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**Back in School: Addressing the Well-Being of Students in the Wake of COVID-19  
A Virtual Workshop**

**Forum for Children's Well-Being and Societal Experts Action Network**

**SPEAKER BIOS**

**May 20, 25, and 27, 2021**

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**Brianna Attey** is an 18-year-old senior in high school. She has been a member of 4-H for over two years through a community outreach program, Urban Neighborhoods Improved Through Youth (UNITY). In this program, teen leaders and advisors work together to enrich the community of Endicott, New York. Through the youth led projects, UNITY has not only strengthened Attey's understanding of racial justice, civic engagement, and communication skills, but has made her appreciate the resources that her community has to offer. UNITY has become her chosen family and she is grateful for the amazing people with whom she has gotten the chance to collaborate. After high school, she plans to attend The George Washington University to pursue her bachelor's in psychology and possibly a minor in public health.

**Susan Borja, PhD**, is program chief of the Dimensional Traumatic Stress Research Program at the National Institute of Mental Health (NIMH). This program supports research on mental illness following trauma exposure. Rather than only student traditional diagnoses classified in the Diagnostic and Statistical Manual of Mental Disorders like post-traumatic stress disorder (PTSD) or major depressive disorder, this program of research explores the discrete functional problems or constructs like fear, memory, or arousal to better link our basic and emerging neuroscience understanding of the development of psychopathology and identify novel therapeutic approaches. Dr. Borja is also a scientist on several large cooperative studies with researchers outside of NIMH to understand how people respond to traumatic events so that new interventions can be developed. Dr. Borja came to NIMH from the Medical University of South Carolina, Department of Psychiatry and the Charleston VA Medical Center. Her master's and doctoral degrees in clinical psychology are from Oklahoma State University and prior to that, she earned dual undergraduate degrees in psychology and sociology from Emory University. Dr. Borja's research, clinical interests, and experiences have focused on: traumatic stress outcomes and include the role of social cognition in psychopathology; use of theoretical models to understand complex outcomes; neuropsychological underpinnings of PTSD; the role of social support and personality in trauma recovery; and treatment expectancies and termination of treatment.

**Kristy Brann, PhD**, is an assistant professor of school psychology at Miami University and is a nationally certified school psychologist. Her research and consultation interests focus on building tiered school mental health systems. Specifically, she studies administration and usability of social-emotional screening and teacher mental health literacy. She is currently co-leading the Ohio School Wellness Initiative (OSWI). Dr. Brann earned her PhD and MS degrees in school psychology and her MA degree in counseling.

**Rebecca Baum, MD**, is a developmental pediatrician at The Olson Huff Center at Mission Children's Hospital in Asheville, North Carolina. She has led several clinical, educational, research, and quality improvement efforts at the state and national levels focused on improving care for children with behavioral health conditions. She is a consultant to the American Board of Pediatrics Foundation's Behavioral/Mental Health Crisis efforts and chair of the American Board of Pediatrics' sub-board of

Developmental Behavioral Pediatrics. She is a member of the American Academy of Pediatrics' Committee on Psychosocial Aspects of Child and Family Health and liaison to the Section on Developmental Behavioral Pediatrics.

**Noel Candelaria** is the secretary-treasurer of the National Education Association (NEA) and the immediate past president of the Texas State Teachers Association (TSTA). Prior to his election as TSTA president, Candelaria served three years as TSTA vice president after a distinguished tenure as president of the Ysleta Teachers Association (YTA) in El Paso, Texas where he worked as a teacher's aide and special education teacher in the Ysleta Independent School District. Candelaria and his wife, Patty, are tireless advocates committed to the success of every student in their community, across Texas, and the nation. Throughout his career, Candelaria has emphasized the importance of relationships built on trust – in the classroom, the community, and the political arena. He believes our public schools should provide every student the best opportunity to fulfill their individual potential. At the national level, Candelaria has worked with the National Teachers Hall of Fame, and currently serves as treasurer. He was also elected serve as president to the National Council of State Education Associations. Candelaria has been appointed to the NEA Human and Civil Rights Committee and the NEA Member Benefits Corporation Board. He has spoken at national conferences on topics including racial and social justice, classroom management, and creating high quality association leaders. As a son of hard-working immigrants growing up in his beloved hometown of El Paso, the importance of education and the opportunities that a quality public education can provide were core values instilled in him. Candelaria is grateful and honored to be an advocate for students and educators in the meaningful work of ensuring those opportunities are always available for others. He holds a bachelor's degree in interdisciplinary studies and education from the University of Texas at El Paso.

**Tami Cole-Santa, LISW-S, CTRT**, is in her fifteenth year with Westerville City Schools and currently serves as the director of mental health and wellness. In this role, she helps lead and support K-12 school counselors, school social workers and clinicians, and nursing services, and facilitates programming and initiatives falling under the social and emotional umbrella. Before this position, she worked in several roles related to mental health support for students and families. Cole-Santa has also recently completed work to obtain the highest-level certification to be a trainer of trauma and resilience through Starr Commonwealth. Cole-Santa has a passion for helping people throughout the district and community understand the importance of a trauma-informed resilience-focused approach to learning and life.

**Kerri Eaker** has been active in advocacy for children with special health care needs and their families for over 25 years. She served as the family support outreach coordinator for the Family Support Network of Western North Carolina, a program of Mission Children's Hospital in Asheville for over 20 years. In that capacity, she worked to develop a strong family support group and community outreach program. She is a certified Stepping Stones Triple P (positive parenting) provider and frequent speaker and trainer on topics related to navigating North Carolina's I/DD systems of care. She was appointed the chair of the North Carolina Council of Developmental Disabilities in 2019 and have served on the council since 2013. She is the mother of an adult son with an intellectual disability, psychiatric disability, and chronic health conditions. She has first-hand experience learning to navigate the complexities of the health care, disability, education, and employment systems.

**Abby Frank** is a sophomore at Community High School in Ann Arbor, Michigan. Until high school, she grew up in a small, rural town in western Washington. From this, she learned to appreciate the importance of a good education. In school, she enjoys all of her classes, especially English, science, and math. She is interested in medicine, and hopes to become a physician. When she is not learning, she loves to cook, spend time in nature, and read. She also does what she can to protect the environment, and advocates for social justice and large-scale societal change.

**Dana Godek, EdD**, manages state policy for CASEL and works predominantly on policy-related to support initiatives that assist state education agencies as they plan, develop, and implement statewide social and emotional learning (SEL) policies and practices. In that role, she systematically analyzes SEL and workforce readiness policies, as well as other related policies to advance the Collaborating States Initiative (CSI). Prior to joining CASEL, Dr. Godek was the administrative director for special projects in Palm Beach County, Fla. She has served four urban districts in similar capacities, as well as one state education agency, drawing on her expertise in government relations, strategic communications, resource development, and state/federal compliance. She led government relations and fund development efforts within the higher education community resulting in workforce education expansions in Florida. Dr. Godek earned her doctoral degree in education and organizational leadership and is widely recognized as an authority on public education policy and resource development. She is a published author whose most recent novel explores the challenges of disenfranchised youth. She developed social and emotional learning curriculum for Florida Atlantic University, where she is also a graduate program adjunct professor.

**Sharon A. Hoover, PhD**, is a licensed clinical psychologist and Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry and Co-Director of the National Center for School Mental Health (NCSMH). She currently leads national efforts to support states, districts and schools in the adoption of national performance standards of comprehensive school mental health systems. Dr. Hoover has led and collaborated on multiple federal and state grants, with a commitment to the study and implementation of quality children's mental health services. She has worked with the National Child Traumatic Stress Network (NCTSN) to train school district and school leaders, educators and support staff in multi-tiered systems of support for psychological trauma. She has trained school and community behavioral health staff and educators in districts across the United States and internationally. In 2020, Dr. Hoover was awarded a SAMHSA grant to develop the NCTSN Center for Safe Supportive Schools, aimed at integrating trauma-informed policies and practices in school mental health systems, with a specific focus on social justice and supporting youth of color, newcomer youth, and other marginalized students and families. Since the onset of COVID-19, Dr. Hoover has worked with education and mental health leaders across the United States as they support educators, students and their families with social, emotional and academic needs amidst the global pandemic.

**Paul Imhoff, EdD**, is the president elect of the American Association of School Administrators (AASA). He has been a member of AASA since 2007, and was a member of the governing board from 2012-2017. Throughout his career, Dr. Imhoff has served Ohio schools, and currently is superintendent of Upper Arlington Schools. Dr. Imhoff is the recipient of various awards, including the 2018 Ohio Superintendent of the Year award and the 2016 Buckeye Association of School Administrators' Exemplary Educational Leadership Award. He is a member of the Midwest Suburban Superintendents Association, the Alliance for High Quality Education, Suburban Schools Superintendents, Upper Arlington Rotary, and the Association for Supervision and Curriculum Development. He is also a founding member of The Stand Project, a community coalition committed to impacting youth substance misuse and standing by students and families in finding help. Dr. Imhoff received his master of science in education from the University of Dayton and his doctor of education from Miami University.

**Ka-Shara M. Jordon, LMSW**, grew up in Niagara Falls, New York. She graduated from Hilbert College with her bachelors of science in 2015. While obtaining her bachelor's degree, she was very active on campus and was involved in a number of different clubs and organizations. She currently still serves on the Alumni Board at Hilbert College. Jordon attended the University at Buffalo for social work and graduated in 2017 with her master's degree. She is a licensed social worker. Jordon has worked with various populations including young children, adolescents, adults with addictions, and adults with

disabilities. She is currently a social worker at Niagara Falls High School where she feels as if she can make a huge influence for the students she serves.

**Kate King, DNP, MS, RN, LSN**, has practiced school nursing for 19 years. She received a Doctor of Nursing Practice from Otterbein University in 2019 and is currently working as the Director of Health, Family, and Community Services at Columbus City Schools. A strong advocate for supporting school health services through practice and legislation, creating voice in school nurses, and promoting health care to children, she supervises and supports 110 school nurses in providing health services for 47,000 students. Dr. King has clinical experience in adolescent and community mental health. Her professional interests focus on increasing self-efficacy in school nurses and mental health for school-aged children, and her current projects include developing and implementing guidelines, data collection, and school nursing practice during the COVID-19 pandemic. In addition, she serves as the president of the Ohio School Health Services Association, is a founder of the Big 8+ Health and Safety Coalition, and is a past director for NASN and OASN.

**Laurel Leslie, MD, MPH**, is vice president of research at the American Board of Pediatrics and an adjunct professor of medicine and pediatrics at Tufts University School of Medicine in Boston, MA. A developmental-behavioral pediatrician, she is committed to innovations in research, policy, and practice transformation that focus on the interdisciplinary models of care focused on promotion, identification, and treatment of developmental and mental health needs of children and adolescents across service sectors. Dr. Leslie also is active in defining the future of pediatric practice and education. Her work at Tufts and with the ABP have prioritized stakeholder engagement, particularly the perspective of those individuals with lived experience. She received her medical degree from University of North Carolina at Chapel Hill School of Medicine.

**Celeste Malone, PhD, MS**, is an associate professor and coordinator of the school psychology program at Howard University. She received her MS in school counseling from Johns Hopkins University, her PhD in school psychology from Temple University, and completed a postdoctoral fellowship in child clinical and pediatric psychology at the Johns Hopkins University School of Medicine. Prior to obtaining her doctorate, Dr. Malone received her master's in school counseling from Johns Hopkins University. Her primary research interest relates to multicultural and diversity issues embedded in the training and practice of school psychology. Specifically, Dr. Malone addresses development of multicultural competence through education and training, diversification of the profession of school psychology, and the relationship between culturally responsive practice and PK-12 student outcomes. Dr. Malone serves on the National Association of School Psychologists (NASP) Board of Directors as the strategic liaison for the social justice strategic goal and is an elected member of the American Psychological Association Board of Educational Affairs. Dr. Malone was recently elected NASP president-elect and will serve as the 2022-2023 NASP president. Notably, she is the second person of color to ever serve in this role.

**Lisa Math, CRPS-F**, is the statewide director of the Family S.T.A.R program for Family Network on Disabilities (FND). She is also a Certified Recovery Peer Specialist with an endorsement in working with families, as well as a certified trainer for numerous programs. In her role at FND, she supports families who have children with special healthcare needs, complex medical challenges, developmental disabilities, and mental health challenges. She also presents regularly to groups in all systems of care. She has created webinars, resource materials, curricula, and presentations that she has presented at conferences and meetings throughout the state. Math serves as the lead advisor for Joe DiMaggio Children's Hospitals' behavioral health committee and as an advisor for their patient family advisory council. She is also an active member of Memorial Healthcare System's Special Needs Advisory Committee and on the advisory board of the Matthew Forbes Romer Foundation. Her most important role is that of a parent of a 23-year-old young adult who has multiple medical conditions and mental

health challenges. She gave up her career while her child was young to become her child's advocate and to navigate services, systems, and resources, but returned years ago to use her lived experience and training as a professional to support families on their own journeys. Math is an award winning poet and writer, and enjoys travelling, watching historical dramas, and chocolate.

**Mary Ann McCabe, PhD**, is a clinical psychologist in independent clinical practice and associate clinical professor of pediatrics at George Washington University School of Medicine. She was previously the director of the Office for Policy and Communications of the Society for Research in Child Development and director of training in psychology and director of health psychology at Children's National Medical Center. Dr. McCabe is an APA Fellow and active in volunteer governance to the association. She currently serves on the APA Council of Representatives and Chair of the Interdivisional Task Force on Child and Adolescent Mental Health. She has just completed her term on the Board of Educational Affairs and served previously as Chair of the Board of Professional Affairs (BPA), Member of the Workgroup on Expanded Advocacy and Chair of the Committee for Professional Practice and Standards. Dr. McCabe received her BA in psychology from Clark University and doctorate in clinical psychology at the Catholic University of America. She completed her clinical internship and fellowships in Child Psychology and the Law and Pediatric Psychology through Harvard Medical School at Judge Baker Children's Center, Children's Hospital of Boston, and Dana-Farber Cancer Institute.

**Amity Noltemeyer, PhD**, is professor and chair of the Department of Educational Psychology at Miami University. Dr. Noltemeyer has experience as a practicing school psychologist; past president of the Ohio School Psychologists Association; associate director of the Doris Bergen Center for Human Development, Learning, and Technology; and editor-in-chief of *School Psychology International* journal. She has led or co-led many externally funded projects, including Ohio's first School Climate Transformation Grant and the Ohio School Wellness Initiative. Dr. Noltemeyer has authored an edited book, 15 book chapters, and 44 peer-reviewed articles. Her research interests include positive behavioral interventions and supports, resilience, school discipline disparities, systems change in schools, and school-based wellness initiatives. Dr. Noltemeyer earned PhD, EdS, and MS degrees in school psychology and a BS degree in psychology.

**Chioma Oruh, PhD**, is the founder, principal consultant, and parent coach of Chi Bornfree. She has a passion for family-centered practices, primarily because of her own lived experiences as a black African immigrant mother raising two young sons with autism. Dr. Oruh holds a PhD and a master's in political science from Howard University and a bachelor's degree from The George Washington University. Through Chi Bornfree, she is a partner of the shared leadership team of the DC Initiative on Racial Equity, a coalition of DC-based nonprofit organizations instrumental in the passage of the REACH Act that is actively part of supporting implementation efforts. Dr. Oruh also partners with Advocates for Justice and Education, Inc., the DC Parent Training and Information Center, on a health equity project focused on supporting families with school-aged children and youth with disabilities. She serves on several public advisory boards including the Coordinating Council for School Behavioral Health of the DC Department of Behavioral Health, the Family Support Council of the DC Department on Disability Services, and the Medical Care Advisory Council of the DC Department of Healthcare Finance. Dr. Oruh also serves on private advisory boards including the Community Advisory Council for the Georgetown University's Center of Excellence in Developmental Disabilities and board of directors of Kids Included Together (KIT) non-profit organization.

**Concepcion Pedroza, EdD**, began her career as a Seattle Public Schools teachers over 25 years ago and later served as an elementary, K-8, and high school principal in two districts. Dr. Pedroza was later selected as the principal of Seattle World School supporting immigrant and refugee students representing over 40 languages to their first graduation and high school accreditation, where she was recognized for her work with families and community partners. Dr. Pedroza is a former principal

leadership coach, supporting the professional growth of twenty school leaders and served as the director of the department of racial equity advancement overseeing professional development for culturally responsive practices and anti-racism at all levels of the system, including the school board to school-based racial equity teams. Dr. Pedroza earned her master's and doctorate in education leadership and policy studies from the University of Washington. She currently serves as the chief of student support services in Seattle Public Schools overseeing the departments of advanced learning, admissions, enrollment planning, athletics, special education, and 504. Dr. Pedroza has served on several state work groups and most recently served as the chair of the bilingual education advisory committee. Her commitment to anti-racist actions with attention to centering family and student experiences are central to her work in schools and the district.

**Cheryl Polk, PhD**, is Safe & Sound's first chief program officer. Safe & Sound has worked for more than 45 years to prevent child abuse and reduce its devastating impact. In this position, Dr. Polk supervises the agency's clinical and family teams: Integrated Children & Family Services that bolster mental health, and Community Education & Strategic Partnerships. Prior to this role, she served as president of HighScope Educational Research Foundation. For more than 25 years, Dr. Polk has promoted healthy child development, especially for children at risk of school failure and their families, through her work as a psychologist, academic, and civic volunteer. She served as the executive director of the Lisa and John Pritzker Family Fund where her insight into early childhood development and philanthropy helped create innovative intervention programs for children exposed to community and interpersonal trauma. She was president of the board of directors of Zero to Three: National Center for Infants, Toddlers, and Families and served as a board member of that organization for more than 10 years. Dr. Polk received her PhD in psychology from California School of Professional Psychology-SF/Alliant International University.

**Allen Pratt, EdD**, has served as a high school science teacher and coach, high school principal, assistant superintendent and curriculum director, executive director of the Tennessee Rural Education Association, executive director of the East Tennessee Center of Regional Excellence for the Tennessee Department of Education, and rural outreach liaison for Lincoln Memorial University. His primary interests include issues that impact rural schools and the role of instructional leaders at the district and building levels. He is also involved at the University of Tennessee at Chattanooga School of Education and Educational Leadership. Dr. Pratt is the executive director of the National Rural Education Association. He has served in this role for five years. The focus of his work is providing a unified voice for rural schools and communities. His work in the past has been in the areas of workforce development, school reform, professional learning communities, and rural education initiatives.

**Chelsea Prax, MPH, CPH**, currently directs children's health and well-being programs at the American Federation of Teachers (AFT). Prax supports AFT affiliates with research, advocacy, strategic partnership, technical assistance, and more to address union members' priorities in children's health. Her recent work includes: promoting youth vaccinations through national campaigns that leverage educators as trusted messengers; coordinating professional learning on evidence-based, tier 1 trauma-informed practices; leading the national Grief-Sensitive Educator project to increase access to training and supportive resources on best practices to support bereaved students; and constituency organizing among specialized instructional support personnel.

**Griselle Vanessa Rodriguez** is a project coordinator at Family Voices where she works on various projects across the organization. During the past six years, she has worked at the Delaware Family Voices state office connecting families of children with special health care needs with emotional support, services, and informative resources. Having a child diagnosed with DiGeorge Syndrome, Congestive Heart Failure, and ASD has made her an enthusiastic advocate for family engagement and

partnership with professionals while navigating the systems and services for the well-being of their children. Her on-the-ground advocacy with families gives Rodriguez a unique perspective on families' ability to access care and potential barriers that may impede access and impact health outcomes. Rodriguez also has over eight years of experience working with the Hispanic and Latino communities, promoting community engagement by supporting emerging leaders through training, mentorship, and advocacy. She is also working to complete her studies in Sciences in Leadership and Ministry, to fulfill her theological and pastoral ministerial achievements, which will further her ability to serve and support hard to reach and underserved communities.

**Aaliyah Samuel, EdD**, is Deputy Assistant Secretary, Local, State, and National Engagement at the U.S. Department of Education. She is a former senior fellow at the Center on the Developing Child at Harvard University and executive vice president of government affairs and partnerships at NWEA. Dr. Samuel is a bilingual executive leader with expertise from early childhood through higher education. Her experience includes program evaluation and evidence-based programs; data collection and disaggregation; family and community engagement support strategies; and policy development and implementation at the local, state, and national level. Dr. Samuel has informed state policy agendas, assisted with developing cross-systems approaches to develop policy solutions to support children and families and leading systems-level change. In her role at NWEA, she led a team working on driving a state and federal education agenda. Prior to NWEA, Dr. Samuel was the director of education at the National Governors Association (NGA). While at NGA, Dr. Samuel's work included business development, strategic planning, and supporting high-ranking state officials on the development of policies that impacted health, education, and workforce. Dr. Samuel has worked with diverse constituents, philanthropies, and national partners. Dr. Samuel holds an undergraduate degree from Tuskegee University, a Masters from University of South Florida, and a Specialist and Doctorate Degree from NOVA Southeastern.

**Sarah Sliwa, PhD** is a health scientist in the Healthy School Branch of the Center for Disease Control and Prevention (CDC) Division of Population Health within the National Center for Chronic Disease Prevention and Health Promotion. She is currently on a detail as an evaluator for the Schools Mitigation Analysis Unit within the Critical Interventions Critical Populations Taskforce of the COVID-19 response. In this role she contributes to the collection of near real-time data that can be used to inform public health actions for K-12 settings. Sarah earned a PhD in Food Policy and Applied Nutrition from Tufts University in Boston, where she pursued a concentration in nutrition interventions. Prior to working at CDC, Sarah served as a Mirzayan Science & and Technology Policy Fellow at NASEM and she looks forward to joining the workshop discussion.

**Lukas Tucker** is a recent high school graduate and upcoming community college graduate. He will be attending University of North Carolina – Greensboro in the fall semester (Go Spartans!). He lives in Knightdale, North Carolina with his big dog and little sister. He is the son of a teacher and has been around students and school structures for the duration of his life. He additionally owns and operates a large community forum for transgender teenagers that spans over 600 members. With his experiences in the transgender community as well as in the school community, he has been able to find resources and discuss the needs of transgender students in the classroom directly. He has spoken to multiple audiences about how classrooms can be better for transgender students and is excited to share his experience as part of this workshop. He hopes audiences are able to recognize the strengths and needs of transgender students and create a space that is productive for them.

**Jenna White** is the parent of two and an active advocate for mental health and education. She holds several PTA leadership positions, including outreach chair for the Northern Virginia District PTA and former health and safety chair for Virginia PTA. White is an ACE Interface presenter for Fairfax County

and speaks regularly on trauma-informed schools, family engagement, and school climate. She recently started PACT, Promise to Address Childhood Trauma.

**David Willis, MD**, serves a Senior Fellow at the Center for the Study of Social Policy and a national expert in pediatrics, early childhood systems, early relational health and early childhood mental health. At CSSP, he helps to advance the growing intersection of child health transformation and early childhood system building with a social justice emphasis and an early relational health frame. Prior to coming to CSSP, Dr. Willis served as the Inaugural Executive Director of the Perigee Fund in Seattle, the Division Director of Home Visiting and Early Childhood Systems in HRSA under the Obama Administration, an early brain and child development pediatric leader in Oregon and AAP, and a 30+ year developmental-behavioral pediatric clinician in Portland, Oregon. He received his MD from Thomas Jefferson University.