr. Gordon plays viola in a rock band called Side Hustle. She has published in the Washington Post, Slate, and various blogs.

**SOPHIE TRAWALTER**  
Director of Grounded Theory of Structural Racism and Poverty Initiative  
Sophie is an Associate Professor of Public Policy and Psychology. She studies phenomena related to social diversity, specifically, how people navigate intergroup contact and intergroup contexts. She is especially interested in how people develop competencies and learn to thrive in diverse spaces. In one line of research, she investigated stress and coping responses to interracial contact. Within this line of research, she examined people's short-term behavioral and physiological responses to interracial contact as well as longer-term, health-relevant physiological changes in response to diversity experiences. Other lines of research explore people's ability to detect discrimination accurately and the social ecology of privilege. Ultimately, the aim of this work is to develop constructive strategies to cope with the challenges of diversity in organizations, public arenas, and private spaces. In time, such strategies may reduce intergroup tensions and improve outcomes for both traditionally stigmatized and non-stigmatized group members.
Joseph Williams is an Associate Professor in the Counselor Education Program at the University of Virginia. He is a faculty affiliate with Youth-Nex and the Center for Race and Public Education in the South. His research focuses on academic resilience among students of Color and those from low-wealth families. His second line of research focuses on anti-racist and social justice training practices for K-12 counselors, educators, and other helping professionals.

Besides publishing scholarly articles and book chapters in these areas, he consults with school districts, universities, businesses, communities to improve equity, diversity, and inclusion efforts and engage people in productive dialogue and action.

In his role at the Equity Center, Joseph guides the research arm of Starr Hill Pathways.
**FACULTY AFFILIATES**

- Paul Martin  
  Batten
- Irene Mathieu  
  Medical
- Andrew Mondschein  
  Architecture
- Nomi Dave  
  College
- Robert Berry  
  Education
- Derrick Aldridge  
  Education
- Claudrena Harold  
  College of Arts & Sciences
- Katie Ryan  
  Law
- Kimberly Fields  
  Woodson
- Mike Lyons  
  Education
- Chris Chang-Bacon  
  Education
- J on Goodall  
  Engineering
- Garrick Louis  
  Engineering
- Toni Irving  
  Darden
- Bev Wilson  
  Architecture
- Emily Solari  
  Education
- Jeana Ripple  
  Architecture
- Devin Harris  
  Engineering
- Steven L. Johnson  
  McIntire School of Commerce
- Dot Kelley  
  Commerce
- J ulia Taylor  
  School of Education and Human Development
- Ivora Hinton  
  School of Nursing
- Sarah Dexter  
  Education
- Seanna Leath  
  College of Arts & Sciences
- Richard Bonnie  
  Law, Frank Batten School of Leadership and Public Policy
- Camille Burnett  
  Nursing (Co-founder)
- Max Luna  
  Medicine

**STUDENTS**

- Rajaah Alagib  
  Undergraduate
- Hafsa Ambreen  
  Graduate
- Gabriel Andrade  
  Undergraduate
- LaNija Brown  
  Undergraduate
- Olivia Elise Burke  
  Graduate
- Samuel Dawson  
  Undergraduate
- Alissa Diamond  
  Graduate
- Brandon Eley  
  Undergraduate
- Christian Ephraim  
  Undergraduate
- Joshua Franklin  
  Graduate
- Jacob Goldstein-Greenwood  
  Undergraduate
- Melinda Hicks  
  Undergraduate
- Isabel Holway  
  Undergraduate
- Christopher Hu  
  Graduate
- Jessiah Lucien  
  Undergraduate
- Gideon Madenga  
  Undergraduate
- Andrew Miller  
  Graduate
- Lima Mohammad  
  Undergraduate
- Kayla Murray  
  Undergraduate
- Laura Nagle  
  Graduate
- Tolulope Odukoya  
  Undergraduate
- Christian Oliver  
  Undergraduate
- Emily Padilla-Chicas  
  Graduate
- Taina Quiles  
  Undergraduate
- David-Aron Roth  
  Graduate
- Caroline Silvera  
  Undergraduate
- Virginia Sims  
  Undergraduate
- Gabriel Sirak  
  Undergraduate
- Ryan Smith  
  Undergraduate
- Anne Stoner  
  Graduate
- Obeida Vargas  
  Undergraduate
- J anie Whitworth  
  Graduate
- Carmen Wright  
  Graduate
- Marisa Lemma  
  Graduate
- Lincoln Lewis  
  Undergraduate
- Helena Lindsay  
  Undergraduate
- Samuel Liss  
  Undergraduate
- Jessiah Lucien  
  Undergraduate
- Gideon Madenga  
  Undergraduate
- Andrew Miller  
  Undergraduate
- Lima Mohammad  
  Undergraduate
- Kayla Murray  
  Undergraduate
- Laura Nagle  
  Graduate
- Tolulope Odukoya  
  Undergraduate
- Christian Oliver  
  Undergraduate
- Emily Padilla-Chicas  
  Graduate
- Taina Quiles  
  Undergraduate
- David-Aron Roth  
  Graduate
- Caroline Silvera  
  Undergraduate
- Virginia Sims  
  Undergraduate
- Gabriel Sirak  
  Undergraduate
- Ryan Smith  
  Undergraduate
- Anne Stoner  
  Graduate
- Obeida Vargas  
  Undergraduate
- J anie Whitworth  
  Graduate
- Carmen Wright  
  Graduate
NATIONAL STEERING COMMITTEE

Karen Abrams
Program Director for Equitable Development
Heinz Foundation

Marice Ashe
Chief Executive Officer
Retired
ChangeLab Solutions

Barbara Ferman
University Community Collaborative Director
Professor
Temple University

Willie “J R” Fleming
Co-Founder
Executive Director
Chicago Anti-Eviction Campaign

Jessica Garz
Senior Program Officer
Moore College
Surdna Foundation

Vivian Tseng
Senior Vice President
Scholars Program
William T. Grant Foundation

Barbara Medina
Associate and Consultant
Migration Policy Institute
Professor
University of Northern Colorado

Dayna Matthew
Dean and Harold H. Greene Professor of Law
George Washington University

Karen Waters-Wicks
Instructor of Education
Piedmont Virginia Community College
Community Education Program Director
Albemarle County Public Schools

Camille Burnette
Director of Strategic Learning, Research, and Evaluation
The Kresge Foundation

Jennifer Garren
Senior Program Officer
Moore College

Karen Abrams
Program Director for Equitable Development
Heinz Foundation

Karen Waters-Wicks
Instructor of Education
Piedmont Virginia Community College
Community Education Program Director
Albemarle County Public Schools

City of Promise
Community Mental Health and Wellness Coalition
Creciendo Juntos
Cultivate Charlottesville
Culinary Concepts AB

Cville 1st Gen
Fundamental Factory
Girl Scouts of Virginia Skyline Council
H3 Baseball
Habitat for Humanity of Charlottesville
Health Equity and Access in Rural Regions
Integrity: Mentoring, Treatment, and Outreach

Jefferson School African American Heritage Center
Legal Aid Justice Center
Light House Studio
Loaves and Fishes
M Cubed
Men of Color, Honor and Ambition
Multilingual Outreach Volunteer Effort

National Organization of Minority Architects
Network2Work
Piedmont Housing Alliance
Public Housing Association of Residents
Piedmont Virginia Community College
ReadyKids
Region 10
Sin Barreras
Stemprenuer
Structured Therapeutic Adolescent Residential Service
The Girls Are Alwrite
The PB&J Fund
ThriVe Women’s Healthcare of Central Virginia
Uhuru Foundation
Upward Bound
Virginia College Advisors
Virginia Cooperative Extension 4-H We Code, Too
Wildrock
Women of Color, Honor and Ambition
Wright Group Counseling
YMCA

COMMUNITY PARTNER ORGANIZATIONS

100 Black Men of Central Virginia
Albemarle County Government
Albemarle County Public Schools Arts
Mentors
AVID
Big Brothers Big Sisters
Black Women of Central Virginia Blue
Ridge Health District
Boys and Girls Club of Central Virginia
Brave Souls on Fire

Burley Varsity Club
Community Climate Collaborative
Camp Holiday Trails
Charlottesville Area Network Dedicated to Youth Development
Center for Nonprofit Excellence
Charlottesville Alliance for Black Male Achievement
Charlottesville Area Community Foundation
Charlottesville City Schools
City of Charlottesville Government
The work of the Equity Center is guided by our five primary initiatives, with major programs and partnerships that may produce works connected to different initiatives.

INITIATIVES

- Institutional Inequality
- Grounded Theory of Structural Racism and Poverty
- Democratization of Data
- Residents for Respectful Research
- Youth Power

OUR WORK
RESIDENTS FOR RESPECTFUL RESEARCH

PROJECT LEADERSHIP

Equity Center
Sherica Jones-Lewis
Karen Waters-Wicks

University Partners
David Edmunds
Rupa Valdez
Laura Goldblatt

Community Partners
Public Housing Association of Residents (PHAR)
City of Charlottesville Office of Human Rights
Dr. William Harris
Charlottesville Redevelopment and Housing Authority (CRHA)

PHAR Staff
Cecilia Barber, Residents for Respectful Research Coordinator (June 2021 - July 2022)
Cam Gaillard, Residents for Respectful Research Coordinator (July 2022 - Present)

Legal Aid Justice Center
Pam Rosen

OVERVIEW

The Equity Center worked with PHAR to establish Residents for Respectful Research (R3, formerly CRRB or Community Research Review Board). This board operates as a community-led companion to UVA's Institutional Review Board (IRB), forming a mutually beneficial partnership where community participation prevents research projects from exploiting low-wealth residents and ensures that the research conducted is beneficial to the community. Additionally, R3 strives to make research knowledge accessible to the public through the adaptation of educational materials designed for researchers.

HIGHLIGHTS IN FY2022

R3’s success this year began when PHAR successfully hired a full-time R3 Coordinator, Cecilia Barber. Cecilia worked with the Equity Center and the Institutional Review Board for Social and Behavioral Sciences to coordinate the project’s logistics, while leading efforts to establish goals for the future. Successes of the past year include:

- PHAR signed a Memorandum of Understanding with the Institutional Review Board for the Social and Behavioral Sciences. This is the first agreement of its kind, which institutionalizes the two organizations’ relationship and commitment to centering community voices in research.

- The R3 Steering Committee convened for 26 bi-weekly meetings and one retreat. During these meetings, the Committee has worked to develop a Communications Plan and Tactical Plan, completed reports, and begun developing bylaws.

- R3’s full Standard Operating Procedures were ratified in December, establishing the framework for the program’s structure and research review efforts.

- R3 hired three Resident Reviewers in early 2022. Cecilia Barber developed a comprehensive onboarding curriculum for the R3 Reviewers to analyze research proposals, provide feedback regarding proposed projects, and engage with both community members and researchers to help build trust between them. The curriculum includes exercises and discussions that will prepare the Reviewers with valuable, transferable knowledge of the formal research process to prepare them for the work ahead, including the completion of the CITI Basic Researcher training and the creation of supportive relationships between community members and researchers.

- More than 50 residents took part in nine roundtable discussions over the year. In April, the roundtable included a guest speaker visiting UVA through its Global Mentors program. May al-Ibrashy spoke about her work on participatory research and cultural heritage preservation in Cairo, Egypt.

LOOKING FORWARD

During the next two years, R3 will continue the work it has begun together with IRB members to establish a prototype model designed to protect the safety and welfare of low-wealth housing residents in the region. We plan to make research more accessible to the public by opening lines of communication between researchers and the community, which will be facilitated by PHAR’s two representatives on the IRB Board - Cecilia Barber and Pam Houndjo.

Furthermore, the R3 Team will continue its adaptation of educational materials originally designed for researchers. We plan to continue building relationships by consulting across community organizations, as we have done with iTHRIV, UVA’s Repair Lab and UVA Professor Jeanine Braithwaite.
OVERVIEW

The Democratization of Data Initiative puts equity at the forefront of data science and social change. Guided by the Equity Center’s commitment to authentic partnership and shared power, we work with community members, rather than for. Through deep engagement with impacted communities, we gather insights and information to accurately measure and articulate regional patterns of racial and socioeconomic inequity, illuminating issues like transportation, housing, and policing.

The Initiative generates data and metrics, contextualized analysis, interactive maps and data visualizations, and narrative storytelling for civic and community leaders to use in the pursuit of equity. To ensure accountability, we publicly track institutions’ progress toward equity goals, engaging and empowering community members in every step to ensure lasting, meaningful change.

HIGHLIGHTS IN FY2022

Visualizing Albemarle County Magisterial Redistricting with an Equity Lens
Albemarle County’s Office of Equity and Inclusion shared data on their proposed boundaries with the Equity Center to see if our Equity Atlas could be used to help further evaluate the county’s proposed boundaries. The OEI office shared data on the proposed boundaries with the Equity Atlas team, who set about building out a resource. On the Albemarle District Maps site, residents can overlay Albemarle County’s proposed magisterial boundaries on a set of social and demographic data at the census tract or block group level to better see the impacts across a range of metrics in addition to those provided by the Census Redistricting Program (which provides only population counts and race and ethnicity).

Highlight
• Created a visualization of the demographic summary information the county provided to make the information more accessible to those who are interested.


Housing Justice Atlas
In partnership with VCU’s RVA Eviction Lab, we are working to build out a resource for researchers and tenants to support unjust eviction proceedings. The Atlas will enable communities to build power together, answer critical questions, and target programs and advocacy campaigns. We will work with local leaders and residents to ensure that measures are meaningful, data presentations are actionable, and platforms are accessible. Though initially focused on Charlottesville and Richmond, we will share generalizable data and methods with community advocates, policy experts, and researchers statewide. Our aim is to build a racially-just future by empowering other communities to develop their own measures, create platforms and technologies, and advocate for equitable housing policy throughout Virginia and beyond.

Highlights
• Created first draft of Virginia Evictors Catalog

Charlottesville Regional Climate Justice Collaborative

Supported by funding from the Public Interest Technology University Network (PIT-UN), we worked with a broad coalition of community partners and youth serving organizations on visualizing the local effects of climate change.

Highlights

- Supported large Climate Justice Mural with C3 and Boys & Girls Club
- Sponsored “Picturing Climate Justice” exhibition at the Jefferson School African American Heritage Center
- Co-created three interactive data visualizations: Charlottesville Region Climate Equity Atlas, Picturing Climate Stories, and Global Local Warming

Eastern Shore Climate Equity Atlas

In partnership with UVA’s Environmental Resilience Institute, we are building a platform for the collaborative identification, collection, and dissemination of information about the disproportionate harm of environmental injustice through the co-production of a series of accessible, interactive climate justice maps and graphics.

Highlights

- Community advisory committee established
- Began data collection and curation efforts: https://virginiaequitycenter.github.io/eastern-shore/atlas_update_document.html
OVERVIEW

The Grounded Theory of Structural Racism and Poverty initiative aims to develop and disseminate new theoretical contributions to community-engagement scholarship. This contribution will improve the understanding of how to measure the impact that structural racism and poverty have on outcomes, in an effort to disrupt these destructive forces in society. The Equity Center aims to obtain sponsorship for and conduct research designed to increase knowledge of how social factors drive societal inequities in population health, education, safety, and wealth outcomes that are poorly explained. We will disseminate innovative research about racism and poverty that will enhance interdisciplinary community-engaged scholarship at UVA and beyond. Our faculty will also share the theory and methodology of community-engaged scholarship with UVA students.

HIGHLIGHTS IN FY2022

PNAS Paper - Confederate monuments and the history of lynching in the American South: An empirical examination:
An Equity Center led team of researchers examined the placement of confederate monuments across the country in relation to incidence of racial violence and lynchings. The resulting correlation contributed to the national discourse surrounding anti-Black violence that persists in the US, and the legacy of confederate monuments. Selected news coverage below:

https://www.washingtonpost.com/history/2021/10/13/confederate-monuments-lynchings-report-virginia/

Public Engagement and dissemination of community-engaged scholarship theory
The Equity Center leadership team continues to lead in terms of disseminating the theory and practice of community-engagement to redress inequities. 


INSTITUTIONAL INEQUALITY

OVERVIEW

In order to enact our mission of redressing inequity within the communities in which we are embedded, it is necessary for us as a public institution of higher education to continue to build our capacity for equity and racial justice. From the level of executive leadership through each internal stakeholder group, including students, staff and faculty, we need to develop institutional equity literacy with common understandings of principles of equity, historical underpinnings of our social location, and methods of redress, including respectful community engagement as well as scholarships and reparations.

HIGHLIGHTS IN FY2022

- Following the recommendations of the 2020’s Racial Equity Task Force, the Equity Center’s Barbara Brown Wilson served on the committee that facilitated the removal of the George Rogers Clark Statue from UVA Grounds. [https://news.virginia.edu/content/photos-removal-george-rogers-clark-statue](https://news.virginia.edu/content/photos-removal-george-rogers-clark-statue)

- Equity Center Program Manager Lucy Montalvo worked with UVA’s Division for Diversity, Equity, and Inclusion to create a Latinx Employee Resource Group (ERG). The ERG was launched in the Spring of 2022, and its mission is:

  The Latinx Employee Resource Group will actively engage working to recruit, welcome, and retain Latinx employees across Grounds through resource sharing, social events, and positive networking opportunities. Its members will work to foster a more inclusive environment for all Latinx members of faculty, administration, and staff. Its members will also build networks and engagement with the Latinx community around Charlottesville and the surrounding areas.

  - The Equity Center has played a leadership role in maintaining accountability on the working groups for the President’s Council on UVA-Community Partnerships.

  - The Pipelines and Pathways Working Group submitted its report and recommendation to the President.

  - Local Economy Working Group presented its report to the President.

  - The Affordable Housing Working Group completed a survey on community needs associated with proposed affordable housing site.
The Equity Center’s deep commitment to youth begins with Youth Power, a series of programs with two overarching aims:

1) supporting young people as change agents in their communities and
2) addressing long-standing racial and economic educational inequities.

STARR HILL PATHWAYS

Leadership
Joseph Williams, Zakiah Pierre, Lucy Montalvo

Overview
The Equity Center is thrilled to announce the launch of our newest, and most ambitious, initiative—a free, community-based, middle school to college pipeline program. Starr Hill Pathways (SHP) represents a generational commitment to the communities surrounding UVA. This new model for community-engagement will bring together community partners and UVA schools, grounded in a robust theory of change and commitment to building a body of research-backed evidence to support our interventions. Through this program, we will model a collaborative approach to reducing educational opportunity gaps.

Starr Hill Pathways will provide the social, technical, and research infrastructure to help redress the educational inequities that plague our region. The program will create a system of support for local youth from historically marginalized communities, while building a pipeline of access for local students to the University of Virginia. SHP will complement and protect the investments of local early childhood programs by reaching students at a critical transition point in the educational system: middle school. By engaging students in 7th and continuing through high school, the program will help support students through adolescence, a critical developmental period when neurological, emotional, social, and biological changes create myriad challenges. Yet this period also offers many opportunities for student achievement and empowerment, which SHP will build on.

Highlights
In July 2021, the Equity Center piloted our new model for this community engaged education initiative as a supplement to Albemarle County Public School’s summer school offering at Burley Middle School. Approximately 45 middle school students from throughout the district took part in the Equity Center Summer Program, which tied together career-oriented programming from five community-based organizations with UVA and PVCC offerings and tours. The success of this program directly led to an investment from President Ryan’s Strategic Investment Fund to ensure this program becomes a generational commitment to local students.

Using the SIF award to start up, the Equity Center hired a core leadership team and secured office space to support the full development of Starr Hill Pathways. Professor Joseph Williams was enlisted as the Faculty Director of Starr Hill Pathways, leading the research arm of this effort to build a body of evidence to refine interventions. Dr. Zakiah Pierre was hired as the Youth Pipeline Programs Director to lead program design and execution. Dr. Lucy Montalvo shifted roles to become the Starr Hill Pathways Program Manager responsible for programmatic logistics. Dr. Nina Schoonover was hired as the Educational Equity Data Scientist, guiding ethical data collection practices and creating data visualizations.

Starr Hill Pathways’ inaugural cohort of rising 7th and 8th graders will be welcomed to the program in a 3-week day-camp experience in July 2022. These young scholars will choose a career pathway to explore, guided by community-based organizations who will lead programming and welcome to UVA and PVCC campuses with behind-the-scenes facilities tours.

Publications and Media
Jones-Lewis, Sherica D. “The Equity Center Summer Program - Program Evaluation.” Charlottesville, Virginia: The Equity Center at the University of Virginia, September 2021. https://virginiaequitycenter.org/research/content/8496
The National Organization of Minority Architects (NOMA) has an established two-week summer STEM program entitled Project Pipeline Architectural Summer Camp. This program aims to increase the number of underrepresented minorities, especially African Americans, pursuing careers in architecture.

**Highlights**

In the summer of 2021, Project Pipeline was incorporated into the Equity Center Summer Program at Jackson P. Burley Middle School. Students in Project Pipeline worked with the Burley Restoration effort to design a Walk of Fame, tying the historic athletic fields to Charlottesville's Washington Park.

---

**THE GIRLS ARE ALWRITE**

Founded by Sonia Montalvo in 2019, The Girls Are Alwrite aims to provide support to Black students in the Charlottesville area who struggle with academic writing standards by creating and implementing accessible creative writing workshops for free. The goal is to offer additional learning opportunities that teach students writing practices through the art of creative writing. It seeks to deviate from traditional item teaching to encourage and assist students in becoming better writers.

To combat the lack of authentic writing opportunities for students within the schools, the team created a culturally responsive alternative curriculum to push for equitable academic success for Black students. This curriculum incorporates work and literature that exposes students to culturally relevant issues, practices that will tap into their creative processes, and exposes them to alternative methods of best writing practices.

**Leadership**

Sonia Montalvo, Bonnie Gordon

**Highlights**

In July 2021, The Girls are Alwrite hosted a 2 week-long writing workshop at UVA's Morven Farm. Through guided workshops and expressive exercises, the participants developed their craft in poetry and prose. The workshop culminated in a takeover of Vinegar Hill Magazine.

https://vinegarhillmagazine.com/the-girls-are-alwrite-takes-over-new-issue/

https://issuu.com/vinegarhillmagazine/docs/tgaa_issue
MULTILINGUAL TUTORING

Local schools have identified a significant number of English Language Learners who are currently failing a class in part due to the nature of virtual schooling and the inability to provide students with the necessary linguistic support needed to access the curriculum. The local schools have reached out to the Equity Center for assistance in supporting emergent bilingual youth—particularly in the secondary content areas (e.g., math, science, etc.). This project aims to provide emergent bilinguals enrolled in content subject classes with linguistic and instructional support, allowing the content to be as accessible as possible. Our goal is to analyze the Equity Center’s multilingual tutors project’s implementation and impact, utilizing emergent bilinguals’ language as an asset and primary support.

Leadership
Sonia Montalvo
Isabel Vargas
Chris Chang-Bacon

Highlights
Dr. Lucy Montalvo and Graduate Student Isabel Vargas presented the program in the National Association of Bilingual Educators annual conference
Trained 32 Madison House Tutors to tutor multilingual and emerging bilingual students
Served 54 multilingual students in-person in English, History, Math, and study skills classes

Documentation

MONTESSORI SCIENCE PROGRAM: ACCESS MONTESSORI C-VILLE

The mission of the Montessori Science Program is to advance Montessori research globally while leveraging research towards equity and access locally. This work is accomplished through four primary strategies: Advancement of Research, Legislative Advocacy, Expansion of Equitable Access, and the Development of a Career and Training Pipeline.

Leadership
Corey Borgman

Highlights
The MSP promotes community awareness and understanding of the Montessori method and related research, particularly that which builds evidence regarding the effectiveness and implementation of the approach as an equity lever.

1. Lillard AS, Meyer MJ, Vasc D, Fukuda E. An Association Between Montessori Education in Childhood and Adult Wellbeing. Front Psychol. 2021 Nov 25;12:721943. doi: 10.3389/fpsyg.2021.721943. PMID: 34899465; PMCID: PMC8656358. Study found that two years of Montessori education as a child correlated with significantly higher level of subjective wellbeing as an adult. Furthermore, the more years of Montessori, the higher the levels of wellbeing as an adult.

2. Randolph, Bryson, & Lillard, 2022: This meta-analysis of existing Montessori outcomes literature found consistent, positive effects (of medium to large effect size) for all of the nine academic and behavioral outcomes identified.

4. The largest and first national study of the efficacy of public Montessori Preschool is underway as a collaboration between UVA and the American Institutes of Research. It compares children admitted to Montessori via lotteries at age 3 with waitlisted peers on a variety of measures; Montessori implementation measures are included, and the grant was awarded to follow children through age 5, across four test points. The first year of data collection is complete.

5. Stress is an impediment to learning and to wellbeing more generally, and it is possible that children experience less stress in public Montessori schools than in other public schools. The Shared Presence Foundation provided funding for UVA to collaborate with Amanda Dettmer of the Yale Child Study Center on this study, in which children from 1st to 8th grade will contribute small hair samples across the school year. Hair cortisol indicates stress levels from the prior 3 months, allowing us to measure student stress levels post-summer (when we expect levels will be similar) as well as pre- and post-standardized testing.

Legislative Advocacy
The MSP advocates for Montessori-conducive public policy and legislation, focusing efforts on policies that expand access to fully-implemented Montessori programming for underserved families;

1. In partnership with the Virginia Montessori Association and Fulton Montessori School, the Montessori Science Project secured Va Department of Education approval for the use of the Montessori curriculum in publicly-funded programs serving children ages birth to five.

2. In partnership with Arlington County Public Schools, The Virginia Montessori Association, and the Montessori Public Policy Initiative, the MSP submitted to the State Board of Education an application for an alternative pathway to licensure for Montessori trained teachers. The first of its kind to come before the board, the pathway will increase the pool of prospective teachers, improve equity within the Montessori workforce, and make Montessori programming a more accessible option for consideration by public school districts.

Expansion of Equitable Access
The MSP supports educators and providers working to expand equitable access to publicly-funded Montessori programming within our research radius; and

1. Facilitated the navigation of public funding sources for two local Montessori schools. Both will admit their first cohort of publicly subsidized students in the fall of 2022.

2. Partnered with the Virginia Montessori Association in advocating statewide for broadened Montessori participation in VQB5 and public funding streams

3. Supported local districts in exploring the potential of Montessori early childhood programming in public schools

4. Partnered with City of Promise to introduce Montessori approaches in their annual “Baby Academy” parenting course

5. Hosted an 8-week, after-school “Montessori Hour” for Westhaven neighborhood preschoolers

Development of Training & Career Pipeline
The MSP works to promote Montessori education as a career option by connecting prospective teachers to financial and logistical resources and opportunities.

1. Partnered with UVA Career Center and School of Education & Human Development on a Montessori Career Event

2. Published a call for Montessori trained teachers to pursue a PhD from UVA in developmental psychology

3. Partnered with Virginia Montessori Association to conduct a statewide Montessori teacher compensation survey
In addition to work guided by our five core initiatives, at times the Equity Center facilitates university resources to respond to community need. The work highlighted here models our methods of community engagement: engaging in true partnership with community members working toward justice.

The Community Fellows-in-Residence (CFR) Program is a short-term, professional development opportunity run by the University of Virginia (UVA) Equity Center designed for individuals who have a history of actively working to reduce racial and socio-economic inequality in our community and have a special project that could benefit from access to UVA support and resources.

Community-based teaching is a pedagogical approach that connects students and faculty with activities that address community-identified goals through mutually beneficial partnerships that deepen students’ academic and civic learning. The Equity Center is committed to equity centered community-engaged teaching and learning through the promotion of courses that seek to structure community partnerships and train students for equitable community engagement.
COMMUNITY FELLOWS-IN-RESIDENCE

OVERVIEW

The Community Fellows-in-Residence (CFR) Program is a short-term, professional development opportunity run by the University of Virginia (UVA) Equity Center designed for individuals who have a history of actively working to reduce racial and socio-economic inequality in our community and have a special project that could benefit from access to UVA support and resources. Our inaugural cohort of Fellows are community leaders who will bring their expertise to UVA, and allow UVA to share its expertise with them, to advance the cause of equity. Each brings a demonstrated history of actively working to reduce racial and socio-economic inequity in our community and each has a specific project that could benefit from access to university resources.

2020 FELLOWSHIP COHORT

DESTINY MOORE
GROWTH MINDSETS

Destiny is the founder of Growth Mindsets, a nonprofit organization founded in 2021, whose mission is to: provide mentorship for the youth; leading to a growth mindset by helping youth develop their talents, a "can-do attitude", and self-advocacy. We try to incorporate all the above while simultaneously supporting families and communities to create a better environment for all parties. In 2022, Destiny is working to expand Growth Mindsets to provide mentoring to students from Albemarle County Public Schools, Charlottesville City Schools, and the Boys & Girls Club.

Mentor: Toni Irving, Frank M. Sands St. Professor of Practice at the Darden School of Business

JOSE LUIS HENANDEZ
ROCIO ZAMORA
SAFER ROADS FOR VIRGINIA

Partnering with Sin Barreras, Jose Luis and Rocio are working to help Spanish speaking residents of Virginia have an easier path toward obtaining their drivers licenses. In addition to providing translation services for DMV materials, they are hosting Spanish language courses and assisting individuals collect documentation to navigate the bureaucracy of the DMV.

Mentor: Karen Waters, Equity Center Local Steering Committee and National Advisory Board member

RUFUS ELLIOTT
PRESERVING MONACAN TRIBAL ORAL TRADITIONS

Rufus, a citizen of the Monacan Indian Nation, is working to digitize and preserve oral histories, songs, and historic ceremonial recordings made on vintage technologies. Once preserved and digitized, these files could be shared with Monacan citizens across the globe.

Mentor: Josh Thorud, Multimedia Teaching & Learning Librarian

LORENZO DICKERSON
THE STORY OF HENRY BOX BROWN

Lorenzo, a local filmmaker who focuses his works on the stories of Black and African American Culture in the Charlottesville region, is creating a documentary entitled "Deliverance: The Story of Henry Box Brown." The film, aimed toward K-12 students, will tell the story of Henry Brown, an enslaved man from Louisa County who packaged himself in a box and shipped himself to Philadelphia to gain his freedom.

Mentor: Claudrena Harold, Edward Stettinius Professor of History
EQUITY-FOCUSED COMMUNITY ENGAGED TEACHING

OVERVIEW

Community-based teaching is a pedagogical approach that connects students and faculty with activities that address community-identified goals through mutually beneficial partnerships that deepen students’ academic and civic learning. The Equity Center is committed to equity centered community-engaged teaching and learning through the promotion of courses that seek to structure community partnerships and train students for equitable community engagement.

CIVIC + COMMUNITY ENGAGEMENT COURSES SUPPORTED

The Civic and Community Engagement (CCE) program within the College of Arts and Sciences convenes faculty from various departments as an intimate cohort where they share insight, collaborate, and support one another in their individual task of teaching a yearlong community-engaged course. It is a welcome challenge to design and lead a community-engaged classroom, just as it is a unique and rewarding challenge for the students who enroll. Faculty work closely with individual community members as well as local nonprofits to co-create substantial portions of their curricula in such a way that students work to meet community-defined goals while deepening their learning and sense of civic responsibility.

Though they hail from different fields, the CCE faculty share an overriding commitment to community-based work that redresses inequity. Faculty and students alike must think expansively about how their course’s nominal topic—language, music, history—intersects with and impacts the complex local landscape of inequity and systemic oppression. The best practices of community-engaged pedagogy also demand that students think critically about their identity and positionality to their communities, a practice that is supported by regular reflective writing and faculty-facilitated discussion.

The CCE program that support trans-disciplinarity and connectivity between the courses. Twice a semester, all CCE students and faculty gather for an event (in 2020, a teleconference) to share updates about their coursework, community partnerships, and often how they can collaborate across courses. This communal ethos is further supported by regular meetings of the CCE faculty to workshop problems or plan cross-course projects. In an effort to more effectively share work with CCE students, external partners Ellen Blackmon curated a a new and easily editable website this year, UVACCE.com. This site will be a go-to source for in-depth information on these courses and for updates on student activities.

The coronavirus pandemic dealt this program a special challenge, as community-engaged scholarship is sustained by person-to-person contact, place-based lessons, and free flowing discussion. Early in the pandemic, community-engaged faculty here at UVA and across the country sought each other out to establish new best practices that prioritized the personal and organizational health of community partners. Faculty advised one another to listen to the changing needs of community partners and to adapt should their partner’s capacity to collaborate be diminished.

Fall 2020 was the first full semester undertaken during the pandemic. Drawing from lessons learned in the tumultuous spring 2020 semester, and taking cues from the community, the CCE faculty and students started undertook their year-long courses this fall with flexibility, sensitivity, and ingenuity in mind.

For the last two years, faculty and students shared a focus on and commitment to community-based storytelling across languages and cultures. Working collaboratively across the humanities and social sciences, in English, Spanish, and Swahili, and in partnership with community members, we have thought intentionally about creating sustainable information sharing. In the fall of 2020, cross course activities worked to give students community building opportunities in a Zoom environment and to relate the work of community engagement to the summer’s Black Lives matter movement and the at the time impending presidential election.
AMST 3221
HANDS-ON PUBLIC HISTORY: SLAVERY & RECONSTRUCTION
Professor Lisa Goff
Enrollment: 12

Course Description
Public history is history that is delivered to a non-academic audience, often at historic sites, museums, archives, and on digital platforms. Some films, podcasts, fiction, and poetry might also be considered public history. This course will use all of those formats to investigate how the history of slavery in central Virginia is presented to the public. This course will use all of those formats to investigate how the history of slavery in central Virginia is presented to the public. We will critique how historic sites in the Charlottesville area, including the university, interpret this history, and identify the political and social impacts of these interpretations.

For a full description, visit the UVA CCE website.

Activities
Lisa Goff's Public History students complete a number of in-person activities while adhering to the university’s public safety rules. These activities included a tour of the university’s Special Collections library, an African American history-focused tour of the UVA campus, independent tours of Monticello, and a field trip to Montpelier for a tour of the enslaved landscape. Like her CCE colleagues, Lisa effectively used Zoom to bring these guest speakers into her virtual classroom: Gloria Gilmore and Robin Patton of One Shared Story, Professor Frank Gill, and Professor Kiki Petrosino. Topics included African American genealogical research, oral history, memory, ancestry, as well as practical how-to’s for Ancestry.com and digital mapping.

Students completed research into their own family histories, an activity that underscores the historicity in every family tree. Students worked in groups to research historical African American residents of Louisa County and used StoryMaps to create digital maps.

MUSI 3070
INTRODUCTION TO MUSICAL ETHNOGRAPHY
Professor Nomi Dave
Enrollment: 14

Course Description
Why and how does music matter to human beings? What does musical experience look / sound / feel like to particular people and communities? And how can these stories be told ethically and creatively? This course introduces students to the study of music as a fundamentally social practice, through the research method of ethnography. As a class, we will develop a year-long ethnographic project, working collectively and collaboratively with a small number of musicians in Charlottesville.

For a full description, visit the UVA CCE website.

Activities
To protect the health of students and former community partners, Nomi Dave began the semester reconsidering how to define community, and imagining new ways for her students to engage with the local music communities.

MUSI 3070 students were asked to tour Charlottesville independently, an activity that would allow for physical distancing while students observed the soundscape.

Students connected with local musician, activist, and Charlottesville native Hari Saxon via Zoom. The discussion revolved around music during COVID—particularly the pressure that performing artists are under—and Black Lives Matter.

Nomí’s students reconvened during the spring 2022 semester to move ahead with project plans created in the fall.

SPAN 3020
GRAMMAR AND COMPOSITION II: WRITING FOR SOCIAL JUSTICE + CHANGE (#17218)
Professor Esther Poveda
Enrollment: 18

Course Description
In these sections of SPAN 3020 and SPAN 3030, you will have the opportunity to grapple with advanced grammatical and writing skills while you read and discuss selected works by representative Latin American authors that have used writing as a tool for social justice and change, and by participating in a community engagement project. In this course, in addition to completing 5-18 hours of volunteer work with a local organization in the fields of immigration and education, health, or social work, you will deliberately use advanced grammatical forms to construct meaning and will produce texts in which grammar and meaning interact to lead to effective writing in Spanish.

For a full description, visit the UVA CCE website.

Activities
In years past, Esther has worked with Madison House to have her students placed in volunteer positions with their Latinx and Migrant Aid program, and with Max Luna for placements in the Latino Health Initiative. For the fall 2021 semester, UVA students provided support for Spanish speaking students learning in person and remotely.

In addition to tutoring, SPAN 3020 students volunteered to create Spanish-language STEM educational resources, such as study guides, for county K-12 students. This experience highlighted how there may be areas of need in bilingual education.

SPAN 3030
WRITING FOR SOCIAL JUSTICE + CHANGE (#17219)
Professor Esther Poveda
Enrollment: 18

Course Description
In these sections of SPAN 3020 and SPAN 3030, you will have the opportunity to grapple with advanced grammatical and writing skills while you read and discuss selected works by representative Latin American authors that have used writing as a tool for social justice and change, and by participating in a community engagement project. In this course, in addition to completing 5-18 hours of volunteer work with a local organization in the fields of immigration and education, health, or social work, you will deliberately use advanced grammatical forms to construct meaning and will produce texts in which grammar and meaning interact to lead to effective writing in Spanish.

For a full description, visit the UVA CCE website.

Activities
In years past, Esther has worked with Madison House to have her students placed in volunteer positions with their Latinx and Migrant Aid program, and with Max Luna for placements in the Latino Health Initiative. For the fall 2021 semester, UVA students provided support for Spanish speaking students learning in person and remotely.

In addition to tutoring, SPAN 3020 students volunteered to create Spanish-language STEM educational resources, such as study guides, for county K-12 students. This experience highlighted how there may be areas of need in bilingual education.

SWAH 1010
INTRODUCTORY SWAHILI I (#15098 AND #15009)
Professor Anne Rotich
Enrollment: 30

Course Description
The Introductory Swahili language courses are designed to help students learn Swahili language and cultures for basic conversations with native speakers. Students will learn how to greet others, introduce themselves, and talk about a variety of topics of common interest. Students will also have an opportunity to explore, experience, and engage in some civic work in the Charlottesville Swahili immigrant community. Part of the course activities will involve engagement opportunities where students will share their culture and experiences with Swahili native speakers in Charlottesville while they discuss and address some of the Swahili speakers’ interests.

For a full description, visit the UVA CCE website.

Activities
Anne Rotich’s students spend much of the fall semester learning about the subject matter (in this case, improving their Swahili language proficiency) and formulating community-based plans for the spring semester.

Using Zoom, Anne invited a number of individuals from the local Swahili immigrant community to speak with her students about their daily lives and cultural differences they observe between Charlottesville and their birth countries.

These guest speakers, which the CCE program compensates for their time, also advise the students on how they may be able to contribute to the wellbeing of the Swahili community through group projects completed in SWAH 1020.
OTHER UVA COURSES

METHODS OF COMMUNITY RESEARCH AND ENGAGEMENT
Professor: Barbara Brown Wilson

COMMUNITY-ENGAGED METHODS
Professor: Barbara Brown Wilson

IMAGINING EQUITABLE POLICY
Professor: Michele Claiborn

DATA VIZ IN R
Professor: Michele Claiborn

PUBLIC INTEREST DATA: ETHICS AND POLICY
Professor: Michele Claiborn

VALUE AND BIAS IN PUBLIC POLICY
Professor: Sophie Trawalter

CROSS-CULTURAL EDUCATION FOR DIVERSE LEADERS
Professor: Sherica Jones-Lewis

FAMILY AND COMMUNITY ENGAGEMENT
Professor: Ben Allen
CONTRIBUTIONS TO COMMUNITY-ENGAGED SCHOLARSHIP


PEER-REVIEWED PUBLICATIONS
PUBLIC REPORTS

Jones-Lewis, Sherica D. “The Equity Center Summer Program - Program Evaluation.” Charlottesville, Virginia: The Equity Center at the University of Virginia, September 2021.


WEBSITE AND DECISION SUPPORT TOOLS


SELECT PUBLIC ENGAGEMENT


Online Ethics Center Talk: Data Feminism. Michele Claibourn held this webinar. September 2021. https://onlineethics.org/events/data-feminism


Albemarle County Joint Community Advisory Committees Meeting. Michele Claibourn and Michael Salgueiro discussed the Albemarle County Equity Profile. September 2021.


Picturing Climate Justice exhibit featuring data visualizations and art produced by local elementary and middle school students and the Charlottesville Regional Climate Justice Collaborative. Open to the public at the Jefferson School African American Heritage Center, March – May 2022. [Link](https://jeffschoolheritagecenter.org/exhibitions/picturing-climate/)

New Democracy Initiative Lab explores creative advocacy. UVA College of Arts and Sciences news story showcasing the Amplified Justice lab. April 2022. [Link](https://www.as.virginia.edu/news/new-democracy-initiative-lab-explor...)

Equitable Rezoning: A panel discussion hosted by SPA and the Equity Center. Cecilia Barber (R3 Coordinator) participated in this panel, April 2022. [Link](https://www.arch.virginia.edu/events/equitable-rezoning)

Equitable Evaluation. The Center for Nonprofit Excellence hosted this webinar featuring Sherica Jones-Lewis. April 2022. [Link](https://www.thecne.org/learn/trainings/equitable-evaluation/)

Borgman, C. (2022, April 28-May 1). Leveraging research to advocate for equitable access to Montessori. [Conference presentation]. NCMPs 2022 Convention, Lake Junaluska, NC, United States.

UVA welcomes new class of Equity Center Community Fellows. ODEI’s Amplify publication interviewed the 2022 cohort of Community Fellows-in-Residence. [Link](https://dei.virginia.edu/uva-welcomes-new-class-equity-center-community-fellows)