

The Cradle to Prison Pipeline: A statistical overview of the problem - Regina Walter, Co-Chair
Educating Children of Color Summit

Keynote – Byron Garrett

Byron Garrett, the president and CEO of Life Works International, was the first African-America male CEO of the National PTA. He has also served as National Program Leader for the National 4-H Headquarters at the U.S. Department of Agriculture for the program's seven million participants and 90,000 clubs. While at USDA he was appointed by The White House as Co-Convener of the Helping America's Youth initiative.

Laughaceuticals: Laughter as Wellness - Kaiser Permanente

An interactive workshop using improvisational theatre techniques and exercises supported by evidenced-based research to inform people about the health benefits of playing and laughing on a regular basis and to encourage the incorporation of humor and fun into the daily routine.

Media Impact on Children and Internalized Loathing - Chris Bell, Ph.D.,
Director of the Center for Excellence in Communication and Assistant Professor of
Communication at UCCS

Why Can't I Get Off First-Base??? The Persistent Achievement GAP! ~Beverly Bennett-Roberts
Ms. Bennett-Roberts is an educational consultant and equity specialist. She is a former classroom teacher and middle school administrator, with 4 certifications in Special Education and a secondary principal's license.

Participants in this workshop will have an opportunity to engage in intentional discussion, experiential activities, relevant articles and/or media that will enable them to challenge negative behaviors, attitudes, and stereotypes that many students of color face daily in classrooms across our nation. We will examine how these negativities impede learning; delve into power, privilege, legislation, and the racism associated with the "gap." Finally, discussing and sharing classroom strategies that ensure access and opportunities for "all" students will round out our time together.

Attracting and Retaining Minority Youth in STEM - Tina Moore, Director of
Student Support, College of Engineering and Applied Science UCCS

Minority Overrepresentation, Zero Tolerance Policies and Restorative Justice – Marcos Nunez, Jeannette Holtham, Youth Transformation Center

The session will address negative outcomes for children of color in the educational and judicial systems, with emphasis on zero tolerance policies in schools and the benefit of restorative justice to resolve issues.

CODE*RED Lunch Plenary Session - Rhonda Arrington, MA Public Health,
Program Manager at the Office of Program Management at Richardson, Certified
Project Management Professional through the Project Management Institute (PMI)

***CODE*RED** seeks to develop a sense of urgency in students so that they understand the implications of not being prepared. The session will emphasize the importance of a good resume and solid interviewing skills; professional etiquette and the power of networking; how to manage household finances when you are 'on your own' and assimilate into the first*

year of employment.

The Cost of Caring: Secondary Trauma - David Conrad, Clinical Social Worker and Senior Instructor in the Department of Pediatrics at the University of Colorado School of Medicine in Denver, Colorado

In this interactive workshop, the presenter will define secondary trauma, discuss its impact on helping professionals and identify protective strategies to be used by organizations and individuals. During the training, he will also conduct an exercise focused on utilizing self care strategies and offer strategies participants can use to protect themselves from secondary trauma.

Intergenerational Trauma and Self Loathing - Don Coyhis, White Bison Council

This Session will address the history of the Indian Boarding Schools and other systems of repression and the long term impact on survivors and their progeny. The session is intended to focus on healing and educating.

Bullied: A Student, a School, and a Case that Made History ~ Beverly Bennett-Roberts

Alarming statistics - Compared to their peers, LGBTQ youth are two to three times more likely to be bullied, up to four times more likely to attempt suicide, seven times more likely to miss a day of school because they feel unsafe and more likely to experience physical bullying. Participants will have the opportunity to view the latest DVD "Bullied: A Student, a School and a Case that Made History" from Teaching Tolerance. Bullied tells an inspiring story of a young gay man who took a stand against the bullying he experienced in school. As time permits, a quiz entitled the "Facts and Myths about Bullying" will be given along with a school climate survey "How Safe is Your School." Discussion, reflection, as well as a suggested action plan that enables one to move from being a "bystander to an ally" will be the driver of our time together.

Family Engagement and Educational Success - Byron Garrett, keynote speaker

This session will culminate in a facilitated discussion to assist educators and parents to begin the conversation on engagement, and to develop concrete steps to improve the communication between both.

Research Findings on Engagement and Self Efficacy in Science and Math - David Khaliqi, Director of Center for STEM Education, University of Colorado

What are some of the best ways to engage students in science and math? How can we help students understand what engineering is really about? The need to engage under-represented students with the excitement and fun of STEM is great, but just how do we do that? Attend this workshop to learn what the research at the Center for STEM Education is showing about effective strategies to engage students in STEM content. Research findings will be shared related to gender bias in STEM, high student engagement strategies, integrating the arts and story in STEM, and the power of tinkering in student engagement. This workshop will present strategies to teachers, administrators, and parents to help them understand what strategies work related to STEM education."

Mindful Reflection as a process for developing culturally responsive practices - Barbara J.

Dray, Ph.D. is an assistant professor in special education and linguistically diverse education in the School of Education and Human Development at the University of Colorado Denver. As a former speech therapist and special education teacher in bilingual classrooms, Dr. Dray's research and publications focus on supporting teachers to improve practices in bilingual special education and prevent inappropriate placement of diverse learners in special education. Dr. Dray's most recent publication *Mindful Reflection as a process for developing culturally responsive practices* appears in *TEACHING Exceptional Children* (Dray & Wisneski, 2011).

It has been well documented that students from culturally and linguistically diverse backgrounds continue to experience overrepresentation within special education, dropout rates, discipline referral, and academic failure. It has been theorized that one reason for this continued failure is the cultural mismatch between students and their learning environments. In this session we will explore a framework for understanding diversity in the classroom to reduce bias and develop culturally responsive practices.

Stress Be Gone - Jennifer Edwards, PhD. Educator, Clinical Hypnotherapist and Master Practitioner of Neuro-linguistic Programming

Have you ever felt stressed as a result of your job? Have you ever felt like quitting? Has anyone ever talked with you in a less than professional manner, leaving you feeling somewhat victimized and traumatized? Learn an easy-to-use self-help technique for eliminating the negative feelings caused by less than positive interactions, stress, traumas, etc. Thought Field Therapy involves tapping on acupuncture points in order to mitigate stress, anger, fear and trauma.

Democracy In Action: Freedom Riders - Heather Frazier, Program Associate, Facing History and Ourselves

Join Facing History and Ourselves for an interactive workshop that examines the questions of identity and civic participation as a way to engage students of color. Participants will receive resources and classroom-ready lessons. The PBS-American Experience film, Freedom Riders tells the powerful, harrowing and inspirational story of 400 black and white Americans, (many of whom were students) who risked their lives, endured savage beatings and imprisonment for simply traveling together on buses through the Deep South in 1961, deliberately violating Jim Crow laws in a courageous act of nonviolent activism.

The Importance of Understanding the Culture and Mindset of Black Male Students – Bobby

Muhammad. An educational leader, Bobby Muhammad has served as a program and curriculum director at Princeton University, as well as a K-12 curriculum and instruction specialist for public schools in Pennsylvania and Ohio. His teaching experience includes middle school science and high school Biology and Physics. A native of Colorado Springs, Bobby is a graduate of Sierra High School and the United States Air Force Academy. He received his M.Ed. from Wright State University, in Dayton, Ohio. He has recently returned to reside in Colorado Springs, having relocated from Philadelphia, PA, where he served as the Assistant Minister at The Nation of Islam's Muhammad Mosque #12. He also served as co-chair of the Philadelphia Millions-More-Movement Education Committee.

This workshop is designed to address the fundamental factors of culture and mind-sets, as they relate to the education of Black males in the classroom. These factors will be presented and discussed, not for the purpose of offering excuses, but instead as a means to open the discussion of what pedagogical principles and curricula are best suited to address the educational needs of Black male students...

Microaggressions, Microinequities and Stereotype Threat - Dena Samuels, PhD, Asst. Professor of Women's and Ethnic Studies UCCS; Daryl Miller, Assistant Program Coordinator, The Matrix Center

Minimizing Microaggressions and Stereotype Threat

Expressions such as "That's so gay!" or referring to a person of color as a "colored person" can have far-reaching consequences for members of traditionally marginalized groups (people of color, LGBT people, women, people with disabilities, etc.), and their allies. These subtle verbal, non-verbal, and/or visual cues are called Microaggressions, and are often committed unknowingly by well-intentioned people. In a single instance, a microaggression may seem harmless, but the cumulative effect over a lifetime of these everyday experiences can lead to increased stress, health risks, and a diminished sense of belonging or validation. Drawing on the work of Claude Steele, we will also look at the connections to and impact of stereotype threat. Through discussion and activities, we will propose strategies to minimize microaggressions.

The Cross Section Between the IDEA and the ADA: Serving Students with Disabilities - Sandy Lahmann, Rocky Mountain ADA Center

Transitioning from high school to postsecondary education can be confusing for students with disabilities and their parents. Significant differences exist between IDEA, which ends upon graduation from high school and transition programs, and the Americans with Disabilities Act (ADA), which applies to postsecondary education. Learn about students' rights and responsibilities under the ADA along with self-advocacy strategies.

"What Are You?" A Visual Introduction to Multi/Biracial Identity Development- Megan Bell, Director of the University Center and Conference Services at UCCS.

7 million people checked more than one box to select their ethnicity in the 2000 census. 11 years later, as increasing numbers of multiracial students attend our schools, it is crucial to understand their unique identity development. Participants will experience a gallery exercise, watch video interviews with actual students, and discuss how all of this applies to their current work.

Participants will learn:

- *A basic understanding of identity development models for multi/biracial people.*
- *How multi/biracial students experience education.*
- *How teachers and administrators can better serve students who identify as multi/biracial.*
- *Where to obtain more information about this particular topic.*