



PRINCETON PRIZE
IN RACE RELATIONS

2021 **AWARD
RECIPIENTS**



AT LARGE REGION

Nyché Andrew, whose traditional names are Skavaq Sivulliuqti, is an 18-year-old Indigenous senior at Service High School. As a Yup'ik and Inupiaq Alaska Native student, Nyché's work revolves around eliminating racism and advocating for equity in education. In October 2018, she joined the Anchorage School District's Native Advisory Committee to push for a policy that would allow students to wear their tribal regalia during high school graduation ceremonies. As a member, she helped send out thousands of letters as part of a campaign asking for support of the policy from corporations, legislative bodies, and villages. Nyché then testified to the school board, dressed in her own regalia, explaining the importance of celebrating

such a milestone as graduation with cultural pride. A policy was passed in April 2019, and she is currently championing a resolution to expand the established policy. Nyché's efforts to better education within her community did not stop there. In October 2019, Nyché established the Indigenous Student Union at Service High School. The purpose is to encourage Native students to embrace their identity by hosting culturally enriching activities, promoting inclusivity school-wide, and encourage academic excellence. Through this organization, she and the Union hosted multiple school gatherings, implemented land acknowledgments, and held regular meetings with traditional activities and opportunities. During the Covid-19 pandemic, she earned a grant in which she gathered and distributed school and food supplies to address the financial needs students faced.



WASHINGTON, D.C.

Queen Balina is a junior at Winston Churchill High School in Potomac, Maryland. During her freshman year, she co-founded her school's Restorative Justice Student Coalition (RJSC) with then-sophomores Trevor Gardemal and Bailey Herman. The RJSC's aim was to host school-wide Study Circle discussions about the effects of race and culture on students, staff members and other community stakeholders. This was in response to Churchill making national news in 2019 for students handing out n-word "passes." The school had an unfortunate history of similar incidents, ranging from a "whites only" bathroom sign to swastikas appearing on desks. Due to the RJSC's pursuit of courageous conversations, Churchill transitioned to a place where a restorative justice mindset was encouraged to promote and restore

interpersonal bonds and proactively prevent future discrimination. As co-founder and co-president, Queen recruited students and staff to participate in discussions, created detailed presentations for all circles the RJSC sponsored, trained 79 student facilitators, and wrote outreach and recruitment emails. This work was completed in collaboration with her co-founders, staff sponsors Mr. Gary Carter and Ms. Ericka Mbachu, and the school administration. Queen and her team also adapted the Study Circle format into condensed Advisory Circles that took place during homeroom to make restorative justice more accessible to all students. By the time she won the Princeton Prize, Churchill's 82 student facilitators had led 107 circles involving all of the school's approximately 2,500 students. Due to her work at the school-level, Queen began interning with the student well-being and

achievement team of the Montgomery County Public Schools (MCPS) Division of Restorative Justice, School Counseling and Student Leadership Services in July 2020. Working with the county, she hopes to expand these student-led discussions to other MCPS schools under her district-wide Student Voice Initiative. Queen plans to use her internship and her positions as a student representative on the MCPS Anti-Racism Audit Steering Committee and Secretary of the countywide Student Government Association to continue her student advocacy and restorative justice work throughout her senior year. She will mentor up-and-coming student leaders to continue her work after she leaves Winston Churchill High School.



TENNESSEE (NASHVILLE REGION)

Emanuel Barrett is a senior at Montgomery Bell Academy in Nashville, Tennessee. Emanuel serves as the co-founder and president of Tearing Down the Walls (TDW) club at his school. TDW promotes constructive conversations about race relations, respect for any and all sexual orientations, and social justice. Its mission is to create action through conversation by inviting all-school speakers, hosting monthly discussions, contributing to the school paper and organizing events such as panel discussions, often collaborating with other schools in the Nashville area. Since TDW is a student-led organization, it values empowering the voices of students to unify the community. Emanuel has organized events such as a religion panel,

Asian American cultural panel, and gender equality panel to highlight different issues involving marginalized communities. Emanuel's club has also developed programming for Black History Month for his school in February with performances by Black students and faculty, presentations on Black historical figures, and two speakers. In addition, Emanuel helped the librarian curate a slideshow of important events in Black history to display on TV screens throughout campus. Another central aspect of TDW is how it brings speakers to the school to share their experiences and educate the student body, such as the Senior Director of Procter & Gamble Eric Austin to discuss implicit bias, or Claude Gatebuke, who survived the Rwandan Genocide to talk about systemic injustice. By providing a floor for these discussions, the culture of Emanuel's community can shift to one that's about understanding and respecting differences. TDW has 239 members, which is the largest club at his school. TDW positively impacts a lot of people ranging from 100+ at events to 800 people during an all-school assembly. Initiatives like these are just a few examples of how TDW pushes these conversations of diversity and inclusion to the forefront. Emanuel hopes to leave TDW with a strong legacy for younger students to take charge and continue broadening the club outside of the school's community.



NEW JERSEY (NORTHERN NJ REGION)

Christopher Butcher is a senior at the Academies @ Englewood in Englewood, New Jersey. Chris serves as the president of both the Black Student Union of Englewood and the NAACP Youth and College Division in Englewood. According to Chris, “the campus of Dwight Morrow and the Academies @ Englewood is undoubtedly one of the most diverse in Bergen County, however, the diversity of the school often masks the institutionalized and interpersonal racism that permeates throughout its campus.” The blatant dichotomy between the two academic programs based at Dwight Morrow, the Academies and the comprehensive program, has continued to influence campus culture since the inception of the Academies in 2008. Chris has

organized meetings with the Board of Education to discuss the implementation of policies and practices to unify both campuses and foster a more inclusive learning environment. He also hosts educational workshops to educate his campus on a multitude of racial justice issues. As president of the BSU, Chris is a mentor, tutor, college consultant and listening ear to all BSU members. He is currently working on implementing an African American Studies Course into the curriculum and is partnering with Students Demand Action Bergen County to run an implicit bias training on campus. As the president of the NAACP Youth and College Division, Chris helped provide Christmas gifts to children with incarcerated parents to reduce the psychological trauma of an absent parent, helped supply over 200 children with school supplies for the 2020-21 school year, and gave away Covid-19 supplies (500 reusable masks, 1000 n95 masks, 80 packs of antibacterial wipes and 80 bottles of hand sanitizer) to those in need in his community. He also serves as the co-president of a school spirit club in which he assisted in the desegregation of an event that once only included Academy students. Chris puts a tremendous amount of effort into improving the conditions of his school and community on a daily basis. He stays motivated to do so because of his innate desire to “establish a network of success and support” which he hopes will invigorate the youth of Englewood to improve the circumstances they were born into.



CALIFORNIA (SAN DIEGO REGION)

Metztlí Carbajal is a junior at Southwest High School in San Diego, California. Metztlí serves as class president, student body attorney general, peer juror at her local teen court, among other law or education-oriented leadership positions. She understands the power that comes with understanding your background and ancestry, which has helped her identify with her own Mestizo roots evident in her Aztec name. As a result, Metztlí takes pride in defending ethnic studies and cultural education through a plethora of activities like Escuelita Aztlan, Ethnic Studies Now, and even drafting her own ethnic studies curriculum for disadvantaged youth in San Diego. As hate crimes continue to rise, Metztlí believes cultural education is

important to prioritize because it skews the students’ learning away from the Eurocentric narrative, and instead delves into the sociological, economic, historical and socio-emotional context of ethnic studies that creates more empathetic students. In her work, Metztlí organized an Ethnic Studies Now campaign in her high school district, which further pushed the district to approve ethnic studies at

all of their high school campuses. Metzli has also been a consistent student at Union del Barrios’s Escuelita Aztlan, where she engages in discussions about race and ethnicity from Chicano history. She drew inspiration from the campaign and Escuelita Aztlan to draft her own ethnic studies curriculum, which encompasses concepts like oppression, identity, discrimination and allyship. Outside of her cultural education awareness work, Metzli interns at a local immigration law firm and at UNA-USA as a Champion of Equality. Metzli hopes to continue her social justice work at the university level, before becoming an immigration attorney.



TEXAS (HOUSTON REGION)

Jennifer Hamad is a senior at Heights High School in Houston, Texas. Her work to address educational inequities that disproportionately affect low-income minority children in public schools across the United States has taken on the form of a model to revolutionize the way children are educated in the country. Known as “HEEP II,” the financially self-sustaining plan aims to undo systemic educational inequities by incentivizing student attendance and teacher pay, combating childhood illiteracy, reinvigorating classrooms, and bolstering student motivation. Jennifer has acted as the student spokesperson and student researcher throughout the development of the plan, which is now in the execution phase and holds the potential to

impact the lives of the Houston Independent School District’s 214,000+ students and the nation’s 50+ million K-12 children in public schools upon national implementation. Although resistance has accompanied her work to reform the public education system, Jennifer says her efforts to uproot educational inequities will not cease until every child has access to a quality education that provides them with the skills they need to succeed and achieve their dreams. Over the summer of 2020, Jennifer also developed and released a survey that received national attention and garnered over 3400 responses in efforts to gauge the opinions of parents, students, and teachers regarding school reopening plans in the fall semester in Houston Independent School District amidst the COVID-19 pandemic. After running statistical analysis on the survey, she discovered that low-income minority children would be disproportionately affected by COVID-19 because their families lack necessities at home that would force them to return to school in person if a choice is given. In response to her survey findings, Jennifer wrote an op-ed for the New York Daily News, founded a free tutoring initiative for elementary aged children, and informed HISD’s decision to bolster food distribution efforts to combat hunger in the district.



CALIFORNIA (LOS ANGELES REGION)

Stephanie Hu is a junior at Tesoro High School from Orange County, California. Her identity as a Chinese American has pushed her to passionately uplift marginalized voices into intersectional activism. With the rise in anti-Asian racism and violence during COVID-19, Stephanie finds it crucial to advocate for the Asian Pacific Islander Desi American community. In April of 2020, Stephanie founded Dear Asian Youth, a youth-led, international organization committed to amplifying voices of the Asian community through digital activism, grassroots organizing, and community-based advocacy. In less than a year, DAY has published 350+ literary works, expanded to 150+ chapters across 13 countries, and held 30+

webinars and workshops. Outside of her work with Dear Asian Youth, Stephanie also co-founded CUSD Against Racism, a student-led organization devoted to combating racism and inequity in Capistrano Unified School District. Her work at CUSD Against Racism includes collaborating with the District to push its Open Letter demands, leading all 6 student task forces across CUSD's various high schools, and managing the content creation team. Stephanie is also the co-executive director of the Women of Color Conference. The 2-day conference held in March united 4,850+ girls of color to engage with career-oriented panels from 31 renowned speakers, mental wellness workshops, a mentorship program, \$4000 in scholarships, and performances from creatives of color. From the conference, Stephanie witnessed firsthand the sheer power of unity and solidarity among women of color. In addition, Stephanie is the education policy director of the California Association of Student Councils, which seeks to equip California students with tools to directly influence the education system, and is also the media director of Empowerment Collective, which works to engage and mobilize youth in every step of the legislative process to pass groundbreaking legislation in California. In her high school, she serves as the Diversity Coalition Student Representative, Cultural Proficiency Task Force Student Representative, and Counseling Advisory Board Student Representative. In her free time, she enjoys expressing her creativity through writing poetry and playing piano.

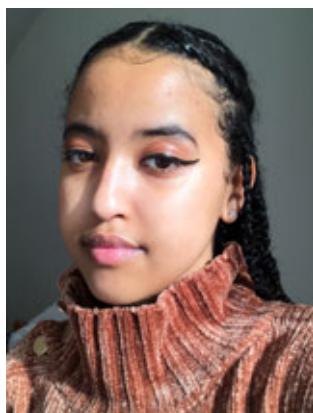


ALABAMA

Jordyn Hudson is a senior at Indian Springs School, located in Birmingham, Alabama. Committed to rolling up her sleeves and making a difference, she has dedicated her life beyond academics to political, diversity and philanthropic work – including serving in leadership roles with Youth Serve Birmingham, Youth Philanthropy Council, Alabama Youth Legislature, Indian Springs Student Government and Student Ambassador Program, Mock Trial, Heritage Panel and Black Student Caucus. Knowing that racial and social injustices needed to be addressed on the campus of her school, she developed a proposal to create the institution's first diversity and inclusion initiative. This year, her diversity and inclusion initiative was adopted by the institution and incorporated (1) an annual student orientation on race, (2)

the establishment of affinity spaces, (3) bi-monthly diversity symposiums, and (4) the creation of a cultural society. Significant moments in 2020 — especially the senseless killings of George Floyd, Breonna Taylor and Ahmaud Arbery — caused Jordyn to elevate her work and focus on social

activism targeting racial injustice. To that end, she launched Shape the Culture (www.shapethecultureco.com), a social impact company that created a digital platform to highlight the good work young persons of color are doing to impact and move the country forward. As a part of her work with the company, she recently produced and directed a documentary film, “Shape the Culture: Then and Now,” which looks at how young people have impacted the fight for equality. The film will premiere in the summer of 2021. Through her work with Shape the Culture, Jordyn has tackled difficult subjects like the impact of racial injustice on the mental health of young people and the effects of race on justice in America with attorney Benjamin Crump. Last summer, Shape the Culture hosted the “Be the Change” Unity Rally in the same park where children in the 1960’s marched for justice and equality in Birmingham. In the fall, Jordyn will be attending Spelman College, where she plans to continue her education and her role as founder and CEO of Shape the Culture, which will be expanding its projects and programs nationwide.



NEW YORK (NEW YORK CITY REGION)

As a Bronx native who grew up surrounded by the arts, *Layla Hussein* uses storytelling as an ingredient of reshaping the stereotypes of marginalized communities and combating underrepresentation across various fields. As a current high school junior attending Fordham High School for the Arts, Layla has flourished into a leader within her school community and NYC in its entirety. She is the co-founder and executive director of Journals of Color (JOC), a Bronx-based and teen-led literary magazine that works to increase BIPOC representation in literature through monthly publications. It not only serves as a unique platform for Bronx teens to creatively express and amplify their voices, but it ultimately serves as a motivator for Bronx youth to s

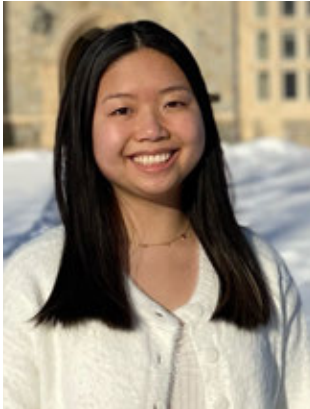
timulate change by utilizing their superpowers of writing, art and photography. After a month-long creation process of its first issue, Identity, Journals of Color amassed 200+ page views, sparking praise and recognition from Bronx organizations like Bronx Documentary Center, Bronx Native and Bronx Collab. Numerous guidance counselors across Bronx schools have expressed their support by encouraging more students in their school to join the Journals of Color team. As their work encompasses a powerful collaboration of advocacy and creativity among a team of 40+ teenagers, teachers included JOC work in their curriculum, as they find it valuable to include diverse, raw young voices from the community in some of their lessons. Additionally, their Instagram page (@journalsofcolor.mag) offers another opportunity for Bronx teenagers to collaborate and educate their audience, with articles centered around racial issues, breaking news, BIPOC history, cultural holidays, and Bronx news and spotlights. The work on their Instagram has been reposted by national organizations, such as Girls Who Code, to help amplify and educate others about racial discrimination. Outside of Journals of Color, Layla is actively involved in the Bronx Borough Student Advisory Council and the Chancellor’s Student Advisory Council. She collaborates with other youth leaders and DOE stakeholders to produce equitable and engaging communication platforms to enrich the 1.1 million voices of NYC public high school students. Layla also serves as a National Curriculum Council Member at Diversify Our Narrative to create anti-racist curriculum and pedagogical resources for K-12 teachers of all subjects. Layla will continue to reimagine and shatter social norms through various initiatives she will implement in Journals of Color, including mentorship programs, contests, panels, workshops and more.



OHIO

Ethan Khorana is a freshman at the Mastery School of Hawken in Cleveland, Ohio. Over the summer of 2020, Ethan co-founded an organization called the Minorities Together Movement which led a police reform campaign in Shaker Heights, Ohio. The organization, built of people under the age of fifteen, created the Just Society Proposal: a list of simple legislative police reforms. The Minorities Together Movement campaigned for these reforms alongside the ACLU of Ohio and the Shaker Heights Anti-Racism Coalition and conducted several meetings with the mayor and members of the Shaker Heights City Council. After organizing several protests, town halls and meetings, a list of these legislative recommendations

was included in the first round of police reforms, and police union contracts were renegotiated to not let officers' disciplinary actions be erased. In particular, the Movement's protest was cited as the cause for deleting a "proposed contract clause (which) stated that oral and written reprimands shall, upon written request to the police chief, be removed from an employee's file after a retention period of three years." In addition to his work on police reform with the Minorities Together Movement, Ethan is also the co-chair of the ACLU of Ohio Northeast Action Team for Police Reform, a board member of South Asians for Justice and Equity and a member of the League of Women Voters. Ethan has also testified in the Ohio State Senate on efforts to reduce the digital divide.

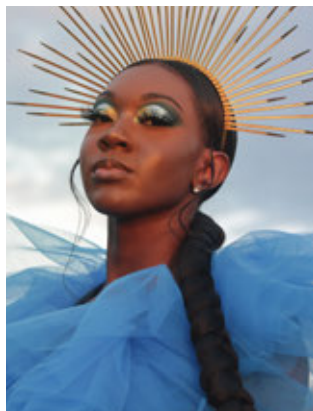


CONNECTICUT

Karen Lau is a senior at Norwich Free Academy in Norwich, Connecticut. She currently serves as president of the Robertsine Duncan NAACP Youth Council. The rapid increase in hateful sentiment and xenophobia towards Asian Americans fueled her desire to become an activist for racial justice. After marching against police brutality and systemic racism, she and a group of activists began organizing the "Community Chat with the Norwich Police Department" forums. Citizens and officers spoke about de-escalation policies, crisis intervention training, and police response to domestic violence situations. These conversations inspired her pursuit to combat social injustices and mobilize young activists to work towards

ending inequities that target underfunded communities. In February 2021, Karen helped organize a Black History Month Town Hall series with the theme, "Strengthening Our Community, Policing and Criminal Justice System." The first Town Hall focused on the impact of the Norwich Community Policing Unit, police department initiatives that increase accountability, and programs to engage residents and officers in conversations about social change. The second Town Hall focused on the criminal justice system, the Juvenile Review Board, diversionary programs, and the roles of public defenders and prosecutors. Students and panelists engaged in a conversation about restorative and transformative justice, impacts of substance abuse and mental health on offenders, and socioeconomic inequality. Karen's efforts to advance racial justice on the NAACP Youth Council will be sustained by the newly elected officers for next year who will lead similar community-wide initiatives to educate students about policing, education policy, and voting rights. As a student representative on the Norwich Race Equity Committee, Karen is working with local principals and

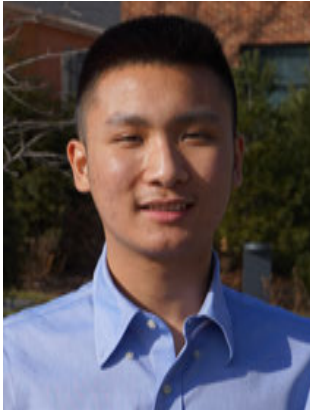
educators to draft the Norwich Racial Equity Policy for Board of Education consideration. Her goal is to diversify the hiring of faculty and staff, build inclusive curriculums featuring multicultural literature and history, and increase resources to support students' socio-economic needs. Karen has also advocated for racial justice at Mitchell College's "Diversity, Inclusion, Belonging and Social Justice Week" and "Standing Against Asian Hate" panels.



MARYLAND

Kellsie Lewis is a sophomore at the Bryn Mawr School in Baltimore, Maryland. Kellsie is the co-founder and director of "Black at the Trischools," a social media platform that amplifies Black voices by sharing narratives of the Black experience while attending predominantly white institutions. The murder of George Floyd and Breonna Taylor revealed the persisting systems of racial inequality in America. As the world quarantined while living in the midst of two pandemics, racism and COVID19, Black students were left without an outlet to express their suffering. Kellsie created "Black at the Trischools" to liberate engaged voices of the trischools: Bryn Mawr, Gilman, and Roland Park Country School. @BlackattheTrischools is an Instagram

page for Black alumni, parents, and students to reclaim their voices through storytelling. The page has reached over 4,000 people, receiving over 200 anonymous stories, and prompting the "Black At" social movement where Black students of predominantly white institutions use the power of testimony to demand change. After reviewing the riveting stories from the account, the heads of the trischools reformed their schools' practices by releasing action steps towards anti-racism which included the installation of a director of DEI, counteracting implicit bias training for teachers, and working to hire a diverse staff. Since the creation of the page, Kellsie has also organized a walkout, following the mistreatment of a Black faculty member, to speak out against a school system that actively devalues and silences Black voices, despite their claims towards anti-racism. The walkout received positive media attention from outlets such as the U.S. News and World Report and the Baltimore Sun. Aside from managing @BlackattheTrischools, Kellsie serves as class president and a leader of her school's Black Student Union. Within those positions, Kellsie has organized schoolwide convocations that highlight the Black experience and she's currently naming a space on campus to honor the legacy of the first Bryn Mawr Black students. Once Kellsie graduates, she will continue to oversee the account with the help of current students. Kellsie will continue to foster an environment where Black people feel a sense of belonging within their own space.



PENNSYLVANIA (PHILADELPHIA REGION)

Quinn Luong is a junior at The Haverford School in Haverford, Pennsylvania. Quinn serves as the co-chair of the Diversity Alliance and founder of the National Diversity Coalition (NDC), a student-run organization of over 80 student ambassadors across 20 states nationwide, working to promote diversity, equity and inclusion (DEI) in the communities of member schools. In response to the global outcry for social justice and change, Quinn recognized that the causes of systemic racism in his school were rooted in the school curriculum, insufficient restorative justice procedures and the lack of discussions surrounding DEI issues. Recognizing the lack of representation within his school curriculum, Quinn successfully

petitioned his English department to remove a novel depicting Asian Americans in racist caricatures and incorporate better AAPI representation within each course and text. Quinn also progressively pushed for his predominantly white Honor Council to grant equitable voting power to the diversity liaisons, allowing them to fight for the justice of victims of discriminatory incidents by having a voice in decision-making. Quinn has also called for robust restorative justice procedures, through the formation of a bias protocol team, that serves to better help students like him that were subjected to harassment and bullying. After finally embracing his identity despite pushback and alienation from his peers, Quinn has made headlines in the newspaper and became a viral sensation on social media for his poems discussing anti-Asian sentiment and prose about homophobia within his community. Realizing his classes failed to address the polarizing political divide among students during the 2020 Presidential Election, Quinn facilitated and hosted the first-ever Open Political Discussion, in which over 100 students came to have tough conversations in a safe space. Seeing the demand for these conversations, Quinn hosts weekly Chit-Chat and Chews that are open discussions surrounding different DEI issues that are left out of the classrooms and textbooks. Outside of Haverford, Quinn is a member of Congresswoman Mary Gay Scanlon's Congressional Youth Cabinet, where he and other students provide Congresswoman Scanlon with their own ideas about solving pressing issues within their district and beyond. Realizing his school community goes only so far, Quinn decided to empower and work with students nationwide to enact real change within their communities in the National Diversity Coalition. He believes that all the effort he put into organizing, educating and mobilizing others will continue with future leaders who will continue his legacy and forever impact future generations of students who would walk in the same hallways.



FLORIDA (TAMPA REGION)

Yamira Patterson is a junior at Saint Petersburg High School in the International Baccalaureate Program. Yamira serves as the co-president and co-founder of the Black Students Association at Saint Petersburg High School where she advocates for racial justice and Black awareness in her school community. Yamira is also the junior vice president of her school's English National Honor Society and the president of the Amnesty International Club. Outside of school, Yamira is a student activist coordinator for Amnesty International USA-Florida and a student representative on the Pinellas County School's Curriculum Review Task Force. Yamira's work on the task

force and in all of her activism endeavors has served many students in her school community and throughout the state of Florida. Yamira hopes that all of her organizing efforts will allow students to shape their communities for the better and ensure that racially marginalized students are centered in conversations of justice.



FLORIDA (MIAMI REGION)

Jean Qian is a senior at Cypress Bay High School in Weston, Florida. Along with her peers in BLMWeston, she coordinated the first Black Lives Matter protest in the city, sparking discourse on police brutality. The group continued its work in racial justice by compiling a 30-page living document to function as a report to the City of Weston on racial and social justice, as well as doing investigative work to expose and disband a Facebook group of citizens who had links to white supremacy groups. During the municipal elections, Jean coordinated interviews and published reports on more than two dozen candidates, evaluated for their commitment to social issues like criminal justice and education reform. The group also pushed the city to

pass its first set of council resolutions pertaining to racism, which included a resolution promising measures of police reform and a resolution against antisemitism and anti-Asian bigotry, in relation to rising ignorance related to misinformation about COVID-19. The impact that she feels most proud of, however, was the group's efforts to successfully establish the first African American history class in Florida's largest public high school. She believes that there is valuable insight that can be gained from a high school history class that comes from a non-Eurocentric point of view for a comprehensive education that is vital to how one views the world.



KANSAS (KANSAS CITY REGION)

Adib Rabbani is a sophomore at Pembroke Hill School in Kansas City, Missouri. He started the Social Justice Club for middle school students at his school to help youth experience the joy of learning about other people and their ways of life and how an open and welcoming attitude towards diversity can advance racial equity and social justice. The club started in a classroom setting with 10 participants, but it moved to an online format with participants joining from around the US and abroad when the pandemic hit. Currently, youth from Brazil, Peru, Rwanda, Mexico, and the US meet bi-weekly over Zoom to reflect on the meaning of human dignity, how racism is an obstacle towards the experience of oneness, and why sacrifice

and humility are needed to build unity across races and cultures. Adib initially led the conversations, but middle school participants and high school students soon joined forces to facilitate the online meetings. Together they also offered two one-week Social Justice Summer Camps to over 60 children from around the world. The club, moreover, organizes hands-on social projects. During the height of the pandemic, it purchased hundreds of washable masks for refugee and immigrant families in Kansas City, furnished cleaning products for the families of garbage collectors in Brazil, and assisted with the

cost of repairing the roof of a local shelter. This experience has helped Adib and the other participants to move beyond the passive acceptance of people's differences and find value and purpose in the diversity that exists at their school and community. Adib also learned creative ways to motivate younger students to participate in in-depth reflections by sharing responsibilities. Together they organized an International Art for Social Justice Contest, where the middle school participants helped judge the over 200 submissions they received. For these conversations to continue and expand, middle schoolers are learning how to design and teach social justice lessons. To raise funds for the club's social projects, Adib created the "Just Art" Facebook page, where children and youth can display and donate their artwork.



MICHIGAN

Jaanaki Radhakrishnan is a junior at Bloomfield Hills High School in Bloomfield Hills, Michigan, where she serves as head of the district's Student Equity Council. After transferring to BHHS as a sophomore, Jaanaki observed a need for significant improvement in the district's racial climate. With the resurgence of the Black Lives Matter movement following the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd, Jaanaki banded together with fellow students to demand her district implement change. They authored an anti-racism resolution which was adopted by the board of education. Jaanaki then co-founded SEC to promote equity and justice in the district. The council has facilitated racial justice discussions and training for staff and the school community; created

equity-based teaching guides; planned the district's Black History Month programming; and presented at the national Kevin's Song Conference on the importance of equity in education. Future plans involve expanding community programming; creating a staff anti-racism training program; prioritizing racial justice and equity in primary education; and revising the district's racial harassment policy while introducing a restorative justice-based response plan. Next year Jaanaki will lead an independent study to institutionalize and expand the council. While SEC's work has been extremely well-received by the community, beyond its direct impact, the council serves as a vital refuge for students of color in a predominantly white district. Outside of Bloomfield, Jaanaki is an active community organizer in the Detroit area. She is a member of Detroit Area Youth Uniting Michigan through which she has led a number of racial justice initiatives. She co-organized several BLM protests and a mural initiative, and works to combat environmental racism with the Michigan Environmental Justice Coalition. She continues her education justice work by volunteering as a literacy coach for ESL students and acting as an advocate for school abolition. Jaanaki views her activism not only as service, but also a tool of survival. She maintains that the organizing world has given her infinitely more than she has given it, and is eternally grateful to her partners in this work and the communities that built and support her.



NEW JERSEY (CENTRAL/SOUTHERN REGION)

Machayla Randall is a senior at Cherry Hill High School East in Cherry Hill, New Jersey. Machayla plays as a captain for the East Volleyball Team and is one of the leaders of the African American Culture Club. As one of the leaders, she took part in organizing a student led protest and march titled, “The Learning Begins Now; Stop the Ignorance” where they pushed educational reforms in the district including mandating an African American Studies Course with race relations as a graduation requirement for all high school students. The goal of this course is to not only uncover other perspectives in history for a more diverse lesson, but to challenge the traditional way of thinking through learning with a new viewpoint.

Eventually, after many meetings and discussions with committees, the Cherry Hill Board of Education approved the course to begin with the freshman class of 2025 on February 27, 2021. Though the course was passed, Machayla recognizes that this is only the first step, and continues to advocate for change, through media and working with the Social Justice Committee formed in her community.



CALIFORNIA (SAN FRANCISCO REGION)

Sneha Revanur is a junior at Evergreen Valley High School in San Jose, California. As the founder and president of Encode Justice, an international, youth-led organization working to advance racial, social and economic justice in the age of artificial intelligence, she has mobilized hundreds of students across 30+ U.S. states and 20+ countries to fight for an equitable technological future. With roots in local organizing, Encode Justice’s first initiative successfully opposed California Proposition 25, which would have mandated the use of racially biased risk assessment algorithms. Now, the organization is resisting government use of facial recognition technology; the software disproportionately misidentifies people of color and has caused

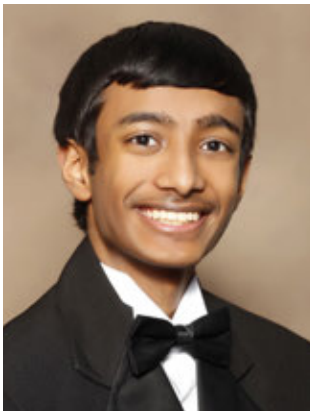
the wrongful arrests of three Black men. Encode Justice’s policy, advocacy, education and research initiatives have had a tangible impact. Sneha’s work includes helping introduce a surveillance ordinance in San Jose and directly contributing to the passage of a facial recognition ban in Minneapolis; overseeing an AI ethics workshop program that has reached 3,000+ high school students, many of them Black, Brown, and low-income; and training Encode Justice’s cadre of youth lobbyists, who have met with 50+ local, state and federal lawmakers. Sneha wrote and published an op-ed for Teen Vogue about the success of the organization and the importance of student advocacy in the pursuit of algorithmic justice. Outside of Encode Justice, Sneha is the co-editor-in-chief for a youth political journalism collective, a congressional campaign veteran and an avid writer.



COLORADO

Zaira Najera Rodriguez is a senior at Eagle Valley High School in Gypsum, Colorado. She co-founded and currently serves as co-chair of SPICE (Students Promoting Inclusion and Civic Engagement) at her school and is a member of Youth Celebrate Diversity's Student Virtual Board. She has continued to create programs like Wellness Week through all four years of high school, which has allowed her whole school to benefit. SPICE has allowed students and community members to start conversations that weren't being discussed four years ago. It has been influential in creating resources for policies by the district to take on Equity initiatives as a top priority. She has also been a part of the Executive Committee for the

Mountain West Diversity Conference for two years and in her junior year, she was elected co-chair. She also became a host of the A Time to Unite Virtual Festival and every year, she has been a student facilitator for the conferences. The MWDC reached students in the Western Slope of Colorado and the virtual festival reached students all over the nation. Both the conference and the virtual festival touched on almost all aspects of diversity and inclusion. They gave students the opportunity to learn about other people's differences and hard topics like racism and equity, and then take everything they learned back to their communities to try to improve them. She has continued her work with both activities by recently presenting to the school board on not going back to four days a week this year as she and SPICE have also been working towards two podcast episodes on immigration and DACA for Youth Celebrate Diversity's upcoming podcast. Her experiences advocating for social justice in her community, Western Slope, and at the state level have affirmed to her that public service is not only her passion, it is her purpose. She wants to be a voice for those who are too scared or unable to speak about the injustices they have faced.



GEORGIA

Jamal Sayid is a senior at Grayson High School in Loganville, Georgia. He is an advocate for social justice as the president and founder of Global Diversity and Awareness Club (GDAC), a national organization that fosters an understanding of world events and promotes racial inclusion. After recognizing that students of color and those of minority backgrounds have repeatedly encountered racism and discrimination, and struggled to feel accepted at his school, Jamal founded his organization to raise awareness of such issues and rebuild harmonious relationships between students of different races, ethnicities, and backgrounds and create a more inclusive environment among faculty members at his school and within his

community. Through his organization's monthly meetings highlighting different regions of the world, Heritage Recognition Months, monthly forums, and advocacy campaigns, his organization has fostered a more collaborative, accepting, and tolerant environment. GDAC's initiatives have also facilitated more engagement from the administration and faculty at his school where students now feel proud of their diverse backgrounds and cultures without feeling fear of being rejected. He has also combined his research as a World Science Scholar, his passion for service as a 2021 Coca-Cola Scholar, and his commitment to leadership as Senior Class President with GDAC's platform; the

club is dedicated to serving others by routinely coordinating food and clothing drives as well as PPE service drives for Atlanta clinics and hospitals. The dreams that Dr. Martin Luther King Jr. and Congressman John Lewis had for the future continue in Global Diversity and Awareness Club's mission, where future leaders will continue the work to advance racial equity and promote further understanding of global events by engaging in meaningful conversations, promoting the importance of diversity, and ensuring a more accepting society conducive to love, appreciation, and care. Jamal's organization has reached thousands of individuals within his school and even more within his city and community. His social justice and advocacy work has inspired him to undertake a career as an attorney and congressman in the future. Jamal intends to double major in political science and business administration at Rice University as a Trustee Distinguished Scholar in the fall.

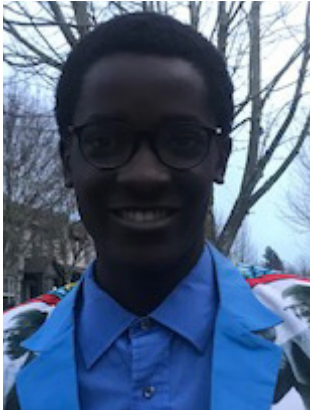


TEXAS (DALLAS REGION)

Ashley Shan is a junior at Greenhill School in Addison, Texas.

Her project began with Ashley's own desire to see more Asian American representation in the classroom — learning about figures who looked like or had similar background as her — but it immediately grew to a larger hunger for something that expanded beyond just representation for herself and her community. Her identity was shaped by years of never, reading, seeing, hearing, or learning about those with similar backgrounds, and it was then when she wondered, “Why am I undeserving of seeing myself in my courses? Why does my history as an Asian American have to be invisible, not only in television and film, but also in textbooks and readings?” The answer

to these questions was simply, “You are deserving of representation. You do not have to be invisible.” Ashley took matters into her own hands, focusing on the disparities that she had experienced and spotted within her own educational experiences, and, in 2018, established Holding Hands, a nonprofit that aims to address the multifaceted issue of educational inequity, designing projects that serve disadvantaged students at several educational levels. To accomplish this goal, Ashley focused on support, representation, and resources — critical components of education that, all too often, are forgotten for the most marginalized. Through rallying students to design inclusive courses and curriculum, such as Asian American history, Civil Rights within America, LGBTQ+ history, and more, to be implemented in school districts around the nation, or setting up mentorship programs with college students for high schoolers that are planning on pursuing higher education, Holding Hands hopes to eliminate the racial inequities that continue to refuse certain individuals a voice. Outside of her involvement with Holding Hands, Ashley is also a leader on the Dallas Youth Commission, in which she designs summits, like the MLK Jr. Youth Summit, and programming, such as the Dallas Youth Magazine, to promote minority voices in Dallas.



WASHINGTON STATE (SEATTLE REGION)

Asukulu Songolo is a senior at Central Catholic High School in Portland, Oregon. He is the child of refugees of war from the Democratic Republic of the Congo and is an immigrant to this country from Zambia where he was born. Asukulu works as the founder and co-director of the Congo Peace Project and was the former founder and lead organizer with Fridays 4 Freedom. Working with the Congo Peace Project, Asukulu works to engage people in his local community to be global citizens and resource women and youth in the Congo supplies for menstrual hygiene and educational advancement. The project was founded in August of last year after Asukulu learned about the high rates of illiteracy and sexual violence

in his home country. This summer in the midst of large uprisings in support of Black Lives Matter, Asukulu founded Fridays 4 Freedom. Fridays 4 Freedom is a youth collective fighting for Black Liberation across the city of Portland throughout the state of Oregon. The youth collective was founded and thrived against all odds in one of America's whitest major cities. Asukulu believes and affirms that the fight for Black liberation is a global struggle and he believes that when Black liberation is achieved the world will be free from all systems of oppression. Asukulu hopes to continue working for Black Liberation in and throughout college but is not yet sure in what capacity or where his passions may lead — but he's excited to find out! He's honored and privileged to receive the award on behalf of the Seattle Region of the Princeton Prize. He dedicates it to his family, friends, school and organizing community, and ultimately to his community throughout the Congo — especially those who are suffering, dreaming and fighting for peace and justice.



MASSACHUSETTS

Mandy Sun is a senior at Boston Latin School in Boston, Massachusetts. Growing up in and volunteering within the Chinatown area, Mandy witnessed the discrimination and marginalization of Asian American Pacific Islanders that has been widely ignored due to the misconception of AAPI as a monolithic group filled with high-income high-achievers. Hoping to dismantle this myth, she became a youth organizer focused on educating and uplifting underrepresented Asian voices. She co-founded the youth organizing group of the Greater Malden Asian American Community Coalition, where she not only spoke at the statehouse about Chinese Americans' forgotten contribution to the Transcontinental Railroad but also hosted workshops on various

issues like anti-Blackness and mental health. Additionally, she co-created the first Asian American multimedia contest in her community and is currently leading a mutual aid network that is teaching 15 elementary kids racial justice through art. As a result of the rise of Asian hate crimes during the pandemic, Mandy worked with GMAACC in co-hosting their anti-Asian racism symposium that housed over 400 attendees including 11 government officials and thousands of views on Facebook. Following the event, she co-wrote a petition under the Boston Chinatown Neighborhood Center that called for school leaders to take action against anti-Asian hate through various policies and support systems. Given her work, she has met with school leaders and provided testimonies to Boston Public

Schools that have been utilized to create long-term institutional changes. At Boston Latin, Mandy serves as the senior class secretary and officer of Asian Students in Action. She has aided in the founding of their BIPOC club coalition and has even led a school-wide event on anti-Asian crimes. Mandy hopes to continue her advocacy efforts throughout her life, centering the community in everything she does. In the upcoming months, she will be one of the lead organizers for the MassCARE education bill and will be creating an AAPI counter-narrative podcast. While Mandy will continue to be involved in advocacy in college, she hopes to prepare and pass the torch of activism and change to those younger than her in both BLS and GMAACC. She believes that through webs of interpersonal conversations, we can all make one giant step in advancing racial equity.



ILLINOIS

During her senior year, *Samantha Taylor* has been the president of the Black Student Union and co-president of Peer Multicultural Educators at Illinois Mathematics and Science Academy. As president of these organizations, she led conversations and town halls on topics ranging from colorism to police brutality to what racism looks like in higher education. As co-president of Peer Multicultural Educators, she founded Illinois Mathematics and Science Academy's first annual diversity conference, Chasing Equity, where students from around the country were invited to learn about how they can make their campuses more equitable. She has also worked alongside the Great Lakes Equity center to collect and analyze

institutional data and equity policies to make her campus more inclusive. She is an activist who is extremely passionate about social equity and advocacy and working to create a future that is representative and inclusive of everyone. Some of her favorite accomplishments include creating her own publication called Blackbox that celebrates and shares Black culture and the Black experience, having a feature segment on NBC News as a young activist, spending Tuesday afternoons teaching public policy and activism to underclassmen, and speaking alongside Dr. Angela Davis in a fireside chat. She will be continuing her education this fall at the University of Chicago with a full ride to study economics and public policy on the pre-law track.



PENNSYLVANIA (PITTSBURGH REGION)

Mikayla Tillery is an activist, an organizer and an incoming freshman at Stanford University. Seeing the countless victims of Black maternal mortality and morbidity, Mikayla founded Students for Black Maternal Health, an online coalition of Black students advocating for legislation that addresses the disproportionate rate of Black women dying from pregnancy-related complications. This program has engaged hundreds of Black youth and reached thousands of students around the world. Students for Black Maternal Health operates by connecting young constituents with mutual aid, petitions and their congressperson to advocate for the Patient Protection and Affordable Care Enhancement Act and the Black Maternal Health Momnibus

Act. Because of her work in public health advocacy, she has been recognized by Vice President Kamala Harris, Pennsylvania Governor Tom Wolf and Congresswoman and Black Maternal Health Caucus founder Lauren Underwood. She has also been named as a Jackie Robinson Foundation Scholar, the youngest Frederick Douglass Global Fellow, and appointed as the first ever Black woman on the Butler Township Board of Commissioners. In her free time, Mikayla participates in electoral organizing and personally connected with over 150,000 voters during the 2020 Election and the Senate Runoff. Much of this time she spent working for progressive organizations like the Working Families Party, the ACLU and Planned Parenthood, advocating for intersectional civic engagement.



MISSOURI (ST. LOUIS REGION)

Kaitlyn Tran is a junior at Clayton High School in Clayton, Missouri. When anti-Asian hate incidents began rising in March 2020, Kaitlyn felt that data from self-reported hate incidents was one of the most impactful ways to draw awareness to the issue. To truly advance racial equity, she envisioned having organizations and communities come together in order to draw a clear, data-driven national picture of anti-Asian hate in the U.S. Kaitlyn co-created the National Data Coalition Against Anti-Asian Hate to collaborate and collectively increase the capacity of the data branches of AAPI organizations. She has established partnerships with two national AAPI organizations and recruited a team of volunteers across data science and

academic research fields. Starting with aggregating existing data on hate incidents and connecting victims to local resources, then researching reporting trends over time and rallying support for legislation, she hopes to build a system that can protect the AAPI community and drive a movement that won't be caught in silos. Ultimately, Kaitlyn sees the coalition as a convener to increase organizational communication, while also conducting on-the-ground work that supports victims and creates lasting impact toward systemic change. She believes that AAPI solidarity can unite across disciplines to help the public understand how and where to mobilize, incite policy change, and heal a nation splintered by hate and racism. For too long, anti-Asian hate has been normalized and its victims silenced. When AAPIs collectively stand together, our unapologetic and bold shouts merge into a voice that demands to be heard and can't be ignored. Beyond this project, Kaitlyn also serves as the student representative to the Clayton School Board of Education and leads the STL Digital Divide Project, a student-led initiative for digital equity.



TENNESSEE (MEMPHIS REGION)

Ximena Villa is a freshman at White Station High School in Memphis, Tennessee. She is the former co-chair and founder of the MICA Youth Council, a youth-led organization dedicated to three main issues in Memphis: police and community relationships, environmental justice, and access to opportunities. Currently, the police and community relationships team is working hard on getting youth voices heard on the search for the next director of police, and holding Mayor Strickland to his past promises to do so. Other efforts include interviewing police officers to establish relationships, getting

to know the police department on a more intimate level, planning town halls to speak up about youth injustice in the criminal justice system, holding forums speaking about the importance of nonviolence, and more. The environmental justice team is working on blocking the Byhalia pipeline, a pipeline that can damage the aquifer and is located strictly through predominantly black neighborhoods. In the past, this team has also partnered with various other organizations to hold forums speaking to the importance of environmental justice. Access to opportunities is working with teachers and the larger MICAH network to undermine a bill that discriminates against transgender students, as the nonprofit's mission is always to promote equity in all spaces. Ximena is also currently a member of a design committee formed by Seeding Success to improve social and economic outcomes for residents who have historically been under-resourced and systemically disenfranchised. Participation in both of these especially means a lot to Ximena and has helped her grow as a person on a personal, professional, and academic level. As the proud Mexican daughter of activist immigrants, she has always believed in the equality of people and the equity that should be perpetuated by the systems put in place and she hopes to keep doing things like this for the rest of her life.



NEW YORK (ROCHESTER REGION)

Briana Williams is a sophomore at School of the Arts in Rochester, New York. As a Teen Empowerment Youth History Ambassador, Briana embarked on an ambitious project by conducting in-depth oral interviews that captured and explored Rochester's Black history through the stories of the African American elders who had lived it. Through the lens of Clarissa Street, Briana collaboratively created the powerful documentary "Clarissa Uprooted." She then worked to help get the Clarissa Street Corridor legacy landmark designation and is co-creating an intergenerational exhibit "to allow all ages to learn the knowledge of our city in an unforgettable way anyone could visit." As she explains, this work is all about "uncovering the untold truth." Taking

her passion and voice to the streets of her city, Briana's advocacy for equality put her at the front lines of several demonstrations and protests, taking part in a way that would convince her peers to get involved constructively and powerfully. Despite her youth, she has endured injury in her advocacy, but that has not stopped her from working to change history. In her words, "We are living in two pandemics — Covid and racial injustice. I will continue to use my voice, protest, and even manage to fight through my injuries. These challenges just motivate me to do more and achieve my goals." Briana states, "It is my duty to engage and educate our people of this city in order to stop history from repeating itself and to make our future a safe place for all to share our love and abolish the racist policies and systems because we keep us safe!"

The Princeton Prize in Race Relations identifies and recognizes high school-age students who significantly engage and challenge their schools or communities to advance racial equity in order to promote respect and understanding among all people. Princeton Prize recipients receive a \$1,000 monetary prize, and, under normal circumstances, an all-expenses-paid trip to the Princeton Prize Symposium on Race at Princeton University, and recognition by Princeton alumni at awards ceremonies in their local regions.

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