NIKI ELLIOTT, PhD

Work:
University of San Diego
School of Leadership and Education Sciences
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EDUCATION

Doctor of Philosophy in Education
University of California, Los Angeles, CA
Dissertation: An examination of the entrepreneurial capacity of parent groups and community activists who founded public charter schools to create inclusive learning spaces for neurodiverse and marginalized students.

Master of Arts in Curriculum and Instruction
Teachers College, Columbia University, New York, NY
Concentration: Recruitment and retention of teachers of color in urban school districts to address learning disparities.

Bachelor of Arts in African American Studies
University of California, Berkeley, CA
Thesis: Sociology of African American students and families in urban public schools.

CURRENT TEACHING LICENSES/CERTIFICATES

K-6th Grade Multiple Subjects Teaching Credential – State of New Jersey

Multiple Subjects Teaching Credential – State of California

Certified Kundalini Yoga Instructor – Specialization in trauma-informed yoga

Certified Pre/Post Natal Yoga Instructor – Specialization in providing yoga instruction and family life education to pregnant and parenting women

Ordained Interfaith Minister – Certified to teach mindfulness and meditation

Breath-Body-Mind Level 1 Instructor – Certified to teach trauma-informed clinical breathwork practices

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CURRENT EMPLOYMENT

Clinical Professor and Director – Center for Embodied Equity and Neurodiversity
University of San Diego SOLES
San Diego, CA, 2023–present
Responsibilities: Developing and teaching graduate-level non-degree certificate programs in neurodiversity and inclusive education for PK-16 educators. Delivering professional development workshops and certificate programs to promote wellbeing and equity for

professionals serving youth in foster care. Representing the School of Education and Leadership Sciences as a speaker at local and national conferences. Leading a research and evaluation team to assess impact of neurodiversity initiatives.

Guest Lecturer – Polyvagal Institute
Denver, CO, 2022–present
Responsibilities: Serving on a team of expert instructors for the Polyvagal Certificate course under the leadership of Dr. Stephen Porges. Designing and teaching the Embodied Equity Certificate Course. Engaging a global audience of helping professionals who are committed to applying Polyvagal Theory in K-16 education and equity programs.

Founder – The Mindful Leaders Project (formerly The Innerlight Method)
Pasadena, CA, 2009–present
Responsibilities: Training educators, mental health professionals, and other helping professionals to use mindfulness practices to support highly sensitive children and adults who struggle with mood, learning and behavioral challenges. Developing curriculum, leading retreats and workshops to teach the general public to understand the mind, body, spirit connection to learning and wellness. Using evidence-based mind-body practices to support education professionals and caregivers in addressing unconscious bias. Promoting holistic social-emotional learning for educators.

PRIOR ACADEMIC EMPLOYMENT

Director – Center for Neurodiversity, Learning Wellness, University of La Verne
La Verne, CA, 2017–2023.
Responsibilities: Developed programming to train educators, school administrators and parents to support the needs of neurologically diverse students (with autism, dyslexia, ADHD, emotional disturbance, etc.). Promoted social justice initiatives that increase public commitment to social and academic inclusion for vulnerable populations. Introduced holistic wellness practices that support all learners, especially those impacted by trauma or marginalization.

Director – Aveson Center for Independent Studies (ACIS), Aveson Charter School
Altadena, CA, 2009–2011
Responsibilities: Designed and implemented a hybrid homeschool program for an existing charter school in the Pasadena Unified School District. Directed an independent study program with 40 students (grades K-5) and two teachers. Implemented yoga, mindfulness, and other holistic practices to support neurodiverse students and those with emotional disturbance or behavior regulation challenges.

Education Consultant – Private Practice
Los Angeles, CA, 2000–2009
Responsibilities: Designed and delivered family life education workshops to churches, community organizations, and schools. Provided consultation to parent groups and community organizations to facilitate the founding of public charter schools. Successfully authored three grants for state charter school start-up funds ($250,000–$450,000 each). Facilitated the design and implementation of a teacher mentorship program for the Cotsen

Family Foundation. Designed and conducted evaluations of school equity initiatives and education programs.

Assistant to the President – Los Angeles Educational Partnership
Los Angeles, CA, 1997–2000
Responsibilities: Assisted the president with the development and implementation of programs designed to improve the quality of teachers serving low-income students of color. Worked with the Family Care Outreach Program to strengthen parents' ability to maintain home environments that are conducive to student health and academic achievement.

Elementary School Teacher – Teaneck Unified School District
Teaneck, NJ, 1994–1997
Responsibilities: Provided multiple subject instruction in fourth and fifth grades. Directed gifted and talented mathematics program. Served as chairperson of the multicultural education committee. Served as faculty liaison for parent outreach and diversity.

PUBLISHED BOOKS

Elliott, N. (2026). *Heart-centered connections: 7 essential skills for helping neurodiverse and marginalized children thrive.* Page Two Books. https://www.amazon.com/Heart-Centered-Connections-Essential-Neurodiverse-Marginalized/dp/1774586827

Elliott, N. (2016) *I feel your pain: A 7 step survival guide for empaths, intuitives, and highly sensitive people*. Transformation Books.

PEER-REVIEWED PUBLICATIONS

Published:

Bechard, A., & Elliott, N. (2024). Supporting wellness: Integrating mindfulness practices into study abroad. *Critical contemplative pedagogy: Embracing compassionate and inclusive education*. *AES, 47*(2). https://academyforeducationalstudies.org/wp-content/uploads/2024/11/03-bechard-elliott-final.pdf

Elliott, N. (2023). Cultivating heart-centered connections: Using mind-body awareness practices to help adults create safe spaces for marginalized youth. In *Reconstructing perceptions of systemically marginalized youth*. IGI Global. https://www.igi-global.com/gateway/chapter/322352

Elliott, N. (2021). Using mind-body practices to uproot unconscious bias in the education profession. *AILACTE Journal*, *special issue*, 133–156. https://files.eric.ed.gov/fulltext/EJ1304663.pdf

In Preparation:

White-Smith, K. A., & Elliott, N. (in preparation). *Meditate, don't incarcerate: Exploring the use of mindfulness practices to dismantle the school-to-prison pipeline for African American students in special education* [Manuscript in preparation].

OTHER PUBLICATIONS

Published:

Elliott, N. (2026). Elliott's Embodied Inclusion 360 Framework: A holistic approach to supporting neurodiverse individuals. *Neuroinclusion No. 4*. University of San Diego. https://digital.sandiego.edu/ceen-neuroinclusion/4

Elliott, N. (2026). Building an inclusive workforce: Closing equity gaps in community colleges and vocational schools with Elliott's Embodied Inclusion 360 Framework. *Inclusion in Postsecondary Education No. 6*. University of San Diego. https://digital.sandiego.edu/ceen-inclusion-postseced/6

Mac, S., & Elliott, N. (2026). Am I good enough to be here? A photovoice project examining students' experiences of ableism in higher education. *Inclusion in Postsecondary Education No. 3*. University of San Diego Digital USD. https://digital.sandiego.edu/ceen-inclusion-postseced/3

PUBLISHED TRADE ARTICLES

Elliott, N. (2019, September/October). Mindfulness as a path to social justice in education, *Energy Magazine*. https://www.energymagazineonline.com/energy.energymagazineonline.com/content_assets/archived_articles/Mindfulness-as-a-Path-to-Social-Justice-in-Education-Elliott-Sept-Oct-2019.pdf

Elliott, N. (2019, January/February). Creating a mindful classroom. *Energy Magazine*. https://energy.energymagazineonline.com/content_assets/archived_articles/Creating-a-Mindful-Classroom-Elliott-Jan-Feb-2019.pdf

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UNIVERSITY OF SAN DIEGO CAMPUS TALKS AND WORKSHOPS

2025 Providing Effective Legal Advocacy for Neurodiverse Children, University of San Diego Law School, April 2.

2024 Center for Embodied Equity and Neurodiversity, San Diego Professional Development Federation, November 1.

PEER-REVIEWED PRESENTATIONS

Elliott, N., & Mac, S. (2026, March). *Enhancing learner success with the Embodied Inclusion 360 Framework* [Concurrent session]. Council for Exceptional Children (CEC) Convention & Expo, Salt Lake City, UT.

Elliott, N., & Mac, S. (2025, October). *Enhancing learner success and workforce development with the Neuroinclusion Framework* [Workshop]. Association for Continuing Higher Education, Milwaukee, WI.

Mac, S., & Elliott, N. (2025, July). *A photovoice project examining disabled students' experiences in higher education* [Paper presentation]. Association on Higher Education and Disability, Denver, CO.

Elliott, N., & Mac, S. (2025, February). *Developing educator emotional competence to reduce burnout and attrition* [Paper presentation]. American Association of Colleges for Teacher Education, Long Beach, CA.

Elliott, N., & Mac, S. (2024, April). *Awakening of awareness: Developing educator social and emotional learning through heart-centered connections* [Invited session]. American Educational Research Association Conference, Philadelphia, PA.

Mac, S., & Elliott, N. (2022, April). *Am I good enough to belong here? A photovoice study exploring the lived experiences of college students with disabilities* [Invited session]. American Educational Research Association Conference, San Diego, CA.

Elliott, N., & White-Smith, K. A. (2020, February). *Self-care practices for teacher educators from minoritized communities: How to prevent burnout* [Invited session]. American Association of Colleges for Teacher Education Conference, Atlanta, GA.

White-Smith, K. A. (Moderator), Nash, A. M., Bracho, C., Elliott, N., & Smith, D. (2020, September). *Culturally responsive practices in teacher education programs: Helping to stem the tide of the school-to-prison pipeline for Black and Latinx students* [Invited virtual panel]. California Council of Teacher Education Conference.

White-Smith, K. A., & Elliott, N. (2018, March). *Meditate, don't incarcerate: Exploring the use of mindfulness practices to dismantle the school-to-prison pipeline for African American students in special education* [Presentation]. Illuminate Bay Area Equity Symposium.

INVITED KEYNOTE PRESENTATIONS

Elliott, N., Harvey, M., & Weekes, N. (2026, March). Our collective purpose: Leading and learning together [Workshop]. California Community Colleges Chief Student Services Officers Association Annual Student Services Leadership Conference, Long Beach, CA.

Elliott, N. (2026, March). Introduction to Heart-Centered Connections [Workshops]. St. Anne's Family Services, Los Angeles, CA.

Elliott, N. (2026, March). Supporting youth in foster care through Heart-Centered Connections [Keynote address]. CSEA 29th Annual Paraeducator Conference, Ontario, CA.

Elliott, N. (2026, February/March). Introduction to Heart-Centered Connections session series [Virtual workshop series]. Sonoma County Office of Education, Santa Rosa, CA.

Elliott, N. (2026, February). Why belonging comes first: The brain-based foundations of inclusion and collaboration [Keynote address]. San Diego North County Special Education Conference, San Diego, CA.

Elliott, N. (2026, January/February). Introduction to the foundational concepts of Heart-Centered Connections [Keynote address and workshops]. Extravaganza Conference, ELCA Youth Ministry Network, Minneapolis, MN.

Elliott, N. (2026, January). Introduction to Heart-Centered Connections [Keynote address and workshop]. San Marcos Unified School District, San Marcos, CA.

Elliott, N. (2026, January). EI 360 framework presentation [Keynote address and virtual presentation]. African American Parent Council for Norma Coombs (AAPC), Pasadena, CA.

Elliott, N. (2025, November 6). Cultivating educator nervous system capacity for co-regulation and connection [Webinar]. Supporting Innovative Practices.

Elliott, N. (2025, November 1). Supporting neurodivergent students from a Polyvagal perspective [Conference presentation]. Polyvagal Institute 2025 International Gathering: The Vagus Nerve: A Path to Wellness, Fernandina Beach, FL.

Elliott, N. (2025, October 13). Enhancing learner success and workforce development with the Embodied Inclusion 360 Framework [Conference presentation]. 87th Annual International Conference of the Association for Continuing Higher Education, Milwaukee, WI.

Elliott, N. (2025, September). Introduction to Heart-Centered Connections [Keynote address and workshop]. Sonoma County Office of Education, Santa Rosa, CA.

Elliott, N. (2025, August). Unlocking the power of felt safety in the classroom [Keynote address], and Neuroinclusive spaces [Workshops]. Campbell Unified School District, San Jose, CA.

Elliott, N. (2025, August). Introduction to Heart-Centered Connections [Keynote address and workshop]. La Mesa Unified School District, Spring Valley Schools, Spring Valley, CA.

Elliott, N. (2025, July). Introduction to Heart-Centered Connections [Keynote address and workshop]. San Marcos Unified School District, San Marcos, CA.

Elliott, N. (2025, June). Creating safe spaces for marginalized patients and patients with mental health issues [Keynote address]. City of Hope, Virtual/Duarte, CA.

Elliott, N. (2025, May). Exploring SEL through a Neuroinclusion Framework [Morning keynote address]. SEL and Wellness Conference, Riverside County Office of Education, Riverside, CA.

Elliott, N. (2025, May). Calm does not equal regulated: Exploring a culturally responsive path to wellness [Afternoon keynote address]. SEL and Wellness Conference, Riverside County Office of Education, Riverside, CA.

Elliott, N. (2025, May). Mind-body insights for neuroinclusive behavior support [Keynote address]. Supporting Innovative Practices (SIP) 2025 Virtual Conference: Pump It Up! Elevating Voices and Belonging, Virtual/El Dorado County Office of Education, CA.

Elliott, N. (2025, May). Creating cultures of wellness for education leaders [Superintendent keynote address]. San Diego Office of Education, CA.

Elliott, N. (2025, January). Creating Heart-Centered learning environments [Keynote address]. Association of California School Administrators Superintendents' Symposium Women's Luncheon, Monterey, CA.

Elliott, N. (2025, January). Leveraging insights from neuroscience to advance equity in education [Keynote address]. Sonoma County Office of Education, Santa Rosa, CA.

Elliott, N. (2024, October). Mind-body tools you can use: A Polyvagal-informed approach for educators and helping professionals [Keynote address]. Association for Continuing Higher Education, Palm Springs, CA.

Elliott, N. (2024, June). Leveraging insights from neuroscience to revolutionize teacher education [Keynote address]. Kennedy Center, Virtual/Washington, DC.

Elliott, N. (2024, March). Mind-body tools you can use: Nervous system resilience for child-serving professionals [Keynote address]. Minnesota Association for Children's Mental Health, Virtual/Saint Paul, MN.

Elliott, N. (2024, February). Beyond inclusion: Leveraging insights from neuroscience to revolutionize teacher education [Keynote address]. Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education, Denver, CO.

Elliott, N. (2024, January). Introduction to Heart-Centered Connections [Invited presentation]. St. Louis Public Schools, Virtual.

Elliott, N. (2023, October). Breathwork and self-care for educators [Keynote address]. Upland Unified School District, Upland, CA.

Elliott, N. (2023, August). Mindfulness and wellness for the emerging leader [Invited presentation]. Association for Continuing Higher Education Emerging Leaders Institute, Virtual.

Elliott, N. (2023, June). Fulfilling the promise of belonging: Neurodiversity in higher education [Keynote address]. Miami Dade College, Wolfson Campus, Virtual/Miami, FL.

Elliott, N. (2023, April). How students with disabilities are affected by implicit bias after COVID-19 [Keynote address]. Santa Clarita Valley SELPA, Virtual/Santa Clarita, CA.

Elliott, N. (2023, April). Using mind-body awareness to uproot unconscious bias [Keynote address]. American Association of University Women, Greater Whittier Area, Whittier, CA.

Elliott, N. (2023, March). A Polyvagal-informed approach to embodied social justice [Invited presentation]. Quantum Way, Virtual/France.

Elliott, N. (2023, March). Reassembling the village: Wellness for foster care service professionals [Keynote address]. Dual County (SBCSS/RCOE) Foster and Homeless Youth Services Summit, Riverside, CA.

Elliott, N. (2023, February). Creating, preserving a legacy of mind-body wellness practices in the Black community [Keynote address]. Upland High School, Upland, CA.

Elliott, N. (2022, November). Creating, providing, and ensuring a welcoming and affirming environment for youth [Keynote address]. Sierramont Middle School, San Jose, CA.

Elliott, N. (2022, November). Introduction to Polyvagal Theory as a foundation for healing social interactions in the classroom and beyond [Keynote address]. Arroyo Valley High School, San Bernardino, CA.

Elliott, N. (2022, October). People. Purpose. Community. [Featured keynote address]. Association of Fundraising Professionals National Philanthropy Day Conference & Awards Luncheon, Los Angeles, CA.

Elliott, N. (2022, October). The awakening of awareness: Connecting the body to social justice through a Polyvagal lens [Featured presentation]. Polyvagal Institute Annual Conference, Atlantic Beach, FL.

Elliott, N. (2022, September). Introduction to intrapersonal mindfulness strategies to increase social-emotional learning for educators [Keynote address]. Arroyo Valley High School, San Bernardino, CA.

Elliott, N. (2022, August). Introduction to the neurobiology of felt safety and the impact on experiences of toxic stress, trauma, bias, and educator well-being and productivity [Keynote address]. Arroyo Valley High School, San Bernardino, CA.

Elliott, N. (2022, August). Understanding the impact of ACEs (adverse childhood experiences) on teachers' capacity for self-regulation and connection [Keynote address]. Marshall Fundamental Secondary School, Pasadena, CA.

Elliott, N. (2022, August). Embodying the mindset of a heart-centered educator [Keynote address]. Berryessa Union School District, San Jose, CA.

Elliott, N. (2022, July). Introducing the neuroscience of felt safety and co-regulation for teachers serving African American students [Keynote address]. San Bernardino County Unified School District, San Bernardino, CA.

Elliott, N. (2022, April). Using Polyvagal Theory as a foundation for healing human interactions in the classroom and beyond [Keynote address]. Association of California School Administrators, Region 8, Santa Clara, CA.

Elliott, N. (2022, February). Introduction to intrapersonal mindfulness strategies to increase social-emotional learning and eliminate unconscious bias within education professionals [Keynote address]. Association of California School Administrators, Region 8, Santa Clara, CA.

Elliott, N. (2021, October). Introduction to interpersonal mindfulness and effective strategies for promoting equity and conscious social change [Keynote address]. Pasadena Unified School District, Pasadena, CA.

Elliott, N. (2021, October). Mindfulness strategies for school leaders to provide a more caring and socially engaging school for students and staff [Keynote address]. Upland Unified School District, Upland, CA.

Elliott, N. (2021, September). Mind-body tools for administrator and educator well-being and success [Keynote address]. Santa Clara County Superintendents Association, San Jose, CA.

Elliott, N. (2021, August). The foundations of mindful leadership [Keynote address]. Upland Unified School District, Upland, CA.

Elliott, N. (2021, August). Introduction to mindful leadership [Keynote address]. Berryessa Union School District, San Jose, CA.

Elliott, N. (2021, August). Mind-body practices in the trauma-informed school [Keynote address]. James Madison Elementary School, Pasadena, CA.

Elliott, N. (2021, August). Introduction to the neurobiology of felt safety [Keynote address]. Milpitas Unified School District, Milpitas, CA.

Elliott, N. (2021, August). Welcome back event: Reset, re-engage, and re-ignite [Keynote address]. Pasadena Unified School District, Pasadena, CA. https://www.youtube.com/watch?v=8eYvsMNHo7o

Elliott, N. (2021, August). A teacher's power to transform [Keynote address]. Mesa Linda Middle School, Adelanto, CA.

Elliott, N. (2021, August). Wellness tools you can use [Keynote address]. Adelanto Elementary School District, Adelanto, CA.

Elliott, N. (2021, August). "Out of the bubble": Bringing centeredness and calm to the process of re-entering school post-pandemic [Keynote address]. Yucaipa-Calimesa Joint Unified School District, Yucaipa, CA.

Elliott, N. (2021, April). Social-emotional learning foundation for parents: Parents as healthy co-regulators for their children's nervous systems [Keynote address]. Dominguez Dream, Sacramento, CA.

Elliott, N. (2021, April). Healing-centered engagement in the trauma-informed classroom [Keynote address]. Adelanto Elementary School District, Adelanto, CA.

Elliott, N. (2021, March). Neurodiversity: Teaching with the needs of diverse brains in mind [Keynote address]. North Carolina Association of Independent Schools, Greensboro, NC.

Elliott, N. (2021, March). Introduction to mindful leadership [Keynote address]. Berryessa and Milpitas SELPA, San Jose, CA.

Elliott, N. (2021, February). How students impacted by trauma and adverse childhood experiences use mindfulness and other holistic mind-body practices to heal and make the brain available for optimal learning [Keynote address]. Mount Saint Mary's University, Los Angeles, CA.

Elliott, N. (2020, November). Neurobiology and mindfulness in the classroom [Keynote address]. Adelanto Elementary School District, Adelanto, CA.

Elliott, N. (2020, October). Mindset strategies educators can use to identify and manage their own stressors [Keynote address]. Westmark School, Encino, CA.

Elliott, N. (2020, June). When they see us lead [Keynote address]. Transformational Leadership Consortium, San Bernardino, CA.

Elliott, N. (2019, November). Environmental energetics for wellness spaces [Keynote address]. Inland Empire Health Plan, Rancho Cucamonga, CA.

Elliott, N. (2017, January). Graduation ceremony [Keynote address]. LaFetra College of Education, University of La Verne, La Verne, CA.

Elliott, N. (2017, May). Invited presentation at the Center of Neurodiversity, Learning and Wellness inaugural symposium [Invited presentation]. La Verne, CA.

Elliott, N. (2013, October). Creating a nurturing home environment for energetically sensitive children [Invited presentation]. Pasadena City College Community Education Center, Pasadena, CA.

INSTITUTIONAL TRAINING CONTRACTS

2025–2026 **San Marcos Unified School District**
Contract to provide professional development to equip heart-centered child-serving professionals with the theory and strategies needed to increase their wellbeing and employee capacity to support neurodiverse students. Train facilitators to deliver the Heart-Centered Connections Practitioner Program in SMUSD.

2025–2026 **Carmel Unified School District**
Contract to provide professional development to equip heart-centered child-serving professionals with the theory and strategies needed to increase their wellbeing and employee capacity to support neurodiverse students. Train facilitators to deliver the Heart-Centered Connections Practitioner Program in CUSD.

2024–2026 **LaMesa-Spring Valley School District**
Contract to provide professional development to equip heart-centered child-serving professionals with the theory and regulation strategies needed to increase their wellbeing and employee capacity to support neurodiverse students. Train facilitators to deliver the Heart-Centered Connections Practitioner Program in LMSVS.

2024 **St. Louis Public Schools**
Delivered Heart-Centered Connections curriculum to district office administrators and

staff. Increased leadership capacity to support children and families who experience marginalization in the school system.

2022–2024 **St. Anne's Family Services**
Multi-year contract to provide professional development to equip heart-centered child-serving professionals with the theory and regulation strategies needed to increase their wellbeing and employee capacity. Build staff capacity to integrate the Heart-Centered Connections curriculum into the new employee training program.

2022–2024 **Riverside County Office of Education, California**
Multi-year contract to provide professional development for education professionals across 31 school districts who provide services to children experiencing foster care or homelessness. Emphasizing polyvagal-informed social-emotional learning to help professionals provide heart-centered connections for youth.

2021–present **Peace4Kids**
Multi-year contract to provide Heart-Centered Connections training for foster care service professionals. Prepare emancipated foster youth to serve as public school advocates for children who are presently in foster care.

2020–present **Berryessa Union School District, California**
Multi-year contract for professional development using a polyvagal-informed approach to leadership, drawing from the fields of interpersonal neurobiology, mindfulness research, trauma-informed teaching and holistic wellness practices. Leadership coaching in mindfulness for social justice.

2020–2024 **Pasadena Unified School District, California**
Multi-year contract for professional development using a polyvagal-informed approach to leadership, drawing from the fields of interpersonal neurobiology, mindfulness research, trauma-informed teaching and holistic wellness practices. Leadership coaching in mindfulness for social justice.

2020 **SELPA Administrators of California**
Statewide contract for professional development sessions to train directors of special education services in anti-bias work to address the overrepresentation of children of color in special education placements.

2018–2024 **San Bernardino City Unified School District, California**
Multi-year contract to provide professional development for special education teachers and paraprofessionals in the district using a polyvagal-informed approach to equity, inclusion, and trauma-informed teaching practices.

GRADUATE COURSES TAUGHT

Special Education 502: Educational Neuroscience and Neurodiversity

Neurodiversity and Inclusion Certificate: Mindfulness and Neuroscience in Education

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SERVICE TO UNIVERSITY OF LA VERNE

2019–2023 Member, Disability Services Accommodations Committee

2019–2023	Instructor, Bi-weekly Campus Mindfulness and Breathwork Sessions
2021	Instructor, LaFetra College of Education Diversity & Inclusion Certificate
2017–2020	Member, Graduate Council

PROFESSIONAL AND COMMUNITY SERVICE

2024–present	Board Member, Polyvagal Institute
2020–present	Board Member, Pasadena Education Foundation
2021–2024	Board Member, Side Street Projects
2007–2018	Founding President, Board of Directors for Aveson Charter School
2005–2011	Volunteer Yoga and Family Life Education Instructor, McAlister School for Pregnant and Parenting Teens (Los Angeles Unified School District)
2005–2010	Volunteer, Yoga for Youth
2003–2005	Volunteer Pre-Natal and Children's Yoga Instructor, The Blessings Center
1998–2000	Community Outreach and Volunteer Coordinator, Los Angeles Educational Partnership
1995–1997	Secretary, Board of Directors for the Teaneck Federal Credit Union
1994–1997	Chair, Multicultural Curriculum Committee, Teaneck Public Schools
1995	Chair, Parent Outreach and Diversity Committee, Teaneck Public Schools

HONORS AND AWARDS

2026	University of San Diego, Sister Sally Furay Faculty Excellence Award
2025	21st Century STEM, Mindful Leadership Award
2022	Association for Continuing Higher Education, Leader of the Year
2020	Sacred Sistahs, Inc., Shero Award
1999–2002	Spencer Foundation Research Training Grant, Spencer Fellow
2001	Honors, Doctoral Qualifying Exam
1992–1994	Teachers College Fellowship, Urban Scholar
1992	Delta Sigma Theta Sorority Achievement Scholarship

MEMBERSHIPS

American Association for Colleges of Teacher Education

American Educational Research Association

Council for Exceptional Children

Delta Sigma Theta Sorority, Inc.

International Kundalini Yoga Teachers Association

Polyvagal Institute