

## School-to-Prison Pipeline

What are promising policies and practices that have a significant impact on students who are disproportionately affected by school discipline policies? Explore the structural and systemic nature of the school-to-prison pipeline and the relationship between school climate and academic outcomes. Hear firsthand about the role restorative justice practices play in transforming school communities.

**Danielle Adamson**  
**Senior Director of Programs**  
**National Black Child Development Institute**



Senior Director of Programs at the National Black Child Development Institute (NBCDI). In her role, Danielle provides strategic leadership and direct oversight to the District of Columbia's Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Scholarship Program, NBCDI's largest program.

In her previous capacity at NBCDI, Danielle was responsible for the development, implementation, and evaluation of national culturally responsive, strengths-based programs in the areas of family engagement, health and wellness, and early literacy. She also supported NBCDI's Training Institute by supervising the implementation of direct service programs while developing relevant tools and resources for families, teachers, and administrators throughout NBCDI's National Affiliate Network.

Prior to joining the organization, Danielle served as the Early Learning Program Manager of the District of Columbia Promise Neighborhood Initiative, one of the Obama administration's major anti-poverty initiatives and the White House Neighborhood Revitalization Initiative's signature programs. There, Danielle worked closely with early learning centers, schools, families, and other community stakeholders to ensure high-quality care and education for infants, toddlers, and preschoolers in the Kenilworth-Parkside community of Washington, DC. Towards that goal, she established strategic partnerships with the Smithsonian Institution to foster young children's early literacy and language development by leading the program design and implementation of a two-year \$1,000,000 grant through the PNC Foundation's "Grow Up Great" Initiative.

Danielle also worked as a Lead Preschool Teacher while serving as a 2012 Teach For America Corps Member and completing her dual Masters of Science degrees (Salutatorian) in Early Childhood General & Special Education at Hunter College in New York City. She also became a state-certified Early Childhood General & Special Education Teacher (Birth - Grade 2) in New York at that time. Before doing so, she graduated Magna Cum Laude with her Bachelor of Arts degree with a concentration in Educational Studies from Agnes Scott College in Atlanta, Georgia.

**Kristen Harper**  
**Director for Policy Development**  
**Child Trends**



Kristen Harper brings to Child Trends a wealth of expertise in utilizing research to drive policy decision making and promote better outcomes for youth. She serves as a strategic advisor working to continuously improve the policy relevance of Child Trends' portfolio and connect researchers with local, state, and federal officials. Kristen is also a nationally recognized expert on education policy, racial and ethnic disparities in education, school discipline policy, and school health and climate, and has been cited and quoted by *The Wall Street Journal*, the *Associated Press*, *Politico*, *Education Week*, *U.S.*

*News & World Report*, and *The 74*, among other publications. Kristen is a proud member of the 2019-2021 class of the Annie E. Casey Foundations' Child and Family Fellowship.

Currently, Kristen is the principal investigator of a study to examine how shifts in Medicaid policy have influenced reimbursements for school-based health services and school capacity to promote health equity. She serves as a senior advisor for multiple projects—funded by the U.S. Department of Education, the Centers for Disease Control and Prevention, and the Robert Wood Johnson Foundation—dedicated to improving school health, school safety, and adolescent health. Kristen previously led a project to build a framework to assess how states support children and youth with special health care needs.

Kristen came to Child Trends after serving for seven years in the U.S. Department of Education, where she was a chief architect of the agency's efforts to improve conditions for learning. As a senior policy advisor for the Office of Special Education and Rehabilitative Services (OSERS), she authored federal regulations to reduce racial and ethnic disparities in the identification, placement, and discipline of children with disabilities. In this role, Kristen also directed the Department's efforts to promote alternatives to suspension under the Supportive School Discipline Initiative, a partnership launched in 2011 between the U.S. Departments of Education and Justice to address exclusionary and punitive discipline. Her leadership in addressing school discipline continued under the federal My Brother's Keeper initiative, a taskforce launched in 2014 to improve outcomes for young men and boys of color. Prior to OSERS, Kristen served in the Department's elementary and secondary education offices advancing policy initiatives to improve school climate and conditions for learning. With her guidance, the Department established, in 2010, the first federal grant to support the use of survey measurement to improve school climate programming.

**Stefan Mascoll**  
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**Sabrina Sheikh  
Executive Assistant  
Institute for Educational Leadership**



Sabrina joined IEL in February 2018 as the executive assistant to IEL's president, Johan Uvin. She provides administrative, logistical, and research support to the president as well as other programs at IEL, including the Education Policy Fellowship Program and Career Pathways Challenge.

Prior to joining IEL, Sabrina worked as a family and youth engagement specialist for Immigrant and Refugee Community Organizing in Portland, Ore. While there, she was responsible for 40 African youth and families in middle and high school. She provided academic, social and emotional learning, and career exploration support for youth, while also providing translation support to family's and helping them engage in their children's schools. She also co-coached a soccer team during the summer composed of African youth and immigrants.

Sabrina graduated from Salem College in Winston-Salem, North Carolina with a BA in Communications and Public Policy. She speaks fluent Somali.

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**Anise Walker  
Social Emotional Learning (SEL) Specialist and  
District-wide Restorative Justice Coordinator  
DC Public Schools**



Anise M. Walker has over 20 years of experience in education, behavioral health, parent engagement, and training. She received a Bachelor's degree in Education for the Hearing Impaired, a Master's degree in Guidance Counseling from Indiana University of Pennsylvania and is a Nationally Certified Restorative Justice Trainer. Throughout her professional career, Anise has served in a variety of settings including traditional public and public charter schools, mental health centers, non-profit organizations, and in the juvenile justice system. In addition to her role as a Social Emotional Learning Specialist and Restorative Justice Coordinator with DC Public Schools, Anise is a consultant with a focus on student behavior and parent engagement, an adjunct professor at Trinity Washington University, a parent leader and advocate focused on

social justice in education for several DC organizations, and a proud member of Zeta Phi Beta Sorority, Incorporated.

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