



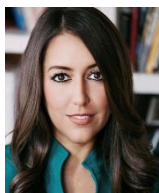
Power! People! Plan! Building Ecosystems for Equitable Schooling

(see program at a glance on Page 13)

June 14, 2022 – Day One

9:00 am – 9:25 am

Opening Plenary Session



Welcome

Celina Moreno, J.D.

President & CEO
IDRA



Paula Johnson, Ph.D.

Director, IDRA EAC-South
IDRA

Welcome to the Power! People! Plan! Virtual Convening for Educators. Dr. Johnson will provide an overview of the event.

A Touch of Hope: How Everyday Teachers Can Make Anything Possible Through Equity Pedagogy



Marlon James, Ph.D.

Assistant Professor Texas A&M University
President, Equality and Equity Group

In these most challenging times, educators face an attack of unprecedented scope and seriousness. This campaign has accelerated teacher attrition and coalesced into collective angst among teachers. Yet at this moment, we must find a type of communal hope that reaffirms our will to fight for equity and justice in education. Like teachers, our students face an unprecedented set of circumstances that recent research has linked to growing trends in negative thinking, depression and attempted suicide among students across the country. Dr. James will detail how these matters are linked to inequity in schools, and how hopeful educators must summon the collective will to stand for children once again. He will weave research and storytelling to encourage educators to rekindle their hopes and press on for equity in U.S. schools.

9:30 am – Noon

Sessions

Strand 1: Translanguaging for Social Justice

Translanguaging for Social Justice Overview and Action Planning



Kate Seltzer, Ph.D.

Assistant Professor Bilingual & ESL Education
Rowan University

Linguistic oppression is a reality in every school in the United States. Emergent bilingual students are often asked to conform to a rigid monolingual and monocultural perspective of

teaching and learning, even in bilingual classes. By embracing translanguaging research and cross-linguistic connections, educators can create linguistically equitable learning spaces. Participants in this session will be able to critically reflect and identify action items that enable students to leverage their entire linguistic repertoires and grow academically.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

Teacher and Family Observations on Ethnic Studies & Tips for Organizing in Support of Ethnic Studies

Aurelio M. Montemayor, M.Ed.

Family Engagement Coordinator
IDRA



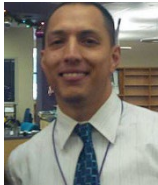
Eva Carranza

Parent and Education Leader
ARISE Adelante



Gilbert Flores

MAS Teacher Breckenridge High School
San Antonio ISD



Lilliana Saldana, Ph.D.

Associate Professor, Mexican American Studies
University of Texas at San Antonio



Josué Peralta de Jesús

High School Junior
IDRA Youth Advisory Board member



Part I – Teacher and Family Observations on Ethnic Studies (interview findings): Texas has had an approved Mexican American Studies high school elective course for several years. Families in South Texas asked IDRA to provide virtual sessions on the elective course and the value and benefits of ethnic studies. As result, parents and care-givers have presented testimony in support of ethnic studies and are supporting their children to have book chats on literature related to the history and contributions of their group. The families also wanted information on how they can request that their children's schools include ethnic studies, civil rights and social justice. They also learned how they can influence state policy to have more information taught about all groups whose history and contributions have been excluded from the official textbooks.

Part II – Tips for Organizing in Support of Ethnic Studies: IDRA has partnered with the UTSA Mexican American Studies (MAS) program to support a MAS community of practice, including a series of Saturday training sessions. Teachers, students, professors, families and the broader community participate in sharing teaching materials and approaches, planning activities and projects to support ethnic studies and how to encourage teachers to teach and students to attend these classes.

Strand 3: Culturally Responsive & Sustaining Schooling

What's Love Got to Do with It?

Stacy Johnson, Ph.D.

Owner and Instructional Coach
An Eagle's Wing Academic Support Services



This workshop will explore the concept of unconditional love as it is relevant to justice in instruction and learning. We will examine the effectiveness of an instructional design that is rooted in *agape* or unconditional love for the purpose of improving the social and academic outcomes of our learning population. Themes include defining love and its connection to cognition; knowing our students and building an *agape* community; meeting our students where they are; and forgiving our students and ourselves. Participants will have the opportunity to incorporate the topics of this workshop into their current practice.

Strand 4: Equitable Hiring Practices

Equitable Hiring - Why Equity Matters

Naomi Woods, PMP

Founder
Education 21, LLC



Learn to create a common definition for equity for your school or organization, understand what the law says about equity, and learn to identify gaps that can lead to real and frivolous lawsuits. In addition, you will understand the impact equity has on your school or organizational brand and student outcomes.

Strand 5: Equitable Education Policy & Reform

Redistricting and Student Placement

Kimberly Bridges, Ph.D.

Assistant Professor and Ed.D. Co-Coordinator, Educational Leadership
Virginia Commonwealth University



Terrence Wilson, J.D.

Regional Policy and Community Engagement Director
IDRA



With all deliberate speed. In this session, we will discuss the current state of integrated schools and examine best practices and examples for how redistricting and placement policy can create more diverse, integrated schools.

Noon – 1:00 pm

Lunch Break

Visit Our Resource Center

Open at all times during the convening



**Interrupting
Bullying &
Harassment in
Schools**



**Family
Engagement**



**Diversifying the
Field**



**Culturally
Responsive
Instruction and
Leadership**

See our set of free on-demand assistance packages with videos, literature reviews, strategy documents and other tools.

1:00 pm – 3:30 pm

Sessions

Strand 1: Translanguaging for Social Justice

Leveling the Playing Field: A Strength-Based, Multilingual Approach to Formative Reading Assessment



Laura Ascenzi-Moreno, Ph.D.

Associate Professor of Bilingual Education
City University of NY (CUNY)

Focused on classroom-based assessment of emergent bilingual students, this session will introduce you to theoretical and practice-based issues for making informed choices at all stages of the formative assessment. Rooted in an equity framework, you will become familiarized with the concepts of translanguaging and a critical translingual lens as driving forces to both think about and approach the formative assessment of emergent bilingual students. We will discuss the potential of responsive adaptations for the reading assessment process to align with students' multilingual resources. We also will address critical issues to ensure that assessments do as they intend to assess emergent bilingual student knowledge.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom



Marlon James, Ph.D.

Assistant Professor Texas A&M University
President, Equality and Equity Group



Kelly Ferguson, Ph.D.

Co-Founder and Principal Consultant
Equality and Equity Group, LLC



Morgan Craven, J.D.

National Director of Policy, Advocacy and Community Engagement
IDRA

Many educators are seeking resources to ensure they are equipped to teach in ways that support all students and uplift their cultures and communities. In this session, participants will experience a live demonstration using a culturally sustaining teaching framework. We will discuss how campus and school district policies can support training and implementation of this and similar frameworks. This session is offered twice (Tuesday and Thursday at 1:00).

Strand 3: Culturally Responsive & Sustaining Schooling

Culturally Sustaining Leadership for Multi-Dimensional Learners



Juan Niño, Ph.D.

Associate Professor, Educational Leadership and Policy Studies
University of Texas at San Antonio



Nilka Avilés, Ed.D.

Senior Education Associate
IDRA

Cultural alienation and subtractive assimilation are significant factors in academic failure and dropout rates among students of color. Creating equitable schools calls for leadership grounded in culture and identity. Embracing all learners' cultural, linguistic and socioeconomic diversity facilitates social justice practices for multi-dimensional learners in schools. This session will address cultural identities and explore a dynamic approach to culturally sustaining leadership that acknowledges the hybrid nature of culture, identity and advocacy. We will examine the notions of care and racial awareness and provide a means

by which leaders will authentically engage in dialogue and reflection to identify cultural competency, learn to access the cultural and social capital of the community, and develop a sociopolitical consciousness.

Strand 4: Equitable Hiring Practices

Hiring Manager's Handbook: Developing Equitable Policies for Hiring



Naomi Woods, PMP

Founder

Education 21, LLC

Learn tools for developing appropriate equitable hiring policies and how to identify gaps in your school or organization's current hiring policies. You will have access to the Hiring Manager's Handbook that can be adapted to meet your school or organizational needs.

Strand 5: Equitable Education Policy & Reform

Focus Groups: Teaching Uncensored



Michelle Castillo, Ed.M.

Deputy Director of Advocacy

IDRA

In response to the national coordinated effort to intimidate school districts and educators from teaching fair and accurate U.S. history dealing with race, sexual orientation and gender identity in public schools and public school libraries, IDRA is leading the effort to support educators and school leaders in the U.S. South. This session will be an opportunity for educators to share what resources for teaching the truth, equity and unity in U.S. schools would be helpful to them. We will use the information gathered during these focus groups to create curriculum resources for educators. Before planning to participate, see the [informed consent document](#).



IDRA EAC-South

Helping school districts protect students' civil rights in public schools

**Race
Equity**

**Sex &
Gender
Equity**

**National
Origin
Equity**

**Religion
Equity**

www.idraeacsouth.org



June 15, 2022 – Day Two

9:00 am – 9:25 am

Opening Session and Keynote

Humanity, Empathy, and Community: The Inseparable Components of the Ecosystem of Equity



Dena Keeling, Ed.D.

Member, IDRA Board of Directors

Dr. Keeling will share her approach to facilitating the disruption of predictable educational outcomes. Leaders must support educators in building the skills, knowledge, awareness and mindset to ensure every student has access to high-quality instruction. Students deserve access to relevant, racially, culturally and linguistically inclusive and historically accurate curricula in an environment where every student, staff and family feels safe, heard, affirmed and supported. Establishing these centers of inclusion requires critical examination of policies, practices, and resource allocation. Furthermore, we must intentionally listen to and partner with those closest to the inequities to examine and understand the historical context of racial and other inequities in education. Together, we have the power to create a shared culture where equity is realized.

9:30 am – Noon

Sessions

Strand 1: Translanguaging for Social Justice

Translanguaging in the ESL and ELA Classroom through Reader's and Writer's Workshop



Mandy Stewart, Ph.D.

Associate Professor
Texas Woman's University

English learners are much more than their label denotes. They are emergent bilingual students in the process of becoming bilingual, biliterate and bicultural global citizens. If we are only concerned about their literacy development in English, we force them to suppress much of their knowledge and ways of learning. All teachers (even if you don't speak your students' language) can lead emergent bilingual students to draw from their full linguistic repertoires for academic gains. Learn how teachers are doing this in elementary, middle and high school ESL and ELA classrooms in this interactive session. You will leave with specific actions steps on how to use translanguaging in a reader's and writer's workshop with your multilingual students.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

How to Effectively Implement Ethnic Studies Curriculum in the Wake of Classroom Censorship Sentiment



Mikayla Arciaga, M.A.Ed.

Education Policy Fellow – Georgia Education Policy
IDRA



Aireane Montgomery, MAT

President & CEO
Georgia Educators for Equity and Justice, Inc.



Anthony Downer, MAT

Vice President
Georgia Educators for Equity and Justice, Inc.



Maurice Brewton, MAT

Executive Director
Georgia Educators for Equity and Justice, Inc.

Presented by Georgia Educators for Equity and Justice, Inc. Due to the abundance of anti-classroom censorship legislation making a presence in the 2022 legislative sessions throughout the United States, multicultural curricula that typically features the history of marginalized groups are subject to be silenced. To bridge the opportunity gap, abolitionist educators understand the importance of teaching marginalized students to read the word and the world. Through the works of the late Paulo Freire, a list of remedies for educational equity for marginalized students include but are not limited to preparing students with conventional literacy skills, cognitive strategies, disciplinary knowledge to “read the word,” and opportunities to develop critical consciousness and racial awareness to “read the world.”

During this session, educators will familiarize themselves with Paulo Freire's strategy “reading the word and the world,” in order to mitigate the current plight of marginalized students' educational inequities and understand the need for ethnic studies classes. Educators in this session will produce an equity audit of themselves and their school district in order to create equitable teaching practices in their classrooms to truly prep themselves to teach multicultural courses, such as ethnic studies. Also in this session, educational stakeholders will learn how to successfully implement an ethnic studies course within their school district in the wake of classroom censorship sentiment. This session will compare ethnic studies courses across the country, while reflecting on the success or lack thereof of ethnic studies courses currently implemented throughout the United States.

Strand 3: Culturally Responsive & Sustaining Schooling

What is the Difference Between School Culture and Climate?



Paula Johnson, Ph.D.

Director, IDRA EAC-South
IDRA

Many people consider these concepts of school culture and climate as interchangeable. But, climate is perception-based, while culture is grounded in shared values and beliefs. In this sense, climate is how people feel in the school, and culture is a deeper sense of how people act in the school. IDRA examines school climate through policies and procedures in contrast to school culture as demonstrating how educators “do” school at each level (district, campus, classroom).

Strand 4: Equitable Hiring Practices

Developing Processes and Procedures for Equitable Hiring



Naomi Woods, PMP

Founder
Education 21, LLC

Learn the steps to create processes and procedures that will form a strong foundation for putting equitable hiring processes into action. You will learn how processes and procedures increase practice and implementation of relevant project management documents, create a RASCI (Responsible, Accountable, Supporting, Consulted and Informed) matrix for policies and procedures, and develop equitable policies and procedures.



Strand 5: Equitable Education Policy & Reform

Ending Harmful Discipline and Incorporating Restorative Practices into Policy

Morgan Craven, J.D.

National Director of Policy, Advocacy and Community Engagement
IDRA



Paige Duggins-Clay, J.D.

Chief Legal Analyst
IDRA



Terrence Wilson, J.D.

Regional Policy and Community Engagement Director
IDRA

Education leaders have many different options to create positive behavior in their classrooms and schools. In this session, we will discuss why schools should reexamine their disciplinary codes and the transformative results that can occur by incorporating restorative practices into school policy.

Noon – 1:00 pm

Lunch Break

1:00 pm – 3:30 pm

Sessions

Strand 1: Translanguaging for Social Justice

Translanguaging Policies & Practices for Dual Language Programs



Alejandra Babino, Ph.D.

Associate Professor
Texas A&M Commerce

This session invites participants to reflect on the many benefits of translanguaging by exploring translanguaging as an ideology, theory, sociocultural reality, pedagogy and political project. With this foundation, Dr. Babino will guide participants through examples of translanguaging policies and practices for dual language programs. After engaging in these dimensions of translanguaging, participants will create a scaffolded plan for addressing stakeholders' language ideologies, language policies, and teaching practices over the curriculum and in individual lessons. The session will end with time to share out and collaborate with other district colleagues on their translanguaging action plans.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

Focus Groups: Teaching Uncensored



Michelle Castillo, Ed.M.

Deputy Director of Advocacy
IDRA

In response to the national coordinated effort to intimidate school districts and educators from teaching fair and accurate U.S. history dealing with race, sexual orientation and gender identity in public schools and public school libraries, IDRA is leading the effort to support educators and school leaders in the U.S. South. This session will be an opportunity for educators to share what resources for teaching the truth, equity and unity in U.S. schools would be helpful to them. We will use the information gathered during these focus groups to create curriculum resources for educators. Before planning to participate, see the [informed consent document](#).

Strand 3: Culturally Responsive & Sustaining Schooling

From Conversation to Action: Strategies for Creating Affirming LGBTQIA+ School Spaces



Irene Gómez, Ed.M.

Senior Education Associate
IDRA



Lauren Fontaine

Policy, Advocacy and Community Engagement Intern
IDRA

From incorporating representative curricula in our classrooms, to understanding the rights of queer communities, and implementing inclusive policies, this interactive session will guide participants in creating safe, supportive and sustaining school spaces with and for queer youth.

Strand 4: Equitable Hiring Practices

Putting Equitable Policies, Processes and Procedures into Practice



Naomi Woods, PMP

Founder
Education 21, LLC

Learn how to ensure implementation of policies, processes and procedures to increase success and reduce barriers to qualified candidates from diverse backgrounds. We will discuss implementation of your policies from formal adoption to documentation.

Strand 5: Equitable Education Policy & Reform

Beyond Compliance: Continuing Commitments to Equity in the Face of Classroom Censorship



Paige Duggins-Clay, J.D.

Chief Legal Analyst
IDRA



Hector Bojorquez

Director of Operations and Educational Practice
IDRA

Policymaking that falsely equates sound equity interventions and school anti-discrimination work with the demon of the day has detrimental effects on the academic, social and general well-being of children. Further, federal law (including Title VI of the Civil Rights Act and the Every Student Succeeds Act) requires schools to gather data and continually assess progress toward reducing equity gaps in education. In this session, we will have a facilitated conversation to reflect on opportunities to continue pursuing equity in the face of state-level classroom censorship policies.

June 16, 2022 – Day Three

9:00 am – 9:25 am

Opening Session and Keynote



Cultivating Belonging in Classrooms & Beyond

Elisa Diana Huerta, Ph.D.

Director, Multicultural Community Center
Division of Equity & Inclusion, University of California, Berkeley
Founder, EDH Strategies

What does it mean to understand a sense of belonging not simply as an individual experience, but also as something systemic? What possibilities arise in people-centered, trauma informed learning environments? This keynote session offers an extended moment to think about, and envision, within the interconnections between belonging and learning, both inside and outside classrooms.

9:30 am – Noon

Sessions

Strand 1: Translanguaging for Social Justice

Translanguaging and Higher Education: What Do We Teach Future Teachers?



Susana Ibarra-Johnson, Ph.D.

Assistant Professor
New Mexico State University

Implementing translanguaging in higher education requires pre/in-service educators to develop pedagogical clarity, which entails a reflective process of shifting their language and literacy perspectives from separation models to more flexible models drawing from a translanguaging perspective. In this session we will engage with self-reflective and interactive activities through a translanguaging pedagogy framework of stance, design and shifts, encouraging an ongoing reflective process to clarify what to enact in your teaching.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

Authentic Family Engagement and Integrating Bilingual Education with Ethnic Studies



Lourdes Flores

Executive Director
ARISE Adelanta



Aurelio M. Montemayor, M.Ed.

Family Engagement Coordinator
IDRA

Part I – Authentic Family Engagement: How to Do it Right: Traditional paths of parent engagement in education include voluntarism/fundraising (PTA), parenting (sessions on how to be a better parent), self-development (adult education classes) and leadership (families influencing education policy and practice). IDRA's approach of family leadership in education is modeled by ARISE Adelante, a grassroots organization in south Texas that works in some of the least served colonias (unincorporated communities). They are part of the IDRA Education CAFE network and conduct weekly direct outreach to families. Even in the COVID-19 separation and isolation, they were able to keep the personal connections and bring families to participate virtually in sessions on education policies and practices.

Part II – Emergent Bilingual Students and Families and Effective Dual Language Programs with Integrated Ethnic Studies: Parents testified to their school board to support an excellent PreK-12 dual language program that has resulted in hundreds of students graduating fully biliterate in Spanish and English. They continuously urge that teacher preparation include the connections between effective bilingual education and ethnic studies. Just as the home language must be valued and become a means of instruction along with English, so to can the ethnic and cultural contributions and assets be woven into curriculum and instruction.

Strand 3: Culturally Responsive & Sustaining Schooling

Building Our Way Back: ReEngaging Students After COVID-19

Stephanie Garcia, Ph.D.

Education Associate
IDRA

Michelle Martínez Vega

Chief Technology Strategist
IDRA

What are best practices that increase student engagement? What are the lessons we have learned during the pandemic? In this session, we will engage in a hands-on workshop that puts these strategies into practice! We hope to provide opportunities to learn, engage and reflect upon student engagement from the elementary to secondary level.

Strand 4: Equitable Hiring Practices

Proof: Analyzing and Auditing for Equitable Hiring Practice

Naomi Woods, PMP

Founder
Education 21, LLC

Auditing is your most important tool to ensure policies are being implemented according to process and procedures. We will discuss simple ways of auditing your hiring process to protect the school or organization's interest.

Strand 5: Equitable Education Policy & Reform

Fair School Funding in the Southern States

Morgan Craven, J.D.

National Director of Policy, Advocacy and Community Engagement
IDRA

Chloe Latham Sikes, Ph.D.

Deputy Director of Policy
IDRA

School resources have been strapped since far before the pandemic. States took various approaches to funding schools and applying federal relief funds since 2020. This session will examine the status of state school funding systems and how federal ESSER funds have been put to use. We will dive deeper into your own state's context as well.

Noon – 1:00 pm

Lunch Break

1:00 pm – 3:30 pm

Sessions

Strand 1: Translanguaging for Social Justice

Translanguaging for Social Justice: What Next? Where Do We Go from Here?



Mariana Castro, Ph.D.

Associate Professor of Bilingual Education
City University of New York (CUNY)



Lizdelia Piñón, Ph.D.

Education Associate
IDRA

In this session, we will reflect on the prior sessions in this strand on translanguaging for social justice. After some small group work, each group will present their action plan to pilot or implement in their district, school or classroom.

Strand 2: Students Seeing Themselves: Ethnic Studies and Beyond

Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom



Marlon James, Ph.D.

Assistant Professor Texas A&M University
President, Equality and Equity Group



Kelly Ferguson, Ph.D.

Co-Founder and Principal Consultant
Equality and Equity Group, LLC



Morgan Craven, J.D.

National Director of Policy, Advocacy and Community Engagement
IDRA

Many educators are seeking resources to ensure they are equipped to teach in ways that support all students and uplift their cultures and communities. In this session, participants will experience a live demonstration using a culturally sustaining teaching framework. We will discuss how campus and school district policies can support training and implementation of this and similar frameworks. This session is offered twice (Tuesday and Thursday at 1:00).

Strand 3: Culturally Responsive & Sustaining Schooling

Four Critical Levels for Culturally Sustaining Practices



Paula Johnson, Ph.D.

Director, IDRA EAC-South
IDRA



Hector Bojorquez

Director of Operations and Educational Practice
IDRA

Explore IDRA EAC-South's research that frames culturally sustaining education into four quadrants that represent practices at the following critical levels: (1) culturally sustaining schools, (2) culturally sustaining leadership, (3) culturally sustaining educators, and (4) culturally sustaining pedagogy.

Strand 4: Equitable Hiring Practices

Pulling the 5Ps Together to Create a Systems Approach



Pasteia Garth, Ph.D.

Special Education Director
Nettle School District, Miss.



Naomi Woods, PMP

Founder
Education 21, LLC

Now that you have mastered the 5Ps, we will discuss best practices and hear from a district that successfully adopted and adapted this system to reduce barriers to qualified applicants from diverse backgrounds. Additionally, we will discuss best practices.

Strand 5: Equitable Education Policy & Reform

Focus Groups: Teaching Uncensored



Michelle Castillo, Ed.M.

Deputy Director of Advocacy
IDRA

In response to the national coordinated effort to intimidate school districts and educators from teaching fair and accurate U.S. history dealing with race, sexual orientation and gender identity in public schools and public school libraries, IDRA is leading the effort to support educators and school leaders in the U.S. South. This session will be an opportunity for educators to share what resources for teaching the truth, equity and unity in U.S. schools would be helpful to them. We will use the information gathered during these focus groups to create curriculum resources for educators. Before planning to participate, see the [informed consent document](#).

3:30 pm – 4:00 pm

Closing Session



Celina Moreno, J.D.

President & CEO
IDRA



Paula Johnson, Ph.D.

Director, IDRA EAC-South
IDRA

	Strand 1 Translanguaging for Social Justice	Strand 2 Students Seeing Themselves: Ethnic Studies and Beyond	Strand 3 Culturally Responsive & Sustaining Schooling	Strand 4 Equitable Hiring Practices	Strand 5 Equitable Education Policy & Reform
Day One: Tuesday, June 14					
9:00-9:25	Plenary: Welcome – Celina Moreno, J.D.; Paula Johnson, Ph.D. A Touch of Hope: How Everyday Teachers Can Make Anything Possible Through Equity Pedagogy – Marlon James, Ph.D.				
9:30-Noon	Translanguaging for Social Justice Overview and Action Planning Kate Seltzer, Ph.D.	Teacher and Family Observations on Ethnic Studies & Tips for Organizing in Support of Ethnic Studies Aurelio M. Montemayor, M.Ed.; Eva Carranza; Gilbert Flores; Lilliana Saldana, Ph.D., Josué Peralta de Jesús	What's Love Got to Do with It? Stacy Johnson, Ph.D.	Equitable Hiring - Why Equity Matters Naomi Woods, PMP	Redistricting and Student Placement Kimberly Bridges, Ph.D.; Terrence Wilson, J.D.
1:00-3:30	Leveling the Playing Field: A Strength-Based, Multilingual Approach to Formative Reading Assessment Laura Ascenzi-Moreno, Ph.D.	Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom Marlon James, Ph.D.; Kelly Ferguson, Ph.D.; Morgan Craven, J.D.	Culturally Sustaining Leadership for Multi-Dimensional Learners Juan Niño, Ph.D.; Nilka Avilés, Ed.D.	Hiring Manager's Handbook: Developing Equitable Policies for Hiring Naomi Woods, PMP	Focus Groups: Teaching Uncensored Michelle Castillo, Ed.M., & Team
Day Two: Wednesday, June 15					
9:00-9:25	Plenary: Humanity, Empathy, and Community: The Inseparable Components of the Ecosystem of Equity Dena Keeling, Ed.D.				
9:30-Noon	Translanguaging in the ESL and ELA Classroom through Reader's and Writer's Workshop Mandy Stewart, Ph.D.	How to Effectively Implement Ethnic Studies Curriculum in the Wake of Classroom Censorship Sentiment Mikayla Arciaga, M.A.Ed.; Aireane Montgomery, MAT; Anthony Downer, MAT; Maurice Brewton, MAT	What is the Difference Between School Culture and Climate? Paula Johnson, Ph.D.	Developing Processes and Procedures for Equitable Hiring Naomi Woods, PMP	Ending Harmful Discipline and Incorporating Restorative Practices into Policy Morgan Craven, J.D.; Paige, Duggins-Clay, J.D. Terrence Wilson, J.D.
1:00-3:30	Translanguaging Policies & Practices for Dual Language Programs Alejandra Babino, Ph.D.	Focus Groups: Teaching Uncensored Michelle Castillo, Ed.M., & Team	From Conversation to Action: Strategies for Creating Affirming LGBTQIA+ School Spaces Irene Gómez, Ed.M.; Lauren Fontaine	Putting Equitable Policies, Processes and Procedures into Practice Naomi Woods, PMP	Beyond Compliance: Continuing Commitments to Equity in the Face of Classroom Censorship Paige Duggins-Clay, J.D.; Hector Bojorquez
Day Three: Thursday, June 16					
9:00-9:25	Plenary: Cultivating Belonging in Classrooms & Beyond Elisa Diana Huerta, Ph.D.				
9:30-Noon	Translanguaging and Higher Education: What Do We Teach Future Teachers? Susana Ibarra-Johnson, Ph.D.	Authentic Family Engagement and Integrating Bilingual Education with Ethnic Studies Lourdes Flores, Aurelio M. Montemayor, M.Ed.	Building Our Way Back: Reengaging Students After COVID-19 Stephanie Garcia, Ph.D. Michelle Martínez Vega	Proof: Analyzing and Auditing for Equitable Hiring Practice Naomi Woods, PMP	Fair School Funding in the Southern States Morgan Craven, J.D.; Chloe Latham Sikes, Ph.D.
1:00-3:30	Translanguaging for Social Justice: What Next? Where Do We Go from Here? Mariana Castro, Ph.D.; Lizdella Piñón, Ph.D.	Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom Marlon James, Ph.D.; Kelly Ferguson, Ph.D.; Morgan Craven, J.D.	Four Critical Levels for Culturally Sustaining Practices Paula Johnson, Ph.D.; Hector Bojorquez	Pulling the 5Ps Together to Create a Systems Approach Pasteia Garth, Ph.D.; Naomi Woods, PMP	Focus Groups: Teaching Uncensored Michelle Castillo, Ed.M., & Team
3:30-4:00	Closing session Paula Johnson, Ph.D.; Celina Moreno, J.D.				