

Thirty-First Annual

Multicultural Education Conference

Saturday, April 12, 2025



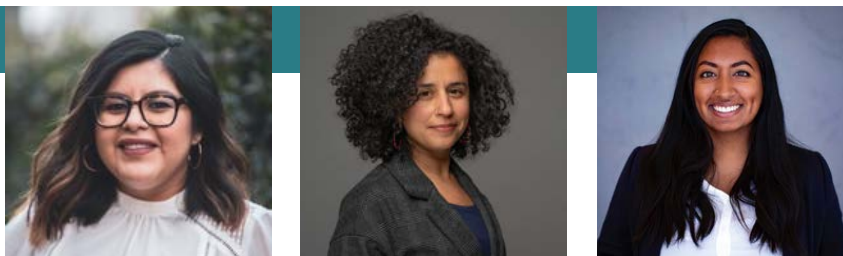
NURTURING PEDAGOGIES *of* COLLECTIVE HEALING

Welcome from the Conference Co-Chairs

CONFERENCE CO-CHAIRS

Welcome to the 31st Annual Conference

Drs. Lorena Camargo-Gonzalez,
Sheeva Sabati, and Sruthi Swami



We are excited to welcome you to the 31st Annual College of Education Multicultural Education (MCE) Conference. As new Co-Chairs, we are honored to serve and steward the legacy of the MCE conference, which centers transformative and socially just education for all.

The Multicultural Education Conference (MCE) has remained an important space for critical thought and gathering for the Sacramento State community of students, alumni, faculty, and community partners beyond the university. In the last four years, this gathering shifted to an online modality to accommodate our health and safety as we endured the ongoing COVID-19 pandemic. We are grateful to be able to host this year's gathering in person.

Our fully place-based 2025 MCE is an invitation to come together to share our knowledges and to build our capacities to nurture healing pedagogies within our distinct contexts. We are excited that Dr. Stephanie Cariaga, a former English teacher, organizer, and CSU Professor, will serve as our Keynote, sharing lessons from her embodied wellness approach. MCE is also honored that Fenix Drum and Dance, children's book author Elsie Guerrero, and Sol Collective will provide workshops as part of the Sponsored Sessions component of our program. Additional workshops, presentations, and posters will also amplify the work happening at our campus and community, from submissions we received guided by this year's theme, Nurturing Pedagogies of Collective Healing.

We will also honor our campus and community social justice awardees. Lunch will be provided, and we encourage you to build community at this gathering and to join alongside your colleagues to bring back the learnings to your work in schools, colleges, or in the community. We encourage you to share any access needs to support your participation. We appreciate your commitment to making this conference a success.

May we continue to build together at MCE 2025!

Drs. Lorena Camargo-Gonzalez, Sheeva Sabati, and Sruthi Swami

THE PLANNING COMMITTEE



Left to right:

Kenya Burton, Lorena Camargo Gonzalez, Alejandro Carrion, Trina Chang, Eric Claravall, Debbie Dennick, Alma Flores, Ravin Pan, Sheeva Sabati, Sruthi Swami, MJ Vincent, Yanira Madrigal-Garcia

Letter from the President

Welcome to the 31st Annual Multicultural Education Conference at Sacramento State. We are incredibly proud to once again host this event, reaffirming our commitment to multicultural education.

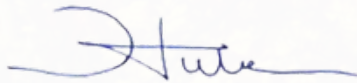
This year's conference theme, "Nurturing Pedagogies of Collective Healing," speaks to the power of education as a transformative force in fostering understanding, equity, and justice. As we gather, we recognize the importance of healing as an integral part of learning. Through collective reflection and action, we can create educational spaces that acknowledge historical injustices while fostering hope, resilience, and meaningful change.

As we come together for this milestone conference, we honor the progress that has been made while recognizing the significant work that remains in our pursuit of a truly inclusive and equitable educational system. We are called to continually reflect on and assess our institutions and communities to ensure that every student has the opportunity to thrive. The responsibility to create learning environments rooted in justice, access, and belonging is one we must all embrace.

Throughout this conference, I encourage each of you to engage deeply with one another, draw inspiration from our shared experiences, and reaffirm your commitment to this essential work. By fostering courageous conversations and creating spaces of mutual respect and understanding, we take meaningful steps toward dismantling systemic inequities and building a more just and compassionate world for all children.

Thank you for being part of this vital movement and for your dedication to multicultural education. Your contributions help shape a future where every student can flourish.

Sincerely,



Luke Wood

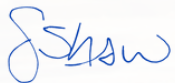
President

Sacramento State



Letter from the Dean

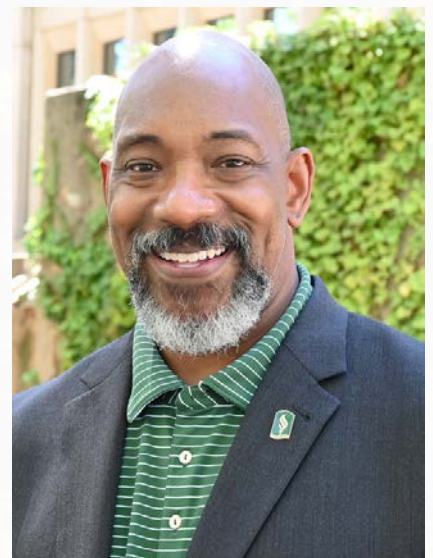
As the Interim Dean of the College of Education at Sacramento State, I am honored to have the opportunity to welcome you to the 31st Annual Multicultural Education Conference. The theme for this year's conference, Nurturing Pedagogies of Collective Healing, couldn't come at a more critical time in our country's history. The difficult, but confident momentum towards DEI created over the last several decades has been attacked with unprecedented force in the last several months, leaving communities confused, frightened, and in a general state of disbelief. How will we hold off future threats, while at the same time finding the energy for rebuilding so much of what had already been done? It's no surprise that education is at the center of these attacks. But we also know that education is the core of where we begin the healing process and nurture the creativity necessary for making stronger defenses. I am so glad that you are here with us today to share and learn together. To the faculty, staff, and administrators that helped make this conference possible, my most sincere thanks. Please enjoy the day and may this be the inspiration for future positive momentum.



Greg Shaw

Interim Dean

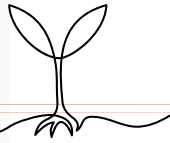
College of Education



Conference Schedule

TIME	EVENT DETAILS	LOCATION
8:00 a.m. – 8:30 a.m.	Registration	University Ballroom
8:30 a.m. – 9:00 a.m.	Opening	University Ballroom
9:00 a.m. – 10:30 a.m.	Keynote and Q & A	University Ballroom
10:30 a.m. – 11:00 a.m.	Break/transition time	
11:00 a.m. – 12:00 p.m.	Workshop sessions #1	Locations on Page 9 & 10
12:00 p.m. – 1:15 p.m.	Lunch	University Ballroom
12:30 p.m. - 1:15 p.m.	MCE Alumni & Community Awards	University Ballroom
1:15p.m.-1:30p.m.	Break/transition time	
1:30 p.m. – 2:30 p.m.	MCE Sponsored Sessions	Cottonwood Suite, Pacific Suite, Forest Suite
2:30 p.m. – 3:00 p.m.	Snack Break/transition time	University Ballroom
3:00 p.m. – 4:00 p.m.	Workshop sessions # 2	Locations on Page 11
4:00 p.m. – 5:00 p.m.	Closing and social	University Ballroom

Keynote Speaker



Friday, April 5, 2024



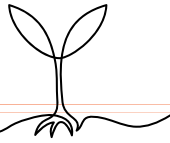
Location: Union Ballroom

Dr. Stephanie Cariaga

Stephanie Cariaga, Ph.D., has served the wider Los Angeles community for over eighteen years as an English teacher, founding member of the People's Education Movement, and now an associate professor in teacher education at California State University, Dominguez Hills.

Her teaching and research reintegrate the mind, body, and spirit into classrooms and beyond to honor and meet the holistic needs of marginalized students and the educators who serve them. She has published widely in academic journals, including *The Urban Review* and *Race Ethnicity & Education*, in books like *A Love Letter to This Bridge Called My Back* (UA Press), and co-edited a special issue for *The Journal of Trauma Studies in Education* titled "Grief as an Invitation to Heal: Extending Trauma-Informed Pedagogies, Research, and Praxis."

She has spoken nationally and internationally at conferences, podcasts, and various educational communities, and continues to co-organize liberatory wellness programming for critical educators through spaces like *Critical Embodied Wellness for Educators (CrEW)* and the *People's Education Conference*. She is inspired by her best teachers, her children Laila and Catalino.



Saturday, April 12, 2025



*Location: Cottonwood Suite
(2nd Floor)*

Drum and Dance for Joy. A workshop with Fenix Drum and Dance

Fenix Drum and Dance was founded in 2004 by the mother-daughter team of Angela J. James and Olivia Yasmin to give families the opportunity to participate creatively in the music and dance of Africa and the Diaspora. Since then, it has evolved into a recognized performance and education agency in the Sacramento area and beyond. In addition to conducting regular classes in African and Afro Caribbean music and dance, Fenix has developed a strong Educational Outreach arm with Certified Teaching Artists, serving all ages from preschool to university.

In the “Drum and Dance for Joy” workshop, participants will have the opportunity to learn and experience the embodied practices of drumming and dance. These cultural practices trace the history of African Americans across the Diaspora and are also ways of reclaiming physical and mental health across many indigenous cultures. Through engagement with musical instruments and traditional dance movements, participants will get to showcase their creativity, while learning about the historical significance of these cultural practices.

Embracing uniqueness through children's books to create a more inclusive environment: A workshop with Elsie Guerrero



Elsie Guerrero's mission of advocacy is to write books promoting inclusion in the area of childhood disability and social justice. Elsie has published over ten books about children with disabilities and three books about social justice within the Latinx community. Elsie Guerrero is well known for her advocacy efforts in bringing awareness about children with special needs and the Latinx community. She was recently recognized as a 2020 Honoree with the Hispanic Lifestyle Magazine. Elsie has also been featured in many reputable news outlets, such as NBC Latino and Telemundo.

In this workshop, Elsie Guerrero will share her own journey of authoring children's books as a vehicle to raise awareness about students with disabilities. Participants will be guided to write their own stories, drawing from their experiences and whatever comes from their hearts. Participants will also have the space to share their own stories with one another and learn about key steps in the publishing process.

Location: Forest Suite (2nd Floor)



*Location: Pacific Suite
(3rd Floor)*

Your Story in an Accordion-Folded Book. A workshop with Sol Collective

Join Sol Collective for an introduction to accordion books and create an accordion book to tell an empowering story. Mexico, Maya, and other peoples recorded their stories, beliefs, science, history, and everyday life in books that we know as codices. In this workshop, you will utilize different materials and techniques to create an accordion book while using art to explore, connect to yourself, and make a unique personalized accordion book.

Sol Collective is a community-based 501(c)(3) partnership whose mission is to provide artistic, cultural, and educational programming, promote social justice, and empower youth through art, activism, music, and media experience. Started in 2005, Sol Collective provides a space for youth training, development, and education in the artistic and media disciplines in an effort to address the issues that face historically underserved and marginalized communities. The center has provided accessible, multicultural, multigenerational programming for the Sacramento community and beyond for almost 20 years and is dedicated to creating and facilitating accessible art, media, technology, and self-care education, resources, a platform, and safe space for youth and communities of color.

Morning Workshop Sessions (11:00AM-12:00PM)

The Cultural Gaps in our Educational Systems

Organization: C.R.E.A.T.E. P.D., LLC.

Presenters: Alia Zaben and Nadia Niazi (Middle Eastern and Afghan experience), Susana Mercado and Susan Elizabeth (Latinx experience), Jordan Brown and Kathy Wilsom (BIPOC experience)

Location: Cottonwood Suite (2nd Floor)

Our Middle Eastern/Afghan Experience is designed to provide an in-depth look into this part of the world. Our knowledgeable presenters will share their personal and professional experience in the Middle East, from the cultural norms and traditional practices to the stereotypes and misconceptions. Through this comprehensive experience, you will gain an understanding of the region and its people.

In the BIPOC Experience our expert presenters share their contemporary Black, Indigenous, and People of Color students' experiences in the United States to help administrators and educators gain a better understanding of media perception and representation of BIPOC students, their awareness of micro-aggression and the impact it has on them. Social justice pedagogy and practices are integrated in the presentations with the intent to promote the awareness of systemic racism.

Our LATINX experience provides expert presenters who bring their unique perspectives to help bridge the gap between Latinx students and families and the educational system. Presenters share their personal stories and insight to help educators better understand their Latinx students and families, their cultural and linguistic differences and similarities, and the unique challenges they face. Through this service, educators can gain a better understanding of their Latinx students and families and create an education system that is more equitable and inclusive. They explore gender identity and ways to support students.

Joyful Disruption in Education: Reframing Narratives for Collective Healing

Dr. Marvin Reed, Sacramento State & Blue Devils Performing Arts

Location: Forest Suite (2nd Floor)

In this interactive workshop based on Bree Picower's Reading, Writing, and Racism, participants will explore the "tools of whiteness" that perpetuate bias and inequity in educational settings. Through community-building activities and joyful, hands-on exercises, attendees will examine how specific narratives, language, and practices uphold racial bias and how educators can disrupt these patterns to foster inclusive, healing-centered classrooms. This session will guide educators in developing actionable strategies to create learning environments that affirm and uplift all students.

Participants will leave with a deeper understanding of the systemic roots of educational bias and practical tools to transform their practices in ways that support social and racial justice. This session aligns with the conference theme by focusing on collective healing, encouraging educators to embrace a community-driven approach to equity and joy in their classrooms. Whether new to this work or experienced in multicultural education, attendees will find inspiration, support, and practical steps for creating meaningful change in their schools and communities.

Morning Workshop Sessions (11:00AM-12:00PM)

Disrupting Racism in US Schools, Transcending the (un)Civil War

Dr. Araceli Feliz (Sac State), Dr. Angela Leslie (Sac State), Dr. Amy Murray (Yuba City Unified School District), Dr. Rose Borunda (Sac State)

Location: Green & Gold (3rd Floor)

What are the gains made during an era in which the voices of the most marginalized continue to be silenced by policy and force? In this workshop, you will hear about the efforts of a collaboration of educators, researchers, research assistants, community leaders and more to not just envision but to create a different reality. Through curriculum and re-education, the effort to dismantle what we have all been raised on is side stepped as a counter narrative is provided. Through a seam that seeks to unify and engage, we seek to build a more equitable and just society by speaking truth and offering alternatives to the Master Narrative.

Breaking Barriers: Promoting Gender Equity in Multicultural Education

Sherrie Carinci, Mariela Diaz, Sacramento State

Location: Foothill Suite (3rd Floor)

This session highlights the urgent need to integrate gender equity training within multicultural education, emphasizing educators' role in reinforcing or challenging gender socialization patterns. Research shows that societal institutions, particularly schools, shape gender roles, and many educators unintentionally perpetuate gender-based expectations in their classrooms. While multiculturalism is addressed in preservice teacher education programs, gender equity remains underexamined, often assumed to be part of broader multicultural discussions. However, studies suggest limited training exists for K-12 educators on gender-inclusive teaching approaches, leaving teachers unprepared to implement equitable strategies in curricula, assessments, and interactions. This workshop seeks to bridge these gaps by providing educators, policymakers, and stakeholders with actionable tools to create gender-equitable classrooms. It will address the intersectionality of gender and cultural biases while exploring practical solutions, such as redesigning curricula to include diverse representations, adopting inclusive teaching and assessment strategies, and promoting the visibility of underrepresented identities. Additionally, the session will underscore the importance of integrating gender equity training into preservice teacher preparation programs. By fostering awareness and equipping educators with tangible strategies, this workshop aims to create inclusive learning environments where all students, regardless of gender or cultural background, can thrive. Ultimately, it will empower educators to promote equity, collaboration, and meaningful change.

Decolonizing Education: Solidarity, Healing, and Liberation for Palestine in Critical Multicultural Education

Hanadi Shatara, Assistant Professor, College of Education, California State University, Sacramento

Location: Pacific Suite (3rd Floor)

This workshop explores the critical role of multicultural coalitions and educator activism in addressing anti-Palestinian racism and promoting Palestinian liberation through educational spaces. This workshop examines how critical educators can decolonize teaching and research to amplify Palestinian narratives and experiences within multicultural education discourse. Against ongoing violence, genocide, and global oppression, the workshop aims to create learning opportunities that center Palestinian perspectives and connect struggles for justice across communities of Color. Participants will engage with interactive stations focusing on critical media literacy, primary sources, children's literature, civics, geography, environmental justice, and art. These interdisciplinary approaches will provide educators with tools to integrate Palestine into curricula and challenge dominant narratives. By connecting Palestine to broader liberatory movements, the session will inspire participants to reimagine education as a site of resistance, healing, and collective empowerment. The workshop responds to the Multicultural Education Conference themes by addressing systemic harm, promoting social justice, and developing pedagogical approaches that nurture collective healing. Ultimately, the session calls for expanded, globally oriented critical multicultural education that centers marginalized voices and promotes solidarity, freedom dreaming, and collective healing.

Afternoon Workshop Sessions (3:00PM-4:00PM)

All Along the Ivory Tower: Black American Identity as Voiced by Poetic Youths

Dr. Jeremy D. Greene; Natomas USD

Location: Orchard Suite (2nd Floor)

This presentation aims to amplify Black American elementary student voice in a post-2020 world. This presentation will review concepts related to student (youth) voice, youth participatory action research (YPAR), and research conducted with 4th and 5th grade Black American students. Participants will learn the basics to creating their own student voice circles (sacred spaces) and will develop awareness on how to be co-constructors of knowledge in regard to YPAR work.

Teaching Academic Language through Thematic Units in Bilingual Elementary Classrooms

Leslie Banes, CSUS

Karen Pulido, teacher at Heredia Arriaga School,

Natalia Montore, teacher at Heredia Arriaga School,

Nancy Sanchez, teacher at Heredia Arriaga School

Location: Green and Gold Room (3rd Floor)

This workshop will equip bilingual elementary educators with effective strategies to teach academic language in Spanish using thematic units. By integrating SEAL (Sobrato Early Academic Language) and GLAD (Guided Language Acquisition Design) methodologies, participants will learn how to scaffold academic vocabulary and content knowledge through engaging, culturally relevant instruction. Practicing teachers from Heredia-Arriaga School, recent graduates of the CSUS Teacher Credential Program, will demonstrate how they are applying these strategies in real-world bilingual classrooms.

The workshop will focus on creating thematic units that support both language development and content learning in Spanish, using strategies like sentence frames, graphic organizers, and cooperative activities. Thematic topics related to identity, community, and the environment will serve as models for participants to adapt in their own classrooms. By affirming bilingual students' linguistic and cultural strengths, this session highlights how bilingual education can promote social and racial justice. Participants will engage in hands-on planning and collaborative discussions, leaving with practical tools to implement immediately in their classrooms.

Taking a Linguistically Responsive Stance to Educational Leadership

Mathew Espinosa-Castro, College of Education, California State University, Sacramento

Location: Forest Suite (2nd Floor)

This interactive session will provide you with opportunities to use a framework for linguistically responsive leadership to reflect upon, analyze, and guide decision-making for multilingual learner education. We will unpack three orientations central to linguistically responsive leadership: orientation to multilingual learners, orientation to language learning, and orientation to leadership. Then we will apply these to a set of examples from the classroom, school, and district levels to practice analyzing and coaching others and then reflecting upon our own opportunities to promote linguistically responsive leadership.

We want to be here, but how can we stay here?: Fostering Community Spaces of Healing through Plática-informed Pedagogy

Brendan A. Kachnowski, University of Nebraska-Lincoln, Department of Teaching, Learning, and Teacher Education

Tianna Bankhead, University of Nebraska-Lincoln, Department of Teaching, Learning, and Teacher Education

Vivian Lee, University of Utah, Department of Education, Culture, and Society

Ashley Engeler, University of Utah, Department of Education, Culture and Society

Location: Foothill Suite (3rd Floor)

This workshop engages participants in an introductory practice of Educator-Pláticas (Guerra & Carillo-Rodriguez, 2022; Jimenez-Silva & Lopez, 2024) to begin the work of identifying and working with and from informal spaces of healing in the contexts of their own lives and experiences. Participants will be invited to engage with workshop facilitators as co-creators of the space through critically reflexive prompts that are oriented toward envisioned possibilities and solutions that can shape future elements of healing in their educator community contexts.

Poster Presentations (University Ballroom)

Equity Action Plan: Professional Development on Diversity, Equity, and Inclusion for Teachers

Danielle Kitaoka, CSUS School Psychology Graduate Student, DKitaoka@csus.edu; Iskally Huerta, CSUS School psychology graduate student, ihuerta@csus.edu

This equity action plan aims to provide professional development training centered around diversity, equity, and inclusion (DEI) to teachers to create school-wide changes and improve the school climate. Given our political climate, it is essential more now than ever to continue to fight for and protect DEI initiatives. This project highlights the importance of continued conversations about DEI practices. We provide concrete examples of how schools, school staff, and administrator committees can provide teachers with resources to make implementing culturally responsive practices easier. We provide the context of previous DEI initiatives surrounding education to build a foundation to implement additional initiatives on a smaller scale to create bottom-up change. This equity action plan is unique because it requires minimal funding to implement these practices and does not require significant systematic changes. We also emphasize the importance of incorporating families and students in this process to get their buy-in and address any concerns they may have. It is key to meet your school community where they are and assess their needs to cater the equity action plan to the unique needs of the students.

Planting Seeds: Integrating Critical Multicultural Education in Outdoor Experiential Preschools

Sharon Ayala Lesso, MA Candidate, Child and Adolescent Development Program, California State University, Sacramento, sharonayalalesso@csus.edu; Dr. Alicia Herrera, Child and Adolescent Development Program, California State University, Sacramento (Advisor), herrera@csus.edu

This qualitative study examines how early childhood educators incorporate culturally sustaining pedagogy in outdoor, play-based preschools. Outdoor preschools often prioritize environmental education and are situated in culturally homogeneous, majority-culture communities. This dynamic can limit children's exposure to diverse perspectives, contributing to the early development of cultural biases and stereotypes. Through interviews with educators, the study explores how developmental and cultural considerations intersect in outdoor education. Teachers shared strategies for fostering cultural representation, addressing privilege dynamics, and supporting identity development through developmentally appropriate, equity-focused practices. Findings emphasize the need for teacher preparation, professional development, and policy support to integrate anti-bias principles and early cultural awareness into outdoor preschools. This interactive poster engages visitors in conversations about these challenges and provides practical tools for educators, teacher education programs, and administrators. Resources include a QR code linking to reflective prompts and conversation starters on topics such as addressing privilege dynamics and reducing cultural biases in outdoor settings. A boxed section highlights actionable strategies for integrating equity-focused practices into outdoor education. Attendees will leave with tools to advance critical multicultural education and foster cultural awareness and equity in early childhood outdoor learning environments.

Poster Presentations (University Ballroom)

Unpacking Ethnic Studies: Educators Supporting Black Adolescent Identity Development

Mel Eligon, Child and Adolescent Development Program, MA Candidate, California State University, Sacramento, meligon@csus.edu; Advisor: Dr. Alicia Herrera, Child and Adolescent Program, California State University, Sacramento, herrera@csus.edu

This study presents findings from an MA thesis in Child and Adolescent Development that explores how Ethnic Studies (ES) curricula support Black adolescent ethnic-racial identity (ERI) development through an antiracist developmental science lens. The research investigates how adolescence—a critical stage for identity formation—intersects with systemic inequities and educators' positionality to shape ERI outcomes. It also identifies challenges such as inconsistent ES implementation, insufficient teacher preparation, and policy barriers. Preliminary findings underscore the importance of educators' racial literacy, equity-focused practices, and reflective engagement in fostering Black adolescents' ERI development and creating healing-centered classrooms. Practical tools from this work include developmental science-based conversation starters, reflective prompts for educators, and actionable strategies to align teaching practices with Black ERI frameworks. This research bridges antiracist developmental science and critical multicultural education to address gaps in teacher preparation and curriculum design. Recommendations emphasize professional development focused on Black ERI frameworks and reflective practices, as well as policy reforms to provide sustained support for educators implementing Ethnic Studies curricula. Attendees will gain actionable insights to integrate developmental science principles into educational practices that promote equity and identity development for Black adolescents.

Embracing Identity, Empowering Voices: Supporting LGBTQ+ Students of Color in Educational Spaces

Abby Leonard, CSUS School Psychology Graduate student, abbyleonard@csus.edu; Amy Yu, CSUS School Psychology Graduate student, amymyu@csus.edu

LGBTQ+ students of color face intersecting challenges in education, including systemic marginalization, racialized discrimination, and heteronormative biases, impacting their mental health, academics, and sense of belonging. Despite these barriers, they demonstrate resilience, creativity, and leadership in fostering inclusive spaces. Our poster highlights their unique needs and strengths, offering intersectional strategies for educators, administrators, and policymakers to create affirming, healing-centered learning environments. By centering their lived experiences, we aim to inspire equity-driven, trauma-informed, and student-centered practices that nurture their holistic well-being.



2025 Social Justice Alumni Awardee: Dr. Jeremy DeWayne Greene

Dr. Jeremy D. Greene exemplifies the transformative impact of leadership, activism, and advocacy in fostering equity and inclusion. As a Sacramento State alumnus, his commitment to creating accessible and just environments resonates through his roles in education and community engagement. Jeremy has dedicated his career to uplifting marginalized voices, particularly Black and African American students, by championing policies and practices that prioritize cultural competency, trauma-informed care, and restorative justice. His efforts in mentoring programs like HOPE and Improve Your Tomorrow have significantly impacted at-risk youth of color, fostering pathways to academic and personal success. As a co-advisor for Black Student Unions, Jeremy has nurtured spaces for students to explore their identities and advocate for social change. Jeremy's leadership as an educational psychologist, mentor, and advocate positions him as a beacon of change.



2025 Social Justice Community Awardee: Natomas Black Parents United

Since 2020, the Natomas Black Parents United (NBPU) has been tirelessly lobbying the Natomas USD to provide supports for Black children within the district who have often been over disciplined, academically left behind, and ignored within such predominantly White institutions. What started as a collective of elders—mostly mothers—has now sprung forth with various supporters across Natomas' school board, teacher union, and community lines. Although a leaderless movement with fluid membership, Ms. Sharon Thurmond has often been leading the charge as a constant fixture at Natomas USD board meetings. In addition, the NBPU has provided legal consultation to parents as it relates to educational law via both attorneys and educational advocates. Being the first school-related grassroots Black parent group in Natomas USD, the NBPU believes in building community, hosting various events both in-person and online for families to gather and celebrate what it means to be a Black family within the Natomas USD.

THANK YOU TO ALL WHO HELPED MAKE THIS CONFERENCE POSSIBLE!

Each and every conference is the result of months of planning and the dedicated work of many people. The Conference Committee would especially like to thank the individuals and organizations below for their service toward the 2024 Multicultural Education Conference.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

COLLEGE OF EDUCATION



CALIFORNIA STATE UNIVERSITY SACRAMENTO

ACADEMIC AFFAIRS

SACRAMENTO STATE

COLLEGE OF EDUCATION

Doctorate In Educational Leadership Program



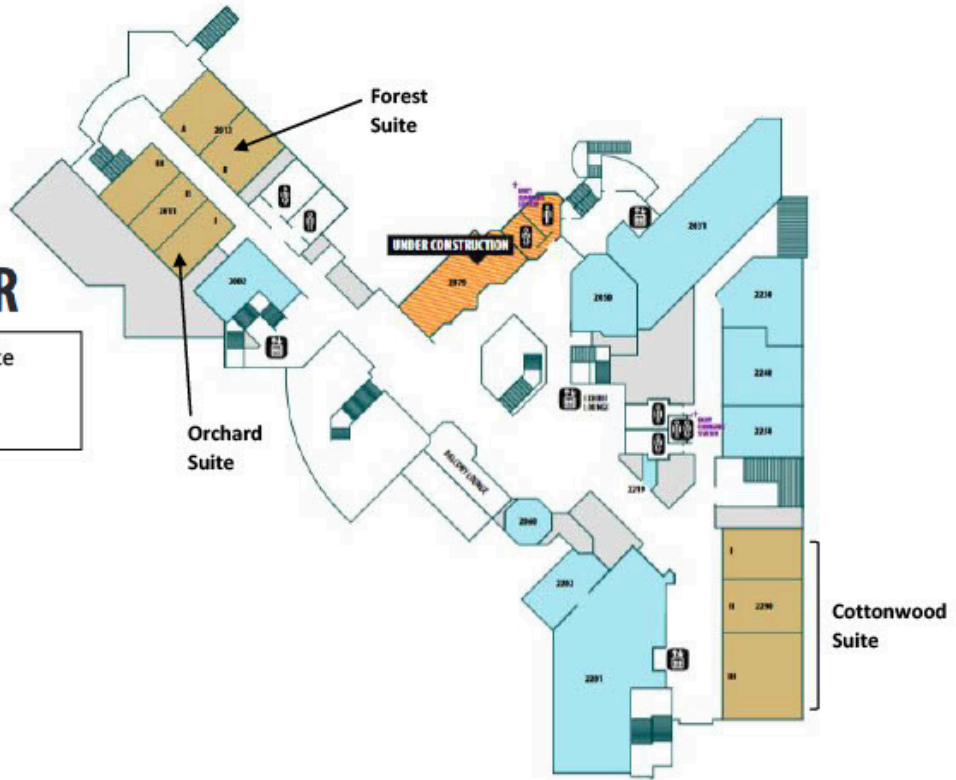
California Faculty Association

SACRAMENTO CHAPTER

UNIVERSITY UNION LAYOUT

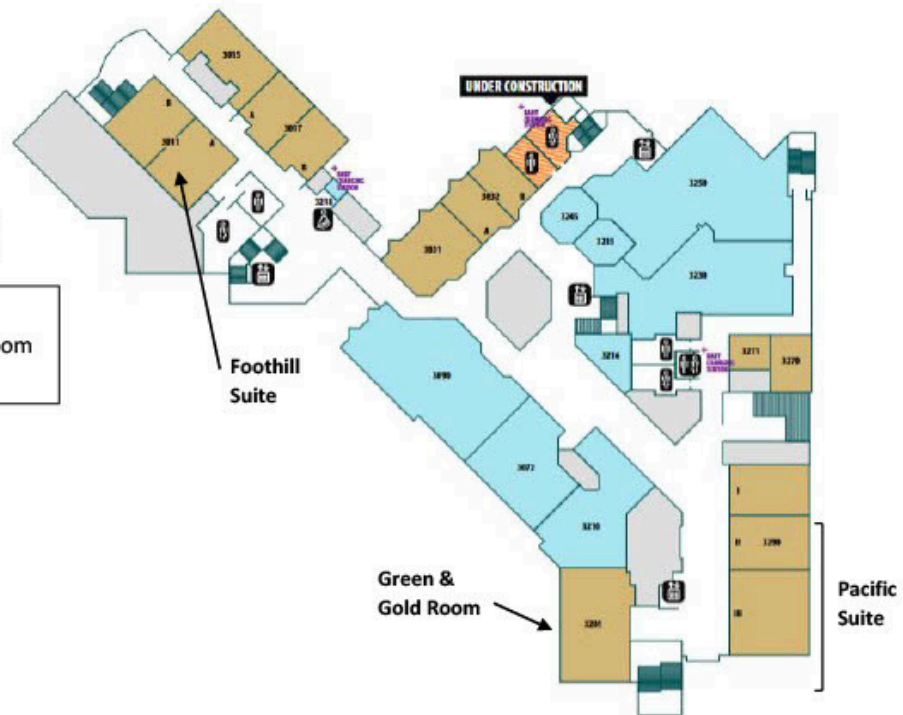
2ND FLOOR

- Cottonwood Suite
- Forest Suite
- Orchard Suite



3RD FLOOR

- Foothill Suite
- Green and Gold Room
- Pacific Suite



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FOR
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