

FRIDAY, March 8, 2019 – University Center
School of Leadership & Education Sciences (SOLES)
 Conference 27th Anniversary Opening Night

4:30 p.m. – 5:30 p.m.	Pre-Registration Check-in
5:30 p.m. – 6:45 p.m.	African American Student Showcase and Reception
6:30 p.m. – 6:50 p.m.	Opening African Drum Call and Conference Welcome
6:50 p.m. – 7:30 p.m.	Student Showcase Recognition
7:30 p.m. – 8:30 p.m.	Youth Performance, Unsung Hero Awards and Tribute to Our Ancestors
8:30 p.m. – 8:40 p.m.	Closing and Schedule for Saturday

SATURDAY, March 9, 2018
Mother Hill Hall
School of Leadership & Education Sciences (SOLES)

7:00 a.m. – 8:00 p.m.	Pre-Registration Check-in / Vendors
7:30 a.m. – 9:30 a.m.	Continental Breakfast
8:00 a.m. – 8:20 a.m.	Opening and Conference Welcome
	Keynote
8:30 a.m. – 9:00 a.m.	Celebrity Guest Speaker: Mr. Darrin Henson
9:00 a.m. – 9:15 a.m.	Photos
Location: Warren Auditorium	
	Session A Opening Session Education is Politics Equity in Education
9:25 a.m. – 10.50 a.m.	America To Me: Voice of Students
Location:	

Warren Auditorium	<p>Presenter: Education Trust West</p> <p>The Steep Road: What Equity Looks Like in California</p>
	Session B 10:55 a.m. – 12:10 p.m.
Strand 1	Restorative Practices
Room: MRH 101H	<p>Topic: Choosing Character: The Choice That Shape Our Lives</p> <p>Moderator: Caliph Assagai</p> <p>Description: "Choosing Character" is a bullying prevention & mental health/self-image workshop. In this workshop, students will learn about the choices they get to make every day and the consequences of those choices. The biggest three choices that will be discussed are choosing how you see the world, how you treat others, and how to treat yourself. Caliph uses call-and-response, exciting chants, engaging images, and participatory slides to get students engaged and prepared to receive his powerful message.</p> <p>At the end of the session participants will be able to understand the important choices they make every day and their ability to share their lives through those choices. They will also learn the power of taking control of their internal dialogue and how to create a positive self-image.</p>
Strand 2	Whole Child Education
Room: MRH 129A	<p>Topic: Exploring Intersections: Race, Disability, Sexual Orientation, and Gender ID/Expression</p> <p>Moderator: Mick Rabin. He will serve as a moderator to a group of speakers who will discuss a specific topic with questions from participants.</p> <p>Description: Students come into our schools from a variety of familial and cultural backgrounds and experiences including the realms of race, ethnicity, religion, socio-economic status, immigration status, disability, sexual orientation, and gender identity/expression. It is essential that educators consider these intersections of identity when supporting these students over the course of their academic and social-emotional development in order to address the needs of the whole student. Despite increased awareness and understanding, many LGBTQ youth still experience difficulty gaining acceptance in their school communities. This is particularly true for LGBTQ youth of color, who often face unique</p>

obstacles in their efforts to achieve educational goals. For LGBTQ students of color, the intersections of identity exist at all times as they navigate our educational system. Increasing research shows that LGBTQ and gender nonconforming youth of color navigate hostile school environments. "1 in 5 LGBT students report being bullied due to race, ethnicity, or national origin." According to the GSA Network, "LGBTQ youth of color are bullied based on race, sexual orientation, gender identity, or all of the above at once." A recent survey from GLSEN stated that "Feeling unsafe or uncomfortable in school may negatively affect a student's academic performance, particularly if it results in avoiding classes or missing school altogether. About a quarter of African American (22%) students missed at least one full day of school in the past month because they felt unsafe or uncomfortable." Student absences negatively impact GPA and correlate to lower post-secondary aspirations as well as higher drop-out rates for LGBTQ students of color. Research also shows that LGBTQ youth of color face persistent harassment and bias-based bullying from peers and school staff as well as increased surveillance and policing, relatively greater incidents of harsh school discipline, and consistent blame for their own victimization. It is critical that educators have the ability to reach out to these students and support them through culturally responsive best practices supported by policy, data, and anecdotal narratives. At this student panel, you will have the opportunity to listen to and interact with some compelling youth voices who will share their school experiences and discuss a variety of topics that have implications for LGBTQ students of color as well as their straight and cisgender classmates. Among the topics discussed will be gender, safe spaces, family/community support, accurate depictions in curriculum, educator advocacy, policy and laws, and intersectionality as a lens for understanding the complexity of student's identities. Join us for a dynamic and compelling discussion from students whose voices are too often left out of the larger conversations around school safety, school to prison pipeline, school push-out, and resiliency strategies.

Strand 3	College and Career Readiness
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Room: MRH 200	<p>Topic: A better understanding of the college process and preparation</p> <p>Presenters: Sean Green, Tim Golden, Emily Stevenson, Joseph Davidson, Kellie Nehring, Sybilla Robison</p> <p>Description: "A better understanding of the college process and preparation" will be a panel featuring counselors with a variety of high school, college admissions, and financial aid experience.</p>
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	<p>Through a thoughtful Q&A, participants will have the opportunity to better understand the road to college and the opportunities to fund and support. In addition to two separate panels, participants will be able to participate in a case study where they will have the opportunity to experience what it is like to be a counselor assisting a student navigating a challenge.</p> <p>At the end of this session, participants will have a better understanding of how to prepare, find, apply for, and fund college.</p>
Strand 4	Parent Voice: Building Meaningful Relationships Through Advocacy
Room: MRH 203	<p>Topic: Resilience In African American Parents: The Belief of “Can Do”</p> <p>Presenters: Vita Jones and Bennikia Kressler</p> <p>Description: African American parents are uniquely positioned to build self-efficacy and resilience in their students and the community. Often African American children/youth suffer the consequences of profound life stress, studying resilience among this population warrants a thorough investigation. The researcher cites specific characteristics of resilience to increase the positive outcomes for African American students. Resiliency research focuses on an individual's capacity to overcome adversity and stress by incorporating protective factors. It is important for educators to continue to explore the characteristics of the resilient African American learner. In education resiliency is defined primarily in terms of outcomes. That is to say, educational researchers define resiliency in terms of the increased probability of academic and social accomplishments in spite of setbacks (Brown, 2001; Milstein & Henry, 2000). Education focuses on the ability of the individual to be engaged in the academic setting in spite of complicated and adverse experiences (Martin & Marsh, 2006). Resiliency in education often involves the cultivation of school engagement, school satisfaction, and scholastic competence (Sagor, 1996). In this study, resilience was defined as a person who embodies the characteristics of resiliency and draws on his or her self-worth to be a personal advocate (Harvey, 2007). A resilient student was defined as one who is engaged in the school setting in spite of complicated and adverse experiences and who ultimately graduates from high school (Martin & Marsh, 2006). Characteristics of Resiliency Researchers have attempted to isolate the specific characteristics of resiliency</p>

	<p>(International Resiliency Project, 2005; Rutter, 1999; Ungar, 2005). These characteristics are particularly important in education because practitioners require empirically-based information in order to design learning systems to offset potential risks and vulnerabilities that students may encounter (Rutter, 1999; Ungar, 2003; No Child Left Behind Act [NCLB], 2002). The identification of these characteristics may be beneficial for parents and educators as they work to support students in the development of their capacity, well-being, and sense of value in home and school settings. The individual characteristics of resiliency are defined as innate abilities that reside in an individual and remain centered during difficult times (Condly, 2006). These abilities can be taught and developed over time (Brooks, 1994; Hall & Pearson, 2005). Individual characteristics are defined in the research as: (a) assertiveness (Miller, 1995); (b) the ability to solve problems (Harvey, 2007); (c) self-efficacy (Bandura, 1997); (d) being able to live with uncertainty (Condly, 2006); (e) self-awareness (Hippe, 2004); (f) perceived social support (Brown, 2004); (g) a positive outlook (Gordon, 1995); (h) empathy for others (Hall & Pearson, 2005); (i) having goals and aspirations (Wehmeyer, Hughes, Agran, Garner, & Yeager, 2003); (j) having a balance between independence and dependence on others (Abernathy & Cheney, 2005); (k) appropriate use of or abstinence from alcohol and drugs (Hertig, Eggert, & Thompson, 1996); (l) a sense of humor (Baines, 2004); and (m) a sense of duty to others or self, depending on the culture (Wilson, 1993).</p>
	<p>Soul Food Lunch 12:20 p.m. – 1:25 p.m. Location: SOLES Court Yard</p>
	<p>Session C 1:30 pm – 2:45 pm</p>
<p>Strand 1</p>	<p>Restorative Practices</p>
<p>Room: MRH 101H</p>	<p>Topic: All Children are Sacred: Transforming Harmful Ideologies</p> <p>Presenter: Dr. Ricardo Medina</p> <p>Description: If individuals are able to interrogate and clarify their</p>

	<p>ideological framework, can this lead to transformed interactions with minoritized students? Engage with current research that works to deconstruct and transform specific harmful ideologies consisting of assimilation, meritocracy, deficit thinking, and punitive ideology. Tap into the works of equity, assets-based practices, healing-based approaches, critical emotional literacy, and honoring the cultural gifts that students bring into the classroom.</p> <p>At the end of my session, participants will be able to: Identify and define harmful ideologies such as assimilation, meritocracy, deficit thinking, and punitive thinking. Understand the impact that harmful ideologies have on minoritized students. Explore the capacity of equity, assets-based practices, healing based approaches, and multi-cultural / multiethnic/ multilingual identities within classrooms and educational domains.</p>
Strand 2	Whole Child Education
Room: MRH 129A	<p>Topic: Cultural Competence: Educators in a Changing World</p> <p>Presenter: Tanis Starck. Ph.D.</p> <p>Description: In response to severe trans-generational community traumas, many urban communities across our nation have adopted a culture that upholds values, norms, beliefs and aspirations of both survival and self-destruction. It is an often overlooked subculture that has been pressured to normalize the common dysfunction of its daily social realities. Many professionals who seek to educate these youth are unfortunately ill equipped of vital knowledge of the culture of the communities they seek to serve. It is imperative that educators and youth service providers seeking to effectively engage with students from heavily gang and drug impacted urban communities become culturally competent of urban youth culture. We will explain in great detail youth values and how cultural competency can help empower our youth.</p>
Strand 3	College and Career Readiness
Room: MRH 200	<p>Topic: College Readiness a National Perspective</p> <p>Presenter: Ed Trust West</p> <p>Description: Less than half of California twelfth grade students and only 39 percent of low-income students' graduate having completed the courses required for admission to a UC or CSU. Similarly, fewer than 4 out of 10 Latinx, Black, and Pacific Islander students, fewer</p>

	<p>than 3 out of 10 Native students, and only 1 in 10 emerging bilingual (English learner) students' graduate having successfully completed the a-g course sequence, meaning that the vast majority of students from underrepresented groups lack access to California's four-year public university systems directly after high school.</p> <p>In fact, schools that serve low-income students, emerging bilingual students, and underrepresented students of color have, on average, more than 10 percent fewer a-g approved English courses than affluent high schools. The results are detrimental and the message is clear: students can graduate high school, but won't be eligible for California's four-year public universities.</p> <p>Education leaders must work intentionally and explicitly to ensure the development of college and career learning opportunities for our most marginalized students that dramatically improve academic outcomes. This work is possible. A number of California districts are leading the way in changing policies and practices to ensure that students graduate college and career ready.</p> <p>Join us to learn about our research on promising practices for advancing college/career readiness access and success for students of color, low-income students, and for emerging bilingual students. We will share examples from California where education leaders are creating the conditions necessary for students to graduate college and career ready.</p>
<p>Strand 4</p>	<p>Parent Voice: Building Meaningful Relationships Through Advocacy</p>
<p>Room: MRH 203</p>	<p>Topic: The Future of Everything: Where Does Advanced Placement (AP) Fit-In?</p> <p>Presenter: Donald R. Mitchell</p> <p>Description: Some African American students are graduating from four-year colleges/universities at the age of 14, others are publishing books before they graduate from high school. A total of 8,290 students (of all ethnic groups) took advanced placement (AP) exams in 2017 (80% received qualifying scores of 3, 4 or 5) before they entered the 9th grade. This workshop will examine systems, strategies and school mind-sets to promote academic excellence for African American students.</p> <p>Participants in this workshop will gain knowledge to advocate for</p>

	African American and all underrepresented students through promoting advanced learning options; examining an equity and excellence mind-set; and identifying ways Advanced Placement (AP) courses can help your students become more competitive for the college or university of their choice.
2:50 pm – 3:30 pm Room: MRH Warren Auditorium	Closing