

Ayana Allen-Handy

3401 Market St. Ste. #3000 · Philadelphia, PA 19104 · ama433@drexel.edu · (215) 571-4582

EDUCATION

- December 2010 **Texas A&M University-College Station, TX**
Ph.D. Education Curriculum & Instruction, Specialization: Urban Education

Dissertation Title: *Negotiating Worlds, Managing Subjectivities, and Redefining Selves: The Lived Experiences of African American Undergraduate Females at Predominately White Institutions*. (Co-Chairs: Dr. Chance W. Lewis and Dr. Norvella Carter)
- August 2003 **University of St. Thomas-Houston, TX**
Master of Education, Major: Education
- May 2001 **University of North Carolina-Chapel Hill, NC**
Bachelor of Arts with Honors, Majors: Management & Society and Spanish

PROFESSIONAL EXPERIENCES

- 2021-Present **Associate Professor (tenured)**, Urban Education
Department of Policy, Organization, and Leadership
School of Education, Drexel University
Philadelphia, PA
- 2019-Present **Founding Director**, The Justice-oriented Youth (JoY) Education Lab
School of Education, Drexel University
Philadelphia, PA
- 2015 – 2021 **Assistant Professor**, Urban Education
Department of Policy, Organization, and Leadership
School of Education, Drexel University
Philadelphia, PA
- 2012 – 2015 **Post-Doctoral Fellow**, Urban Education
The Urban Education Collaborative
University of North Carolina at Charlotte
Charlotte, NC
- 2008-2012 **Director of College Counseling and Alumni Programs**
YES Prep Public Schools-Southwest
Houston, TX
- 2007-2008 **Literacy Specialist/Gifted and Talented Coordinator**
MacArthur Elementary
Houston Independent School District-Houston, TX

2001-2007 **First Grade Teacher**
Lantrip Elementary
Houston Independent School District
Houston, TX
Teacher Certification: Texas Teacher Certificate Grades 1-6

AWARDS & HONORS

2021 Drexel University Writers Room Second Story Collective Faculty Fellow
2021 Lindy Center for Civic Engagement Faculty Research Fellow
2021 Philadelphia Higher Education Network for Neighborhood Development (PHENND)
Lindy Award for Excellence in K-16 Partnerships
2021 Tchet Dereic Dorman Award for Multicultural Leadership
2021 Campus Compact Ernest A. Lynton Award Top 4 Finalist
2020 Drexel University Writers Room Second Story Collective Faculty Fellow
2020 Drexel University Provost Award for Early Career Outstanding Scholarly Achievement
2020 AERA Division E: Counseling & Human Development Dissertation to Article Award
2020 Drexel University Faculty Scholarly and Creative Activity Award
2020 Drexel University Nominee for the Campus Compact Ernest A. Lynton Award
2020 Mark L. Greenberg Distinguished Faculty Award for Community-based Learning
2019 Drexel University School of Education Early Career Faculty Research Excellence Award
2018 Drexel University Faculty Summer Research Award
2018 Drexel University Career Development Award
2010 Texas A&M University South Africa Study Abroad Fellowship
2007 Houston Area Alliance of Black School Educators Outstanding Teacher Award
2005 Houston Independent School District Outstanding Young Educator Award
2005 Houston Independent School District Lantrip Elementary School Teacher of the Year

PUBLICATIONS¹

Guest Edited Journals

Farinde-Wu, A., **Allen-Handy, A.**, & Hill-Jackson, V. (2020). Black women's work: Exploring pipelines, pedagogies, and policies [Special Issue]. *Theory into Practice*.

Jackson, T.O. & **Allen-Handy, A.** (2018). Centering the significance of qualitative studies on the sociocultural and sociopolitical contexts of education to inform policy [Special Issue]. *International Journal of Qualitative Studies in Education* Volume 31.

Journal Articles (Refereed)

Allen-Handy, A. (accepted). Extracting life-giving strength from my roots: An endarkened feminist (auto)ethnography of navigating tenure as a Black woman at a predominantly white institution. *Journal of Intersectionality*.

¹ *published with graduate student, **published with undergraduate student, ***published with youth researcher, ****published with K-12 Teacher

Allen-Handy, A., Farinde-Wu, A., & *Shannon, D.G., Johnson, J.W. (2021). Black women undergraduates: A phenomenological examination of their lived experiences and identity construction at predominantly white institutions. *Journal of African American Women and Girls in Education* 1(3), 65-84.

Allen-Handy, A., *Meloche, A., ***Brown, J., ***Frazier, A., *Escalante, K., ****Wilkes-Walker, M., ***Burns, I., ***Edwards-Chapman, N., ***Ervin, Q., ***Wortham, I., ***Thomas, A., ***Thomas, M., **Bugg, D. *Dia, J., (2021). Preserving history for the persistent legacy of our school: A critical youth-led participatory heritage project. *Preservation, Digital Technology, and Culture*. 50(1), 15-29. <https://doi.org/10.1515/pdtdc-2021-0003>

Wright, C., *Likely, R., **Allen-Handy, A.**, & Flowers, A.M. (2021). “We deserve to be here”: A critical examination of Black female engineering teachers’ personal and professional experiences in education. *Journal of African American Women and Girls in Education*, 1(2), 119-140.

Hancock, S.D., **Allen-Handy, A.**, Williams, J., Butler, B.R., *Meloche, A., & Lewis, C.W. (2021). Teaching to empower: Social justice action projects as imperatives for educational justice. *Teachers College Record*. 123(13), <https://www.tcrecord.org/Content.asp?ContentId=23750>

Robinson, P.A., **Allen-Handy, A.**, Burrell-Craft, K. (2021). Critical media literacy and Black female identity construction: A conceptual framework for empowerment, equity, and social justice in education. *Journal of Media Literacy Education* 13(1), 79-91.

Allen-Handy, A., *Thomas-EL, S.L., & Sung, K.K. (2021). Urban youth scholars: Cultivating global leadership development through youth-led justice-oriented research. *Urban Review*, 53(2), 264-294. DOI: <https://doi.org/10.1007/s11256-020-00568-w>

Allen-Handy, A., Ifill, V., Schaar, R.Y., *Woodard, M., Rogers, M. (2021) The emerging critical pedagogies of dance educators in an urban STEAM after school program for Black girls. *Journal of Urban Learning, Research, and Teaching* 16(1), 58-88.

Champion, D., Tucker-Raymond, E., Millner, A., Wright, C., Gravel, B., *Likely, R., **Allen-Handy, A.**, & *Dandridge, T. (2020). Designing for computational STEM and arts integration in culturally sustaining learning ecologies. *Information and Learning Sciences*, 121 (9/10), 785-804.

Farinde-Wu, A., **Allen-Handy, A.**, Hill-Jackson, V. (2020). Black women’s work: Exploring pipelines, pedagogies, and policies: The Issue Editorial. *Theory into Practice*

Farinde-Wu, A., Butler, B.R., & **Allen-Handy, A.** (2020). Conceptualizing a Black female teacher pipeline: From recruitment to retention to retirement. *Theory into Practice*. <https://doi.org/10.1080/00405841.2020.1773160>

Farinde-Wu, A., Alvarez, A., & **Allen-Handy, A.** (2020). The ‘T’ in identity: A white future teacher confronts race in an urban school. *Whiteness and Education*. DOI: <https://doi.org/10.1080/23793406.2019.1711149>

*Donaldson, J.P. & **Allen-Handy, A.** (2019). The nature and power of conceptualizations of learning. *Educational Psychology Review*. DOI: <https://doi.org/10.1007/s10648-019-09503-2>

Sung, K.K., & **Allen-Handy, A.** (2019). Contradictory origins and racializing legacy of the 1968 Bilingual Education Act: Urban schooling, anti-blackness, and Oakland's 1996 Black English language education policy. *University of Maryland Law Journal on Race, Religion, Gender, & Class*, 44, <https://digitalcommons.law.umaryland.edu/rrgc/vol19/iss1/4>

Haslip, M.J., **Allen-Handy, A.**, *Donaldson, L. (2019). How early childhood educators and young children practice love, kindness, and forgiveness: Findings from a strength-spotting intervention. *Early Childhood Education Journal*, 47(5), 531-547.

Allen-Handy, A., & *Thomas-EL, S. L. (2018). Be(com)ing critical scholars: The emergence of urban youth scholar identities through research and critical civic praxis. *Urban Education*, DOI: <https://doi.org/10.1177/0042085918814589>

Garo, L., **Allen-Handy, A.**, & Lewis, C.W. (2018). Race, poverty, and violence exposure: A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. *Journal of Negro Education*, 87(3), 246-269.

Allen-Handy, A., & Farinde-Wu, A. (2018). Gleaning hope in a vacillating DACA sociopolitical context: Undocumented students' systems of support and success in K-16 Education. *International Journal of Qualitative Studies in Education*, 31(8), 784-799.

Jackson, T.O., & **Allen-Handy, A.** (2018). Centering the significance of qualitative studies on the sociocultural and sociopolitical contexts of education to inform policy [Editorial]. *International Journal of Qualitative Studies in Education*, 31(8), 645-651.

Haslip, M., **Allen-Handy, A.**, *Donaldson, L. (2018). How urban early childhood educators used positive guidance principles and improved teacher-child relationships: A social-emotional learning intervention study. *Early Child Development and Care*, DOI: [10.1080/03004430.2018.1507027](https://doi.org/10.1080/03004430.2018.1507027)

Allen, A., Hancock, S.D., Glass, T.S., & Lewis, C.W. (2017). Mapping culturally relevant pedagogy into teacher education programs: A critical framework. *Teachers College Record*, 119(1), 1-25.

Farinde, A., **Allen, A.**, & Lewis, C.W. (2016). Retaining Black teachers: An examination of Black female teachers' intentions to remain in K-12 classrooms. *Equity and Excellence in Education*, 49(1), 115-127.

*Triplett, N. P., *Bryant, A. C., *Brown, K. E., *Steele, A., *Ardrey, T., **Allen, A.** & Lewis, C. W. (2016). Discipline disproportionality, student achievement, and the Every Student Succeeds Act (ESSA). *The Education Law and Policy Review*, 3(1), 209-240.

*Triplett, N. P., **Allen, A.**, & Lewis, C.W. (2014). Zero tolerance, school shootings, and the post-Brown quest for equity in discipline policy: An examination of how urban minorities are punished for white suburban violence. *Journal of Negro Education*. 83(3), 352-370

Allen, A., & Butler, B.R. (2014). African American women faculty: Towards a model of co-ethnic mentorship in the academe. *Journal of Progressive Policy and Practice*, 2(1), 111-122.

Scott, L., **Allen, A.,** & Lewis, C. W. (2014). Dispelling the disparities for African American male students: A review of three charter school models. *Journal of African American Males in Education*, 5(1), 2-22.

Farinde, A., & **Allen, A.** (2013). Cultural dissonance: Exploring the relationship between white female teachers' perception and urban black female students' disciplinary infractions. *National Journal of Urban Education and Practice*, 7(2), 142-155.

Allen, A., Scott, L., Lewis, C.W. (2013). Racial microaggressions and African American and Hispanic students in urban schools: A call for culturally affirming education. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 117-129.

Forthcoming

Hancock, S.D., & **Allen-Handy, A.** (R&R). #Racematters: Race, research, and critical reflexive autoethnography. *Multicultural Perspectives*

Farinde-Wu, A., Butler, B.R., & **Allen-Handy, A.** (R&R). "Black girl speaks!" Criminalization in K-12 classrooms. *Gender and Education*.

Under Review

Banda, R.M., Flowers, A.M., Robinson, P., & **Allen-Handy, A.** (under review). Developing global citizenship through activism in higher and adult education. *International Journal of Multicultural Education*.

Allen-Handy, A. (under review). "Let them lead the way": Critical youth-led participatory heritage as anti-racist praxis in urban education. *Peabody Journal of Education*.

*Donaldson, J.P., & **Allen-Handy, A.** (under review). Conceptualizations of learning in the learning sciences. *American Education Research Association Journal*

In Progress

Allen-Handy, A. (in progress). Pursuing extraordinary outcomes: A retrospective case study of comprehensive urban school transformation. *Education & Urban Society*

Allen-Handy, A. (in progress). A critical race case study analysis of the cultural climate at an elite independent school in an urban metropolis. *Race Ethnicity Education*

Allen-Handy, A., & *Sterin, K. (in progress). Problematizing teachers' high expectations in urban classrooms: Towards an anti-racist belief-practice continuum. *Review of Research in Education*

*Baham, L., & **Allen-Handy, A.,** (in progress). The infusion of mobile learning: Understanding

pedagogical implications for today's African American female high school students. *Youth & Society*

Edited Books

Robinson, P A., **Allen-Handy, A.**, Bryant, A., & Lewis, C. W. (Eds.) (2019). *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

Farinde-Wu, A., **Allen-Handy, A.**, Lewis, C.W. (Eds.) (2017). *Black female teachers: Diversifying the United States teacher workforce*. Charlotte, NC: Information Age

Hancock, S.D., **Allen, A.**, & Lewis, C. W. (Eds.) (2015). *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age

Book Chapters (Refereed)

Bryant, A., Watson, M., & **Allen-Handy, A.**, Lewis, C.W. (in press). What do we do in the meantime?: Practical solutions for eliminating educational inequities in urban schools right now. In Y. Sealey-Ruiz, Y. & D. Huck., (Eds.), *Purposeful teaching and learning in diverse contexts: Education for access, equity, and achievement*. Charlotte, NC: Information Age

Hines, D.E., Farinde-Wu, A., & **Allen-Handy, A.**, Young, J.L. (2021). A pattern of practice: A historical analysis of disciplinary practices of Black girls with disabilities. In Hines, D.E.; Boveda, M.; Lindo. E. (Eds). *Racism by another name: Black students, overrepresentation, and the carceral state of special education*. Charlotte, NC: Information Age.

Jackson, T.O., & **Allen-Handy, A.** (2021). Distractions cannot be bigger than the mission: Black women's motherwork in urban education. In T.O. Jackson (Ed). *Black mother educators: Advancing praxis for access, equity, and achievement*. Charlotte, NC: Information Age.

Allen-Handy, A., Ifill, V., Schaar, R., Rogers, M., & *Woodard, M. (2020). Black girls STEAMing through dance: Inspiring STEAM literacies, STEAM identities, and positive self-concept. In K. Thomas & D. Huffman (Eds.). *Challenges and opportunities for transforming from STEM to STEAM education*. Hershey, PA: IGI Global

Allen-Handy, A., *Thomas-EL, S.L., ***Bhuiyan, T., ***Carroll, X., ***Karlen, E., ***Medlock, I., ***Weeks, I. (2019). Urban youth/international scholars: Critical solutions in support of the U.N. Sustainable Development Goals. In P.A. Robinson, **A. Allen-Handy, A.** Bryant & C.W. Lewis (Eds.) *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

Robinson, P.A., **Allen-Handy, A.**, Bryant, A., & Lewis, C.W. (2019). Global perspectives on issues and solutions in urban education. In P.A. Robinson, **A. Allen-Handy, A.** Bryant & C.W. Lewis (Eds.) *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

Allen-Handy, A., & Farinde-Wu, A. (2017). Reflecting back while gazing forward: Black female teachers and the diversification of the United States teacher workforce. In A. Farinde-Wu, **A. Allen-Handy, & C.W. Lewis** (Eds.), *Black female teachers: Diversifying the United States'*

teacher workforce (pp. 1-6). United Kingdom: Emerald

Farinde-Wu, A., **Allen-Handy, A.**, Butler, B.R., & Lewis, C.W. (2017). The urban factor: Examining why Black female educators teach in under-resourced, urban schools. In A. Farinde-Wu, **A. Allen-Handy**, & C.W. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce* (pp.73-92). United Kingdom: Emerald

Allen, A., & Hancock, S.D. (2016). The emergence of critical presence ethnography: Capturing the ripples of self in educational contexts. In R. Hopson, W. Rodick, & A. Kaul (Eds.), *New directions in educational ethnography (Volume 13): Shifts, problems, and reconstruction* (pp.121-139). United Kingdom: Emerald Press.

Allen, A. (2016). African American girls and the kaleidoscope of identity: Reflections and refractions of contextual influences and K-12 schools. In P. Larke, G. Webb-Hasan, & J. Young (Eds.). *Cultivating achievement, respect, and empowerment (CARE) for African American girls in preK-12 settings: Implications for access, equity, and achievement*. Charlotte, NC: Information Age.

*Covington, A.C., **Allen, A.**, & Lewis, C. (2016) Culturally sustaining pedagogy and hip-hop based education: A professional development framework in rap cypher and battle to promote student engagement and academic achievement. In T. Petty, A. Good, & M. Putman (Eds.). *Handbook of research on professional development for quality teaching and learning* (pp. 488-497). Hershey, PA: IGI Global

Allen, A., *Watson, M., *Childers-McKee, C., *Garo, L., & Lewis, C.W. (2015). Schools as conduits of racism: How mindsets, policies, and practices impact historically marginalized students. In L. Drakeford (Ed.), *Race Controversy in American Schools* (pp. 69-90). Santa Barbara, CA: Praeger.

Allen, A. (2015). Leveraging the cultural wealth in family and friend networks: An examination of undocumented Latino college students' support systems and academic achievement. In D. Mitchell, E. Daniele, K. Soria, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse college student populations* (219-236). New York, NY: Peter Lang

Allen, A. (2015). Black self/white context: An autoethnography of hurt, hope, and heroism in predominantly White schools. In. S.D. Hancock, A. Allen, & C.W. Lewis (Eds.). *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

Hancock, S.D., & **Allen, A.**, (2015). Common threads: Culturalized patterns and conceptual understandings in critical autoethnographic research. In S. D. Hancock, A. Allen, & C.W. Lewis (Eds.). *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

Allen, A., Hancock, S.D., Lewis, C.W. (2015). Implications of autoethnography for access to equity and achievement. In S.D. Hancock, A. Allen, & C.W. Lewis (Eds.), *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

*Robinson, D., **Allen, A.**, & Lewis, C.W. (2014). Human capital investment: Supporting the development of visionary change agents in teacher preparation programs for urban schools and communities. In Y. Sealey-Ruiz, I. Toldson, & C.W. Lewis (Eds.). *Teacher education and the Black*

community: Implications for access, equity, and achievement. Charlotte, NC: Information Age

Forthcoming

Allen-Handy, A., & Ifill, V. (under review). Decolonizing dance education for African American students in urban communities: A university-community partnership. In J.L. Moore & C.W. Lewis (Eds). *African American students in urban schools: Critical issues and solutions for achievement* 2nd Edition.

Allen-Handy, A., Scott, L., & Lewis, C.W. (under review). Moving beyond the rhetoric: Effective practices for building, nurturing, and sustaining culturally competent educators in urban school settings. In H. Waxman, B. Alford, D. Brown, & K. Rollins (Eds.), *Preparing teachers to implement college and career readiness standards: Integrating research, policy, and practice.* Rotterdam, The Netherlands: Sense Publishers.

In Progress

Allen-Handy, A., & Allen, M.S. (in progress). Black mother-daughter cartography as a praxis of love, healing, and family legacy preservation. In Perlow, O.N., Wheeler, D.I., Bethea, S.L., & Scott, B.M. (Eds). *Black women's liberatory pedagogies: Resistance, transformation, and healing* Volume II.

Allen-Handy, A. Outcasting teacher education: Contouring an anti-racist framework of urban teacher preparation. In S.Browne, & G. Jean-Marie (Eds). *Reconceptualizing social justice in teacher education: Moving beyond culturally responsive to anti-racist pedagogy.* Palgrave Macmillan.

Research & Technical Reports

Allen-Handy, A., & Wenrick, R. (2020). Anti-displacement: The Untapped Potential of University-Community Cooperative Living-Annual Report: AmeriCorps.

Genovesi, J., **Allen-Handy, A.,** Walker, S., & Peterson, N. (2020). Engineering WINS: Training Mentors to Make a Difference-Annual Report. Drexel University: National Science Foundation

Wright, C.G., & **Allen-Handy, A.** (2020). STEM+C: Projective Reflection: Using Culturally Sustaining Learning Environments to Explore Computational Learning & Identity – Annual Report. Drexel University: National Science Foundation.

Allen-Handy, A., & Wenrick, R. (2019). Antidisplacement: The Untapped Potential of University-Community Cooperative Living-Annual Report: AmeriCorps.

Genovesi, J., **Allen-Handy, A.,** Walker, S., & Peterson, N. (2019). Engineering WINS: Training Mentors to Make a Difference-Annual Report. Drexel University: National Science Foundation

Wright, C.G., & **Allen-Handy, A.** (2019). STEM+C: Projective Reflection: Using Culturally Sustaining Learning Environments to Explore Computational Learning & Identity – Annual Report. Drexel University: National Science Foundation.

Allen-Handy, A., *Likely, R., Aviles, A., & Tabb, L. (2019). City of Philadelphia Continuum of Care (COC) Racial Disparities Analysis. City of Philadelphia, Office of Homeless Services.

Genovesi, J., **Allen-Handy, A.**, Walker, S., & Peterson, N. (2018). Engineering WINS: Training Mentors to Make a Difference-Annual Report. Drexel University: National Science Foundation

Wright, C.G., & **Allen-Handy, A.** (2018). STEM+C: Projective Reflection: Using Culturally Sustaining Learning Environments to Explore Computational Learning & Identity – Annual Report. Drexel University: National Science Foundation.

Allen-Handy, A., Starker-Glass, T., Lambert, R. (2016). Examining the cultural climate at an independent school. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte.

Allen, A. & Lewis, C. W. (2015): Sugar Creek Charter High School: Setting a legacy in motion. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek Charter School Freshman School Closure Report. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek Charter School Freshman First Quarter Report. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek College and Career Academy: An executive summary. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte

Allen, A. (2014). Sugar Creek Charter School College and Career Readiness Report. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte

Allen, A., & Lewis, C. (2013). *Pursuing extraordinary outcomes in public education.* Charlotte, NC: The Urban Education Collaborative at UNC-Charlotte

Allen, A., *Farinde, A., & Lewis, C. (2013). *The landscape of college readiness in CMS.* The Urban Institute at UNC-Charlotte: Charlotte NC.

Lewis, C., **Allen, A.** & *Farinde, A. (2012). *Summer 2012 RET E3 Post-test survey analysis.* Washington, DC: National Science Foundation.

Book Reviews

Allen, A. (2016, March 23). A book review of necessary spaces: exploring the richness of African American childhood in the south. *Teachers College Record* (<http://tcrecord.org> ID Number 19641).

SPONSORED RESEARCH & GRANTS

Total Internal & External Funding: **\$8,811,002**

Internal Funding (\$117,564)

Allen-Handy, A., Meloche, A., Escalante, K. (2021). West Philadelphia Community Archivists: An Age-Friendly Participatory Heritage Project. *Age-friendly Drexel Pilot Grant at the Age-Well Collaboratory*. Funded Amount: \$10,000-Role: PI

Allen-Handy, A. (2021). SoDi Lab at AJ Drexel Autism Institute & JoY Ed. Lab Research Partnership. Funded Amount: \$10,000

Allen-Handy, A. (2020). Drexel University Provost Award for Early Career Outstanding Scholarly Achievement. Funded Amount: \$10,000

Brooks, S., **Allen-Handy, A.**, & Kirby, J. (2020). Developing Anti-racism Community Dialogues: A Critical Participatory Action Research Project. *Drexel University Anti-racism Rapid Research Grant* Funded Amount: \$5,000: Role: Co-PI

Hill, D., Lewis-Grant, K., Manson, S., & **Allen-Handy, A.** (2020). Critical Conversations in Urban Education's Racial Equity Audit of the School of Education. *Drexel University Anti-racism Rapid Research Grant*. Funded Amount: \$5,000 Role: Co-PI

Allen-Handy, A. (2020). The West Philadelphia High School Youth Archivists: A Youth-led Participatory Heritage Project. *Drexel University Faculty Scholarly and Creative Activity Grant*. Funded Amount: \$21,039. Role: PI.

Allen-Handy, A., & Genovesi, J., Sterin, K., Manongsong, A.M. (2020). A Narrative Analysis of the Long-term Impacts of The Academy of Natural Sciences' Women in Natural Science (WINS) Program. *Drexel School of Education Research Grant*. Funded Amount: \$4,500 Role: PI.

Allen-Handy, A. (2018). Civic engagement in an era of gentrification: Reimagining community through a youth-led community capitals asset mapping project in W. Philadelphia. *Drexel Faculty Summer Research Award*. Funded Amount: \$7,000. Role: PI

Allen-Handy, A. (2018). Preserving history/Persistent Legacy: A Historical Ethnography of an African American High School in Philadelphia. *Drexel School of Education Research Grant*. Funded Amount: \$6,000. Role: PI

Allen-Handy, A. (2018). Community capacity building for a better tomorrow: A cross disciplinary critical participatory action research think tank. *Drexel Office of Faculty Affairs*. Funded Amount: 6,025. Role: PI

Schaar, R., Ifill, V., **Allen-Handy, A.** & Rogers, M. (2017) Black Girls Steaming Through Dance. *Westphal College of Media Arts and Design Mini-Grant*. Amount: \$1500. Role: Co-PI

Allen-Handy, A., Ifill, V., Rogers, M., Schaar, R. (2017). Black girls STEAMing through Dance: Examining STEAM literacies, STEAM identities, and Self-concept. *Drexel University ExCITE Center Seed Grant*. Funded Amount: \$5,000 Role: PI

Haslip, M., **Allen, A.**, & Klem, A. (2016). Developing a culturally relevant framework of social/emotional interventions for the early childhood professional workforce. *Drexel School of Education*. Funded Amount: \$6,000. Role: Co-PI

Allen, A. (2016). Educating children for a life of service: Integrating global goals into curriculum. *Drexel University Office of International Programs*. Funded Amount: \$500. Role: PI

Allen, A. (2015). The Urban Youth Scholars Fellowship Program at Science Leadership Academy. *Drexel University Office of the Dean*. Funded Amount: \$20,000. Role: PI

External Funding (\$8,693,438)

Allen-Handy, A., Ifill, V., Rogers, M., & Schaar, R. (2019). Black Girls STEAMing through Dance. *U.S. Department of Education West Philadelphia Promise Neighborhood Grant*. Funded Amount: \$75,000 Role: PI of BGSD/Program Provider of PN Grant. (3 years)

Smith, B., Heverin, T., **Allen-Handy, A.**, Rogers, M.L. (2019). CyberCorps Mentoring and Scholarship Program (CMSP). *National Science Foundation*. Funded Amount: \$3,999,962: Role: Co-PI (5 years)

Genovesi, J., **Allen-Handy, A.**, Peter, N., Walker, S. L. (2019). Engaging women in engineering: Training mentors to make a difference. *National Science Foundation*. Funded Amount. 1.2 Million. Role: Co-PI. (3 years)

Wright, C.G., Tucker-Raymond, E, **Allen-Handy, A.**, Champion, D., Millner, A., & Gravel, B. (2018). Collaborative Research: Using Culturally Sustaining Learning Environments to Explore Computational Learning and Identity. *National Science Foundation*. Funded Amount: \$1.7 Million (Drexel University: 769,752) (Boston University: \$822,275) Role: Co-PI. (3 years)

Allen-Handy, A., Wenrick, R., Kashock, K., Nicholas, D. (2018). Anti-displacement: The untapped potential of university-community cooperative living. *Americorps (Formerly the Corporation of National and Community Service)*. Funded Amount: \$359,983 Role: PI (3 years)

Rank, S., **Allen-Handy, A.**, Muschio, G., Foster, A., Dandekar, K. (2017). Supporting science and engineering identity development in immersive interactive technologies. *National Science Foundation*. Funded Amount: \$559,753. Role: Co-PI (2 years)

Genovesi, J., Romaninsky, M., Barattolo, H., Gullo, D., **Allen-Handy, A.** (2017), Science and Literacy for Success. *William Penn Foundation*. Funded Amount: \$685,600. Role: Co-PI (3 years)

Allen, A., Glass, T.S., Lambert, R.G. (2014). Examining the culturally responsive climate at an independent school. *Providence Day School*. Funded Amount: \$20,538. Role: PI. (2 years)

Under Review

Allen-Handy, A., Genovesi, J., Tabb, L.P. (under review). Women in Natural Sciences: A Longitudinal Comparative Case Study of Black Women in STEMM (1995-2015). *National Science Foundation*. Requested Amount: \$1,959,670.

Allen-Handy, A., Ifill, V., Schaar, R. (under review). Black Girls STEAMing through Dance: Examining STEAM Literacies, STEAM Identities, and Self-Concept Formation. *Spencer Foundation*. Requested Amount: \$374,421, Role: PI

Not Funded²

Allen-Handy, A. (2021). Preserving the hidden history and persistent legacy of West Philadelphia High School through an Intergenerational Participatory Heritage Digitization Project. *Council on Library and Information Resources*. Requested Amount \$349,621, Role: PI \$\$

Allen-Handy, A. (2021). Commemorating West Philadelphia High School: Our History and Our Persistent Legacy. *National Endowment for the Humanities*. Requested Amount: \$434,092. Role: PI \$\$

Allen-Handy, A., Zion, S., Wright, C., Sung, K. (2020). Centering Youth in Community: Exploring Root Cause of Violence in Schools. *National Institute of Justice*. Requested Amount: \$1,987,663, Role: PI (2 years) \$\$

Allen-Handy, A., Schaar, R., Ifill, V., Rogers, M. (2020). Black Girls STEAMing through Dance: Examining STEAM literacies, STEAM identities, and Positive Self-Concept Formation. *Spencer Foundation*. Requested Amount: \$500,000. Role: PI \$\$

Allen-Handy, A., (2019). Strengthening African American youth and community civic action: An intergenerational participatory asset mapping and school archiving project. *Spencer Foundation*. Requested Amount: \$50,000. Role: PI \$\$

Allen-Handy, A. (2018) Strengthening African American youth's civic action through community capitals asset mapping. *Spencer Foundation*. Requested Amount: \$50,000. Role: PI. \$\$

Lewis, C.W., **Allen-Handy, A.**, Robinson, D., Hancock, S.D. (2018). Planting the SEED: Professional development innovation to prepare culturally relevant educators to deliver project-based learning experiences for high-needs students. US Department of Education. Requested Amount: 3 Million. Role: Co-PI. \$\$ (Note: submitted in 2017 & 2018)

Lewis, C.W., **Allen-Handy, A.**, Robinson, D., Hancock, S.D. (2017). Planting the SEED: Professional development innovation to prepare culturally relevant educators to deliver project-based learning experiences for high-needs students. US Department of Education. Requested Amount: 3 Million. Role: Co-PI. \$\$ (Note: submitted in 2017 & 2018)

² \$ Internal Funding, \$\$ External Funding

Watkins, J., Wendell, K., Hammer, D., Wright, C.G., **Allen-Handy, A.**, Rosebery, A., & Tucker-Raymond, E. (2017). Applying an interpretive power lens to foster and study K-8 teacher learning for equitable engineering education. James S. McDonnell Foundation. Requested Amount: 2.5 Million. Role: Co-PI. \$\$

Allen-Handy, A., Garo, L., Sung, K., Wright, C. (2017). Civic Engagement in the Era of Urban Gentrification. *Corporation of National and Community Service*. Requested Amount \$148,965. Role: PI. \$\$

Haslip, M., & **Allen-Handy, A.** (2017). Developing a culturally relevant framework of social/emotional interventions for the early childhood professional workforce. Caplan Foundation Amount Requested: \$42,000. Role: Co-PI \$\$

Allen, A. (2017). Research for the people by the people: A critical participatory action research symposium. Drexel University Career Development Award. Amount Requested: \$6,000 \$

Allen, A., & Haslip, M. (2016). Me in 3D: A Culturally Responsive Digital Play Platform for Early Learning and Positive Identity Development. Caplan Foundation. Requested Amount: \$50,000. Role: Co-PI \$\$

Allen, A. (2016). Leveraging the community cultural wealth of West Philadelphia: A youth participatory perspective for urban school and community transformation. Drexel University Career Development Award. Amount Requested : \$7,500 \$

Muschio, G., **Allen, A.**, Foster, A., Genovesi, J., Porpora, D., Rank, S., & Smith, B.K. (2016). Follk STEAM: Unleashing the full potential of community originated science, technology, engineering, art, and mathematics. Drexel DARE Competition-Requested Amount \$199,510. \$

Foster, A., **Allen, A.**, Genovesi, J., Smith, B. (2016): EXPLORATION: MC3-Museums and Communities Collaborating Together. NSF- Requested- \$500,000. \$\$

Lewis, C., Garo, L., & **Allen, A.** (2015). Reducing the impact of neighborhood violence exposure: The impact of trauma vulnerability and resilience to violence on academic and life outcomes for Black male high school students (\$999,569). National Institute of Justice. Role: Co-PI.PI \$\$

Lewis, C., Adams, T., & **Allen, A.** (2015). The College Gateway Mentoring Program. (\$24,280). North Carolina GlaxoSmithKline Foundation. Role: Co-PI. \$\$

Lewis, C. & **Allen, A.**, Hancock, S.D. (2015). The Self Efficacy Institute for Urban Teacher Resilience and Retention: Transforming Life Outcomes for All Students. Braitmayer Foundation. (34,893). Role: Co-PI. \$\$

Lewis, C.W., **Allen, A.**, Watson, M. (2015). Interventions for improving high school dropout rates in US urban schools: A systematic review (\$49,990). Jacobs Foundation. Role: Co-PI. \$\$

Lewis, C.W., **Allen, A.**, Rock, T., & Starker-Glass, T. (2014). The Urban Education Collaborative / Project L.I.F.T. Teacher Residency for High-Needs School Transformation. Teacher Quality Grant. US Department of Education. Requested Amount: \$5,957,048 Role: Post-Doc. \$\$

Allen, A., Turner, C., Major, B. (2014). Schoolwise: Pursuing extraordinary outcomes in public education. US Department of Education Charter Schools Office. Requested Amount: \$400,000. Role, PI. \$\$

McMahon, B., Dika, S., Lewis, C., **Allen, A.** (2014). Student engagement and academic success in urban and rural schools. Institute of Educational Sciences. Requested amount: 2 million Role-Post-Doc. \$\$

Lewis, C.W., **Allen, A.**, Adams, T. (2014). The Talented Tenth STEM Prep Program. Carnegie Corporation. Role: Pos-Doc. \$\$

Lewis, C.W., Allen, A., Farinde, A (2014). The Talented Tenth STEM Prep Program. Honda Foundation, Role: Post-Doc. \$\$

Miller, J., Turner, C.; Glover, C., & **Allen, A.** (2013) Sugar Creek Charter School 21st Century Grant. US Department of Education. Amount Requested: \$400,000. Role: Co-PI. \$\$

Lewis, C.W. & **Allen, A** (2013). The Talented Tenth College Preparation Program. Fordham Street Foundation. Second Round Finalist. Amount Requested: \$25,000. Role: Post-Doc. \$\$

Lewis, C.W. & **Allen, A.** (2013) Rising Steam Girl's Think Tank. Best Buy. Requested amount: 10,000, Role: Post-Doc \$\$.

Miller, J., Turner, C., Steele, K., & **Allen, A.** (2013). Sugar Creek Charter School Stem Program. Burriss Wellcome, Role: Co-PI. \$\$

Allen, A., Pipkin, T., Malachi, Y., Miller, A. (2013). Male Leadership Academy of Charlotte STEAM Program. PNC Grant. Requested amount: \$1,000,000. Role: PI. \$\$

CONFERENCE PRESENTATIONS³

National

Allen-Handy, A., Escalante, K., Hutson, T., Brooks, S., Kirby, J., Metzger, R.R., Tutdeal, N., Barron, L., Fuller, N. (2021, October). *Developing anti-racism community dialogues: A critical race participatory action research project*. Paper presented at the Critical Race Studies in Education Association Conference, Newark, DE.

Allen-Handy, A., Meloche, A., Likely, R., Sterin, K., Wenrick, R., Nicholas, D., McCullough, C.R., Drummond, D., Jung, U., Jenkins, G., & Welsh, D. (2021, October). *The sandwich effect: A critical race spatial analysis of gentrification and African American residential displacement*. Paper presented at the Critical Race Studies in Education Association Conference, Newark DE.

³ *presented with graduate student **presented with undergraduate student ***presented with youth researcher
****presented with K-12 educator *****presented with community researcher

Schaar, R., Rogers, M., **Allen-Handy, A.**, Ifill, V., & Woodard, M. (2021, April). *Black Girls STEAMing through Dance, Design, and Code*. Paper presented at American Education Research Association Conference, virtual

Robinson, P.A., **Allen-Handy, A.**, & Burrell-Craft (2021, April). *Critical media literacy and Black female identity construction*. Paper presented at American Education Research Association Conference, virtual

Allen-Handy, A., Meloche, A., Escalante, K., Brown, J., & Frazier, A. (2021, April). *African American youth archivists: A critical youth-led participatory heritage and cultural preservation research project*. Paper presented at American Education Research Association Conference, virtual

Allen-Handy, A., Ifill, V., Schaar, R., Woodard, M., & Rogers, M. (2021, April). *Emerging critical pedagogies of dance educators in an urban STEAM after-school program for Black girls*. Paper presented at American Education Research Association Conference, virtual

Burrell-Craft, Robinson, P.A., & **Allen-Handy, A.** (2021, April). *A conceptual framework for positive Black female identity formation*. Paper presented at American Education Research Association Conference, virtual

Hutson, T. M., **Allen-Handy, A.**, McGhee-Hassrick, E., & Radcliffe, A. (2021, February). *"I'm just different. That's all. I'm so sorry." : The urgent need for DisCrit Theory* Columbia Teacher College Winter Roundtable, Virtual Conference hosted by Columbia University, New York, NY.

Sterin, K., Meloche, A., Welsh, D. McCullough, C., **Allen-Handy, A.**, Wenrick, R. & Nicholas, D. (2021). *Integrating the Arts into Community-led Critical Participatory Action Research*. Workshop presented at the 38th Annual Winter Roundtable Conference at Teachers College, Columbia. Virtual Conference.

Allen-Handy, A., Ifill, V., Schaar, R., Rogers, M., Woodard, M. (2021, January). *Black Girls STEAMING through Dance*. ExCITe Center 2021 STEAM Shop, Virtual Featured Presentation

Allen-Handy, A., *Meloche, A., & *Likely, R. (2020, June). "The sandwich effect": A critical race spatial analysis of gentrification and African American residential displacement. Paper accepted at the Critical Race Studies in Education Association Conference, Newark, DE. (*Conference cancelled due to COVID-19 Pandemic*).

Wright, C.G., Champion, D.N., Tucker-Raymond, E., Gravel, B.E., Millner, A.D., **Allen-Handy, A.**, *Likely, R. (2020, April). Using culturally sustaining STEM+C learning environments to explore computational learning and identity. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

Schaar, R., **Allen-Handy, A.**, Rogers, M., Ifill, V. (2020, April). Supporting African American girls STEAM identities and positive self-concept through dance, design, and coding. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

Allen-Handy, A., Ifill, V., Schaar, R., & Rogers, M. (2020, April). Dancin', steamin', and dreamin': How Black girls negotiate identity and future selves in a dance infused STEAM after school program. Paper accepted at the American Education Research Association Conference, San Francisco, CA. *(Conference cancelled due to COVID-19 Pandemic)*

Garo, L., **Allen-Handy, A.**, & Lewis, C.W. (2020, April). A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. Paper accepted at the American Education Research Association Conference, San Francisco, CA. *(Conference cancelled due to COVID-19 Pandemic)*

Allen-Handy, A., *Meloche, A., & **Bugg, D. (2020, April). Preserving history for the persistent legacy of our school: A critical African American YPAR project. Paper presented at the American Education Research Association Conference, San Francisco, CA. *(Conference cancelled due to COVID-19 Pandemic)*

Allen-Handy, A., *Meloche, A., ***Brown, J., & ***Frazier A. (2020, March). *Nurturing transformative youth-adult partnerships in youth participatory action research: A collaborative autoethnography of identity and sharing power across difference.* Paper presented at the 41st Annual Ethnography in Education Research Conference, Philadelphia, PA.

Allen-Handy, A. (2019, June). *Empowering urban youth's critical scholar identities: Reflections from an after-school program in one urban community.* Paper presented at the Critical Race Studies in Education Association Annual Conference, Los Angeles, CA.

Allen-Handy, A., & *Thomas-EL, S. (2019, April). *Be(com)ing critical scholars: The emergence of urban youth scholar identities through research and praxis.* Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Allen-Handy, A., & Farinde-Wu, A. (2019, April). *Gleaning hope in a vacillating DACA sociopolitical context: Undocumented Latinx students' support systems throughout K-16.* Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Allen-Handy, A. (2019, April). *Black girls STEAMing through dance: Examining STEAM literacies, STEAM identities, and self-concept.* Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Farinde-Wu, A., **Allen-Handy, A.**, Butler, B.R., & Lewis, C.W. (2019, April). *The draw of urban: Black female teachers' preferences for urban public schools.* Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Farinde-Wu, A., & **Allen-Handy, A.** (2018, November). *The urban educator: Black female teachers teaching in urban schools.* Paper session presented at the 2018 National Association for Multicultural Education. Memphis, TN.

Allen-Handy, A., & *Thomas-EL, S.L. (2018, March). *Making demands: Conceptualizing student resistance and activism for education equity.* Paper presented at the American Association of Blacks in Higher Education Conference. New Orleans, LA.

Allen-Handy, A., & Robinson, P. A. (2018, February). *Critical media literacy and Black female identity politics: A conceptual framework for empowerment, equity, and social justice in schools*. Paper presented at the 35th Annual Winter Roundtable. New York, NY.

Ifill, V., & **Allen-Handy, A.** (2017, October). *Cultivating access and equity through dance education: A university-community partnership*. Paper presented at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference. Charlotte, NC.

Allen-Handy, A., Hancock, S.D., Glass, T.S., & Lewis, C.W. (2017, April). *Mapping culturally relevant pedagogy into teacher education programs: A critical framework*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, TX.

Allen, A., & Thomas-EL, S. (2016, June). *Sanctioning Black minds, Black bodies, and Black voices: A critical race case study of student resistance matters in the "league of ivy"*. Paper presented at the annual meeting of the Critical Race Studies in Education Association Conference. Denver, CO.

Allen, A., & Farinde, A.A. (2016, April). *A dream deferred no more?: Deferred action for childhood arrivals and undocumented students' American dream*. Paper presented at the annual meeting of the American Education Research Association. Washington, D.C.

Farinde, A.A., **Allen, A.,** & Lewis, C.W. (2016, April). *Retaining black teachers: An examination of Black female teachers' intentions to remain in the K-12 classroom*. Paper presented at the annual meeting of the American Education Research Association. Washington, D.C.

Allen, A., & Haslip, M. (2016, February). *Educating historically marginalized young children for an altruistic life of service: A conceptual framework*. Paper presented at the annual Winter Roundtable, New York, NY.

Allen, A. (2016, February). *Black self/white context: An autoethnography of hurt, hope, and heroism in predominantly white schools*. Paper presented at the 37th annual Ethnography in Education Conference. Philadelphia, PA.

Allen, A. (2015, October). *The relentless pursuit of extraordinary outcomes in public education*. Invited feature presentation at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

*Triplett, N., **Allen, A.,** & Lewis, C.W. (2015, April). *School shootings, zero tolerance, and disproportionality: How urban minorities are punished for white suburban violence*. Paper accepted at the annual meeting of the American Educational Research Association, Chicago, IL.

Starker-Glass, T., **Allen, A.,** & Lewis, C.W. (2015, April). *Distorted mirrors and clean hands: Reflections and realities of teacher education's deferred and unfinished work with culturally relevant pedagogy*. Paper accepted at the annual meeting of the American Educational Research Association, Chicago, IL.

Hancock S.D., **Allen, A.**, Lewis, C.W., Muhammad, L., Tyler, A.L., & *Ash, A. (2015, April). Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling. Paper accepted at the meeting of the American Educational Research Association, Chicago, IL.

Allen, A., & Thigpen, T. (2014, October). *Research to reality: Creating a college and career driven culture in urban environments*. 2nd Annual Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

***Clay, Q., **Allen, A.**, ***Torres, W., & ***Tadal, T. (2014, July). *A tale of two wars: Secondary and postsecondary recruitment in diverse urban areas*. Presentation at the meeting of the National Association of College Admission Counselors: Guiding the Way to Inclusion National Conference, Orlando, FL.

***Clay, Q., **Allen, A.**, & ***Gore, R. (2014, April). *A tale of two wars: Secondary and postsecondary recruitment in diverse urban areas*. Presentation at the meeting of the College Board: A Dream Deferred, Atlanta, GA.

Allen, A., & Scott, L. (2014, April). *Culturally affirming education for African American and Hispanic students: Dispelling microaggressions in public education*. Poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Hancock, S., & **Allen, A.** (2014, April). *Race C.A.R.: Examining race as a driving force in critical autoethnographic research*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Allen, A. (2013, October). *Supporting low income students of color through college: Bridging research and practice*. Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

Allen, A., & Butler, B. R. (2013, September). *Sister to sister: Nurturing mentor-mentee relationships amongst African American females in higher education*. Paper presented at the meeting of the Center for African American Research and Policy, Charlotte, NC.

Hancock, S., & **Allen, A.** (2013, March). *Racialized perspectives & research: The emergence of critical autoethnographic scholarship*. Paper presented at the meeting of the Winter Roundtable, Columbia, NY.

Allen, A. (2012, March). *Negotiating Worlds, Managing Subjectivities, and Redefining Selves: The Lived Experiences of African American Undergraduate Females at PWIs*. Paper presented at the meeting of the National Council of Black Studies, Atlanta, GA.

International

Allen-Handy, A., Ifill, V., Rogers, M., & Schaar, R. (2018, November). Black girls STEAMing through Dance: A Transdisciplinary Collaboration. Paper presented at the International Conference on Urban Education. Nassau, Bahamas.

Allen, A., Robinson, P.A., Warren, C., & Sung, K.K. (2016, November). *Pathways to the professoriate as urban education post-doctoral scholars of color: Advocating for access, equity, and social justice through research*. Paper presented at the International Conference on Urban Education. San Juan, Puerto Rico

Haslip, M., & **Allen, A.** (2016, April). *Educating children for a life of service: Integrating global goals into curriculum*. Paper presented at the annual meeting of the Association for Childhood Education International Conference. San Jose, Costa Rica.

Allen, A. (2016, January). *African American girls and the kaleidoscope of identity: Reflections of contextual impact and strategies to promote positive identity development*. Paper presented at the annual meeting of the Hawaii International Conference on Education. Honolulu, HI.

Farinde, A., LeBlanc, J., & **Allen, A.** (2014, November). *The black teacher shortage 60 years after Brown: Implications for school leaders and school districts*. Paper presented at the International Conference on Urban Education. Montego Bay, Jamaica.

Allen, A. (2010, July). *Black on white: The lived experiences of African American undergraduate females at predominately white institutions*. Paper presented at the meeting of the International Symposium on Urban Education: Strategies for Global Learners, Johannesburg, South Africa

Regional/Local

Meloche, A., Escalante, K., Brown, J., **Allen-Handy, A.** (March, 2021). *Empowering Youth Voice through Justice-oriented Participatory Heritage*. Pennsylvania Chapter of the National Association of Multicultural Education. Virtual Conference

Allen-Handy, A., ****Walker, M., *Meloche, A., ***Brown, J., ***Frazier, A., *Dia, J., ***Burns, I., ***Ervin, Q., ***El, N., ***Holloway, A., ***Thomas, M., ***Wortham, I. (2020, March). *Preserving History for the Persistent Legacy of West Philadelphia High School: A Youth Participatory Action Research Project*. Pennsylvania Chapter of the National Association of Multicultural Education. Radnor, PA.

Allen-Handy, A., *Meloche, A., ***Brown, J., ***Frazier, A. (2019, October). *Preserving History for the Persistent Legacy of West Philadelphia High School: A Youth Development Summer Internship*. Drexel University School of Education Research Presentation. Philadelphia, PA.

Flowers, A., Wright, C., Lee, V., **Allen-Handy, A.**, & Chavez, J. (2018, March). *Narratives of microaggressions as experienced by faculty of color in the classroom*. Panel presented at the Pennsylvania Chapter of the National Association of Multicultural Education. Philadelphia, PA.

****Einstein, H., **Allen, A.**, & ****Taylor, C. (2012, April). *Creating Synergy for Dynamic High School College Visits*. Paper presented at the meeting of the Texas Association of College Admissions Counseling, Houston, TX.

INVITED TALKS & PANELS

Allen-Handy, A., Morris, G., Hutnick, C., & Welsh, D. (2021, October). *Community Building: How Do We Bridge the Divide between Universities and Neighbors*. Invited Moderator. Pennoni Panels. Drexel University Pennoni Honors College.

Allen-Handy, A. & Kirby, J. (2021). *Columbia University Collaborative for Youth and Family Programs*. Invited Speaker. Virtual

Allen-Handy, A., Ifill, V., Schaar, R., Rogers, M., Woodard, M. (2021, February). *Black Girls STEAMING through Dance*. ExCITe Center 2021 STEAM Shop, Virtual Featured Presentation

Allen-Handy, A. (2020, September). Invited Panelist. *How Do I Talk to Students and Colleagues about Race? A Frank Conversation with Faculty*. Drexel University Office of Faculty Advancement.

Allen-Handy A., ****McCullough, C.R. (2020, September). *Intergenerational Community-led Participatory Action Research: Partnership between The Justice-oriented Youth Education Lab and Writers Room*. Invited Presentation. New Normal for Higher Education: Understanding and Embracing an Aging Society Drexel Annual Assessment Conference, Philadelphia, PA

Allen-Handy, A. (2020, June). *The Justice-oriented Youth Education Lab and Black Girls STEAMing through Dance: How Teachers can Integrate Social Justice and STEAM into their Everyday Practice*. Invited Virtual Speaker, Atlanta Metro Schools K-12 STEAM Vertical Integration in Computer Science, Engineering, and Invention Pathways Teacher Workshop. Georgia Tech Center for Education Integrating Science, Math, and Computing, Atlanta, GA

Allen-Handy, A. (2020, June). *Critiques of CRT. Testimonios of joy, love, and struggle in critical race praxis*. Invited Panelist of the Graduate Student Council, Critical Race Studies in Education Association Conference, Newark, DE. (Conference cancelled due to COVID-19 Pandemic)

Allen-Handy, A. (2020, May). *Expectations for the 1st Year College Student: Insights from Higher Education*. Invited Panelist (Virtual) of Dr. B's College and Career Resources Program, New Orleans, LA.

Allen-Handy, A. (2020, February). #TeachersofColorMatter: *Diversifying our classrooms for equity and achievement of all students*. Invited Panelist, Critical Conversations in Urban Education, Philadelphia, PA.

Allen-Handy, A. (2019, October). *Resisting gentrification, sharing our stories*. Invited Presenter for Deep Think Tank Workshops. Conference on Community Writing, Philadelphia, PA

Allen, Handy, A. (2019, October). *Women in urban education: The intersectionality of gender, race, and leadership distinguished panel*. Invited Panelist. Pursuing Extraordinary Outcomes in Public Education Conference: Charlotte, North Carolina.

Allen-Handy, A. (2019, October). *Teaching the history of race and what students should be told*. Invited Panelist of the 1619-2019: Slavery and its Impact: Reflections on its Four Hundredth Anniversary. Kutztown, PA: Kutztown University Commission on the Status of Minorities

Allen-Handy, A. (2019, April). *Living at the Intersection of Race and Gender: Interrupting the Policies, Practices, and Cultural Illiteracy that Push Black Girls Out of Schools*. Invited Panel Moderator. Critical Conversations in Urban Education, Philadelphia, PA

Rogers, M., **Allen-Handy, A.**, Schaar, R., & Ifill, V. (2019, February). *Black girls STEAMing through Dance*. Invited Presentation. Excite Center 2019 STEAM Workshop. Philadelphia, PA.

Schaar, R., Rogers, M., Ifill, V., & **Allen-Handy, A.** (2018, May). *Black girls STEAMing through Dance*. Invited Presentation GAIMS Center Brown Bag Lecture Series, Philadelphia, PA.

Allen-Handy, A. (2018, April) Invited panelist of Hilliard/Sizemore alumni. Presented at the 2018 Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education at the Annual Meeting of the American Education Research Association Conference. New York, NY.

Allen, A. (2015, October). *The relentless pursuit of extraordinary outcomes in public education*. Invited feature presentation at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC

Allen, A. (2014, September). *How to write a prolific literature review*. Invited guest presentation at the meeting of Urban Educators for Change, Charlotte, NC.

Allen, A., & Hancock, S.D. (2013, May). *Profile me: Exploring the complexities of gender and racial identity*. Presentation at the UNC Charlotte Faculty Diversity Summer Institute, Charlotte, NC.

TEACHING

DREXEL UNIVERSITY SCHOOL OF EDUCATION

Undergraduate

EDUC 216: Diversity and Today's Teacher

Winter 2016

EDUC 316: Teaching in Urban Contexts

Course Developer; Course Lead, Winter 2018, Winter 2020

Graduate

EDUC 520: Professional Studies in Instruction

Fall 2015, Winter 2016, Fall 2016, Spring 2017, Spring 2018, Spring 2019, Fall 2020, Fall 2021

EDUC 516: Diversity and Today's Teacher

Winter 2016, Spring 2016

EDPO 624: The Shaping of American Education Policy: Global Forces, Special Interests, & Politics

Fall, 2016; Fall 2017, Fall 2019, Fall 2020

EDPO 620: Education Policy: Concepts, Issues, and Applications

Spring, 2017, Spring 2018, Fall, 2018, Spring 2019, Fall 2021

EDUC 815: Writing for Research, Publication, and Funding in Education

Fall, 2017, Fall 2018, Spring 2022

EDPO 628: American Educational Policy and US Competitiveness

Winter, 2018

EDUC 805: Doctoral Proposal Writing

Winter, 2019, Winter 2020, Winter 2021

EDUC 838: Doctoral Qualitative Research Methods and Data Analysis

Fall 2019

UNC CHARLOTTE CATO COLLEGE OF EDUCATION

EDCI 8180: Critical Issues and Perspectives in Urban Education

Fall 2012, Fall 2013

EDCI 8070: Special Topics: Urban Education Research & Grant Development

Spring 2013, Spring 2014

EDCI 8070: Special Topics in Urban Education: Research in Urban Education

Spring 2015

STUDENT ADVISING⁴

Supervising Professor (Chair)

* **Alysha Meloche:** Meloche, A. (2021). *Know Your Artist: A Critical Exploration of the Effects of Artist Identity Knowledge on Viewers Aesthetic Emotions*. Drexel University.

* **Shawna L. Thomas-EL:** Thomas-EL, S. L. (2019). *"In My Neighborhood, But Not for Me": Long-Standing African American Residents' Perceptions of Gentrification, Anchor Institution Expansion and the Paradox of Civic Engagement*. Drexel University.

* **Lisajane Kappler*:** Kappler, L. (2019). *Alternative Learning and Psychiatric Day Treatment: Examining the Intersection of Academics and Therapy*. Drexel University.

* **Latricia Baham:** Baham, L. (2018). *The Infusion of Mobile Learning: Understanding Pedagogical Implications for Today's African American Female High School Students*. Drexel University.

* **Tracie Cohen Dennis:** Dennis, T. C. (2018). *A Second Chance: A Phenomenological Study of African American Student Perceptions of Urban Secondary Alternative Schools*. Drexel University.

** **Sharnice Watson** (successful dissertation proposal defense)

** **Ashley Coleman** (successful dissertation proposal defense)

*** **Kimberly Sterin** (successful Comprehensive Exam)

*** **Ky'a Jackson**

*** **Turea Hutson**

*** **Karena Escalante**

Committee Member

* **Ague Mae Manongsong: Manongsong, A.M.** (2021). *Developing positive identity of women administrative leaders: A sequential explanatory mixed methods study on the impact of a leadership development and mentoring in higher education*. Drexel University

⁴ *graduated, **doctoral candidate, ***pre-proposal

***Jeff Archibald:** Archibald, J. (2021). *A Multisite Case Study of the Alignment of Institutional Change Strategies and Culture for Guided Pathways Reform Implementation in California Community Colleges*. Drexel University

***Rasheda Likely:** Likely, R. (2020). *Lotions and Potions: Exploring Black Girls Engagement in and Perceptions of Science Practices Through Hair Care*. Drexel University

***Matthew Newcomb:** Newcomb, M. (2020) *The Lived Experiences of Educationally Underserved African American Students at Predominantly White, Wealthy, Independent Schools: An Exploration of Belonging, Identity, and Independent School Culture*. Drexel University.

***Jonan Donaldson:** Donaldson, J. P. (2019). *Conceptualizations of Learning in the Learning Sciences and STEM Education*. Drexel University.

***Chanae Hodge:** Hodge, C. (2018). *Intersectionality in the Academy: Life Histories of Caribbean Women in Higher Education Leadership*. Drexel University.

***Jeana Morrison:** Morrison, J. E. (2018). *For Whom the Quotas Count: Negotiating Blackness in Brazilian Higher Education*. Drexel University.

***Dianna O'Connor:** O'Connor, D. (2017). *A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty*. Drexel University. .

****Elisha Smith**

SERVICE

Drexel University

Drexel University School of Education

Faculty Search Committee School Psychology (2021-2022)
Deans Equity Leadership Committee (Co-Chair, 2020-2021)
Faculty Search for Urban Teacher Education (Chair, 2019-2020)
Ph.D. Program Alignment and Review (PAR) Committee (2019-2020)
Dean Search Committee (2018-2019)
Ph.D. Advisory Committee (2018-Present)
Graduate Student Award Committee (2019)
Education Administration Faculty Search Committee (2018-2019)
Faculty Steering Committee (2018-2020)
Education Policy Pre-Program Alignment and Review (PAR) Committee (2017-2018)
Research Committee (2018-2019)
Critical Conversations in Urban Education Committee (2015-Present)
Center for Urban Education & Applied Research Taskforce (Chair, 2017-2021)
Higher Education Faculty Search Committee (2015-2016)
Commencement Committee (2015-2016)

Drexel University Service

The Environmental Collaboratory Executive Director Search Committee (2021)
Drexel University Anti-racism Taskforce Community Engagement Committee Co-Chair (2020-2021)
Dornsife School of Public Health Biostatistics Service Center Director Search Committee (2020-2021)
Westphal College Dept. of Performing Arts Urban Dance Education Faculty Search (2019-2020)
Dornsife Center for Neighborhood Partnerships Community Advisory Board (2018-2021)
Drexel Navigator Mentor Program (2017-2021)
Faculty Senate Student Life Committee (2016-2018)
Faculty University-Community Partnerships Committee (2015-2021)
Advancing Arts and Culture Committee (2015-2016)
LeBow College of Business Leading for Change Fellowship
“I Dream A City Teach-In” Moderator (2016)

Service to the Field

Editorial Board (2018-2021)

Journal of Negro Education

- Section Editor of Teacher Education

Journal Reviewer (Ongoing)

Equity and Excellence in Education

Urban Education

Journal of Urban Education Practice

Journal of Negro Education

Multicultural Perspectives

International Journal of Qualitative Studies in Education

Journal of Black Psychology

Theory into Practice

Journal of Black Studies

Critical Race Studies in Education Association

Conference Committee (2016-2020)

Executive Planning Committee (2012-2018)

International Conference on Urban Education

Center for International Understanding at UNC Chapel Hill (2014-2015)

Stephen Hancock and Ayana Allen-Lead Faculty (leading team of 40 North Carolina teachers)

Singapore and Malaysia Teacher Study Abroad (July 10-21, 2015). Topics: urban education in global contexts, cultural competence, Singapore math

Conference Director (2013-2015)

Pursuing Extraordinary Outcomes in Public Education National Conference

Charlotte, North Carolina

Program Coordinator (2013)

Urban Education Research and Policy Annuals Online Journal

Journal Launch Reception-Charlotte, NC

Program Director (2012)

*Congressional Black Caucus Foundation & The Urban Education Collaborative
Challenging the Status Quo Black Male Education Forum Event-Charlotte, NC*

Providence Day School Cultural Climate Analysis (2013-2016)

Ayana Allen-Handy, Tehia Starker Glass, Richard Lambert
*Advisor to Director of Multicultural Affairs and Social Responsibility
Providence Day School, Charlotte, NC*

Sugar Creek College and Career Readiness High School Development (2012-2015)

*Advisor to Administration/Professional Development Provider
Sugar Creek Charter School, Charlotte, NC*

Lake Norman Cultural Climate Analysis (2014)

*Advisor to Administration/Diversity Initiatives
Lake Norman Charter School, Charlotte, NC*

Board Service

Philadelphia Student Union (2018-Present)

Board of Directors

The Lewis Family Foundation (2019-Present)

Board of Directors Secretary

City of Philadelphia Office of Homeless Services Continuum of Care (2019-2022)

Board of Directors

Community Service

Director (2015-2017)

Drexel SOE/Science Leadership Academy Research Fellows Program

Project Coordinator (2012-2015)

*The Urban Education Collaborative & Sugar Creek Charter School
Schoolwise Partnership –Charlotte, NC*

Host Committee (2013)

Chris Canty Foundation Historic West End Clean Up

Program Coordinator/Volunteer (2013)

Pathways to College Program, Piedmont IB Middle School

Volunteer (2012)

Kaboom-Sugar Creek Charter School

Student Mentor (2013-2014)

First Ward Elementary School, Charlotte-Mecklenburg School District

Invited Panelist (2013)

Urban Educators for Change Charter School Forum

Doctoral Fellows Coordinator (2012-2015)

Urban Education Collaborative

Grants Coordinator (2012-2015)

Urban Education Collaborative

Alpha Kappa Alpha Sorority, Inc. Omega Omega Chapter

Connection Committee

History and Archives Committee

The Arts Committee

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

Division, K, G, L

Research Focus on Black Education SIG

Narrative Analysis SIG

Critical Examination of Race, Class, and Gender SIG

Critical Educators for Social Justice SIG

Hip Hop SIG

Sisters of the Academy

Member

National Association of Multicultural Education (NAME)

Member

PA NAME

Member

Critical Race Studies in Education Association

Member

American Association of Blacks in Higher Education

Member

PROFESSIONAL DEVELOPMENT

AERA Division K Mid-Career Scholars Pre-Conference Seminar (2021)

Community-Engaged Learning Seminar (Invited, 2020)

AERA Division K Early Career Session (Invited, 2018)
AERA Division G Early Career Workshop (2017)
Critical Participatory Action Research Summer Institute (2016)
AERA Division L Early Career Mentor Seminar (2016)
AERA Critical Educators for Social Justice SIG Early Career Forum (2016)
AERA Multicultural/Multiethnic Research SIG 9th Annual Asa Hilliard III and Barbara A. Sizemore
Research Course on African Americans and Education (2016)