

# **27TH ANNUAL MULTICULTURAL EDUCATION CONFERENCE**

SUNY NEW PALTZ

## **Collectives and Connectives: Creating Pathways of Support and Sustainability**

**"If we want to create a world in which conflict and trauma aren't the center of our collective existence, we have to practice something new, ask different questions, access again our curiosity about each other as a species." (adrienne maree brown, in *We Will Not Cancel Us*)**

**This annual conference will bring together educators, parents, and community members, as well as students, to generate insights and make connections with others who are working toward equitable schools and educational spaces in which all people can thrive. This year's program will focus on the importance of collective building and resource sharing as a vital part of sustainability of self, community, and cause.**

**Educators inside and outside of schools, who see their work as justice making, rely upon the support of those doing similar (not the same) work. Cultivating just and equitable spaces depends upon our collective capacity to connect with others who share related experiences, desires, and hope for change. Let's map networks of relations that lead to collective building, connect collectives to other collectives, and create sustainable pathways to socially just relationships in educational spaces. We are committed to reclaiming the potential and power of both multicultural and public education.**

**FRIDAY, MARCH 25, 2022 \* 8:30 AM - 2:30 PM**

Student Union Building

# PROGRAM

## 27TH ANNUAL CONFERENCE

**8:00 - 8:30 AM** Registration

**8:30- 9:45 AM** Keynote and Conversation:  
"Navigating Educational Relationships in Times of Tension: Is Community Building (Im)Possible?" with superintendents Eric Rosser (Poughkeepsie), Ray Sanchez (Ossining), and Angela Urbina Medina (New Paltz)

**10:00 - 11:15 AM** Morning workshops  
(see pages 3-5 for choices)

**11:30 AM - 1:00 PM** Lunch and Dorsky visits

**1:15 - 2:30 PM** Afternoon workshops  
(see pages 6-8 for choices)

**2:45 - 4:00 PM** Additional Dorsky visits

**4:30 PM** Book talk with Dr. Tina Campt

## SUNY COVID POLICY

In spring 2022, any guests age 5 and older at indoor ticketed events on campus must wear a mask and provide one of the following:

- Proof of vaccination, or
- A negative COVID-19 test taken in the last 72 hours, or
- A positive COVID-19 diagnosis from the past 90 days

## COSPONSORS

State University of New York at New Paltz  
Black Studies Department  
Campus Auxiliary Services  
Latin American & Caribbean Studies  
Office of Alumni Relations & Development  
Social Justice Educational Studies Program  
School of Education  
Women, Gender, & Sexuality Studies

Mid-Hudson Migrant Education Program  
Mid-State Regional Bilingual Education Resource Network (RBERN)  
Mid-Hudson School Study Center  
Mid-Hudson Teachers Center

# MORNING WORKSHOPS

**Space is limited in the Student Union Building, necessitating that we pre-assign workshops. When you register, please select your 1st, 2nd, and 3rd choices for BOTH the morning and afternoon workshop sessions. Workshops will be assigned in order of registration, so please register early.**

## A1. Creating Clubs That Promote Belonging, Inclusion, and Equity

Creating clubs that promote belonging, inclusion, and equity among middle and high school students can be an exciting challenge. This workshop will help educators and administrators create and support these clubs within their schools. Adult and student representatives from our women's empowerment and cultural diversity clubs will discuss their experience creating the clubs and navigating challenges; through interactive activities, students will demonstrate the potential of these clubs.

- Rebekah Stoll and Zelig Kurland (Valley Central School District)
- *Audiences: Students (high school), Educators, Administrators, Social/Human Services*

## A2. Picturing American Contradictions: Teaching Video Poems for Social Justice

Video poems present an engaging and empowering opportunity to facilitate student creativity, amplify youth voice, and stimulate civic engagement across linguistic barriers. In this workshop, attendees learn to apply the Open Minds to Equality (Schniedewind & Davidson, 2011) four-step framework for teaching social justice to the project of producing video poems in diverse learning contexts. Based on the presenters' experiences implementing a video poems unit at Poughkeepsie High School in partnership with The Art Effect in fall 2021, this workshop contains authentic student examples and concrete curricular take-aways so attendees can implement the project in any educational setting to empower students to embrace and address contradictions in the political mythology of America and talk back to mainstream media messages while collaboratively producing counter-narratives.

- Mary Ellen Iatropoulos, MA, MPS (The Art Effect), Sarah Hoop and Andrea French (Poughkeepsie High School)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

## A3. Centralizing Multicultural African Content in Literature Courses

This workshop will include an interactive discussion on the importance of centralizing multicultural content—specifically African and African American literature, through a highlight of the African Root Center's library—in the teaching and learning of English language studies. Continued by a lesson planning session, this group will discuss integrating this material and applying a pro-African multicultural lens in the classroom.

Participants will receive resources for African and African American literature to use in their curriculum. This workshop recognizes how literature and composition are key educational spaces where multicultural content can be integrated seamlessly into curriculum, allowing for the progress of overarching pedagogical goals, foundational literacy skills, and the development of inclusive, global, and multicultural perspectives to happen simultaneously.

- Nina Tucker (The Library at The A.J Williams-Myers African Roots Center)
- *Audiences: Students (high school), Students (college), Educators, Administrators*

**FRIDAY, MARCH 25**

# MORNING WORKSHOPS

**When registering, please select your 1st, 2nd, and 3rd choices for BOTH the morning and afternoon workshop sessions.**

## A4. Creating an Inclusive, Safe School Culture and Climate

This workshop explores how school environments seeped in institutional racist practices contribute to student trauma. Trauma, attributed to Adverse Childhood Experiences [ACEs] per cdc.gov and developingchild.harvard.edu, includes microaggressions that can impact behavioral and academic performance. In a safe, nurturing environment, students can heal and flourish, avoiding further traumatization. The data suggest the need for a new paradigm to support BIPOC, LGBTQIA, and students living in poverty. We will explore how trauma shows up in schools and strategies to support students that are specific to creating a trauma informed, safe school environment that is inclusive of all...including a multitiered continuous improvement framework to reinforce or develop a positive school community and climate.

- Katherine Marshall-Polite, LCSWR (Columbia University School of Social Work)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

## A5. Educating and Healing at the Intersection of Social Justice, Mindfulness, & Science

How can science and mindfulness combine to help educators effectively address issues in our work that lead to suffering linked to systems of oppression? This workshop addresses this critical question by engaging participants in the exploration of current research into:

- responses to trauma in schools
- self-care as social justice
- the emerging field of interpersonal neurobiology

Collectively, these three themes will describe how a focus on mindfulness, trauma, and compassion can build our capacity to offer educational interventions that are healing, as well as empowering, for both educators and students. Our exploration of themes will be based on the research of Dr. Joy Degrugy on post traumatic slave syndrome, Dr. Rhonda Magee and Jamilah Pitts on self-care as social justice, and Dr. Sará King on the science of social justice.

- Chris Whitaker, Terry Murray, and Anthony Dandridge (SUNY New Paltz)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

## A6. Why Do You Think That Is?

This workshop will focus on critical thinking and the lack thereof while in communication/discussion with others. Many people have found themselves justly passionate about correcting the wrongs of society, but often call others "out" and not "in." "Dig Deeper" will hone in on the importance of critical thinking to formulate moral opinions and arguments, while not losing people to the cause. Forming relationships is crucial to enhancing our human experience/existence, but the failure to critically think has left us vulnerable to perpetuating the same systemic issues.

- James Baptiste (SUNY New Paltz)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

**FRIDAY, MARCH 25**

# MORNING WORKSHOPS

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## A7. Gender? Don't Know Them!

"Whether you're transgender or not, most of us get to a point in our lives where we can no longer lie to ourselves." - Laverne Cox. Every person's gender identity is a unique and individual experience that no one can replicate. As educators, we must recognize how our expectations for our students and most importantly ourselves influence how we can support students both in and out of the classroom. Understanding the foundation of how we know who we are (or how we think we are supposed to be) is crucial in supporting students who are navigating their own identities in a world not designed to support them. In this workshop, we will pause to reflect on how we came to understand ourselves before we can move forward together in supporting every person in our life in accepting who they are. To be a supporter of gender expansive individuals, we have to reflect on the expectations placed on all of us that influence our understanding of what it means to be a person.

- Jay Tyler (My Sisters' Place)
- Audiences: *Educators*

**FRIDAY, MARCH 25**

# AFTERNOON WORKSHOPS

**When registering, please select your 1st, 2nd, and 3rd choices for BOTH the morning and afternoon workshop sessions.**

## **P1. Act-ing for Change: A 4-H Youth Anti-Racism Program**

Racism has a profound effect on our communities for which we have a shared responsibility to act. Act for Change, our pilot teen anti-racism program, has brought together teens virtually for opportunities for meaningful dialogue across racial identities. We co-created our guide with a teen advisory committee and Cornell students and faculty. The guide is designed to create respectful dialogue and conversation across created differences and stark disparities. We then give youth the tools and encouragement to participate in anti-racist activities in their own communities. Through this workshop you will learn about the necessary foundations to facilitate and participate in this program in your own communities.

- Melanie Forstrom (Cornell Cooperative Extension Ulster 4-H) and Malinda Ware (Cornell Cooperative Extension Sullivan, DEI Facilitator)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

## **P2. Developing Racial Literacy and Diversifying Philosophy in Digital Spaces**

Across the nation, most philosophy classes are taught through the Western lens. In other words, the ideas and philosophies of dead white men—such as Socrates, Plato, Aristotle, Hume, Nietzsche, Kant, and Derrida—are taught and espoused in most academic philosophy spaces. However, doing so serves as a form of epistemic ignorance (Mills, 2007) and alienates and discredits many BIPOC and LGBTQIA+ bodies, ontologies, and philosophies. How can educators disrupt epistemic ignorance and better support their students in philosophy spaces while simultaneously building racial literacy? This workshop will present concrete methods for addressing the dearth of diverse representation in philosophy spaces as well as tools for developing student racial literacy.

- Jordan Bell (SUNY Dutchess) and Omar Graves (SUNY New Paltz)
- *Audiences: Educators, Administrators*

## **P3. Building an Inclusive Curriculum Utilizing a Disability Studies Framework**

This presentation will introduce the field of Disability Studies (DS) and how it can be applied to the curriculum to build a classroom and school culture of inclusion and diversity that considers Disability as a social identity. Participants will explore Disability language and representation in media and will be introduced to additional resources to promote further discussion in their own teaching environments.

- April B. Coughlin and Kimberly D. Sanford (SUNY New Paltz)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

**FRIDAY, MARCH 25**

# AFTERNOON WORKSHOPS

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## **P4. Social and Emotional Learning . . . It Makes a Difference**

It starts with a smile at the door. This workshop provides insights on SEL, or Social Emotional Learning. SEL is a pathway for students and educators to strengthen their understanding of social emotional skills and techniques. It meets the needs of teachers/students and offers a meaningful and personal way to grow through "The Five Core SEL Competencies." The workshop will provide a basic insight into the deliverance of this humanistic approach. Simple changes in classroom environment promotes personal growth. Students are vocalizing that they want to be heard and, as educators, we need to listen.

- Kimberly D'Auria (Danbury, CT, educator)
- *Audiences: Parents/Community Members, Educators, Administrators*

## **P5. Managing Mental Health and the Classroom: Understanding the Challenges of our Changing World**

In many ways popular psychology and social media have de-stigmatized mental health but our culture and institutions still struggle with how to "manage it." This workshop explores Anxiety, Depression, and Trauma today and how they impact you and your teaching. We will push back on the traditional referral model and work toward an empowerment model to help you and your classroom build sustainable, restorative, and relational ways forward.

- Joel Oppenheimer (SUNY New Paltz)
- *Audiences: Educators, Administrators*

## **P6. Advancing the Lives of Youth through Community Collaboration**

Every child and every family deserve the opportunity to have healthy, happy, and successful lives. Unfortunately, systemic injustices create obstacles and people of color experience barriers that cause intergenerational discrepancies. As a community, we are compelled to seek ways to alter this trajectory for youth and families in Ulster County. This presentation will focus on a joint effort between the Ellenville School District, Ulster County Youth Bureau, and Go Beyond Greatness. The key to sustainable supports for youth and families is collaboration, not only in sharing materials and resources but more critically in linking the intentions of benefactors, the knowledge of practitioners, the wisdom of the community, and the financial offerings of grantors, so that the lives of youth are persistently transformed. Supported by grants and community leadership, students have access to mental health services, financial supports, mentoring, transportation, academic supports, college and career readiness training, specialized recreation, and family supports.

- Frank Mulhern (Ellenville School District) and Ashley Knox (Go Beyond Greatness, Inc.)
- *Audiences: Students (high school), Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

**FRIDAY, MARCH 25**

# AFTERNOON WORKSHOPS

**When registering, please select your 1st, 2nd, and 3rd choices for BOTH the morning and afternoon workshop sessions.**

## **P7. Justice, Equity, Diversity, & Inclusion: Beyond the Buzzwords**

Through this workshop, participants will gain an understanding of why justice is a necessary component of equity, diversity, and inclusion and ways in which this framework can be intentionally implemented. When rooted in justice, equity, diversity, and inclusion can have sustainable, impactful, and meaningful strides toward environments that lead to better outcomes, more engagement, and safer/more productive organizations. These terms have become buzzwords but for individuals who practice these values daily and embed them into the work they do intentionally, they come with challenges and reckoning with systemic issues that perpetuate themselves internally. In this workshop, participants will learn what justice, equity, diversity, and inclusion are, examples of how the need for them arises in organizations and educational settings, and the barriers faced in addressing the justice component within this framework. Lastly, participants will be given tools to intentionally and productively begin to work through barriers internally.

- Genesis Ramos, MPA, and Kelvin Herrera-Hassan, MBA (Mount Saint Mary College)
- *Audiences: Students (college), Parents/Community Members, Educators, Administrators, Social/Human Services*

## **P8. Migrant Students and Families: Building Bridges Between Life Experience and School**

In this workshop, participants will together dive in to an understanding of what it means to be a migrant student and the strengths and challenges associated with that identity. Participants will explore the diversity within the migrant student population through student profiles, and work on coming to an understanding of how students' life experience can inform their school performance as well as the content of their school work. We will engage in conversations about how teachers, tutors/Migrant Educators, school districts, and community service providers can collaborate to best support the unique life experiences while transitioning to a new classroom or school and eventually building bridges to academic successes and other positive outcomes for migrant students.

- Benjamin Bruno and Maryellen Whittington-Couse (Mid Hudson Migrant Education Program)
- *Audiences: Students (college), Educators, Administrators, Social/Human Services*

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# **REGISTRATION SUPPORT**

The Schniedewind Multicultural Education Conference Support is for educators who wish to attend the conference but who don't have institutional support or for current university students who would not be able to attend without financial support. To apply for a registration waiver, please fill out the short application [here](#). Scholarships will be awarded in order of submission; the process opens on January 24, 2022. Recipients will be notified by March 1.

This scholarship fund (established 2018) honors Dr. Nancy Schniedewind, founder and chair of the Multicultural Education Conference for its first 24 years. To contribute to supporting educators in future years, please contact Shannon McManimon ([mcmanims@newpaltz.edu](mailto:mcmanims@newpaltz.edu)). Thank you for your support!

## **SAMUEL DORSKY MUSEUM OF ART VISITS**

As our cultural arts offering this year, participants can take a self-guided tour of "Somewhere in Advance of Nowhere: Freedom Dreams in Contemporary Art" at the Samuel Dorsky Museum of Art.

This museum is adjacent to the Student Union Building. We will have discussion questions and encourage you to discuss around the lunch time. Note: The museum requires proof of covid vaccination or a negative covid test within 48 hours for entry to the museum.

Due to space limitations, we can offer three groups museum entrance during the conference time and two groups following the afternoon workshops. Sign up for a time slot when you register; reservations will be taken in the order they are received.

- 11:25-11:55
- 12:00-12:30
- 12:35-1:05
- 2:45-3:15
- 3:30-4:00

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