

Latino Education Summit Sessions

Sessions “A”: 10:15 a.m. – 11:05 a.m.

Estamos Unidos: United Through Mentorship

Dr. Michele Soliz

The University of Toledo

The TIOS program matches Latino college students in one-on-one mentoring relationships with Latino professionals who are part of The University of Toledo’s Latino Alumni Affiliate. TIOS stands for Teaching and Inspiring our Students. Through the advice, experience, and insight of their mentors, students are better able to channel their aspirations and interests in order to begin building a professional network. In its second year, the program has proven to help students to be successful in their academics as well as in meeting their professional goals. This program can easily be duplicated at other higher education institutions and even at the secondary level. The interactive workshop will discuss how to implement the program, including how to garner community support and how the program has been successful.

Tres Àreas: A Three Strand Approach to Serving English Language Learners in Three Domains: Developing Teacher Expertise in Language Acquisition, Research-based Instructional Strategies, and Culturally Sustaining Classrooms Through Licensure Preparation, Professional Development, and Resource Development

Dr. Katy Lichon, Clare Roach, M.Ed., and Jennifer Dees, M.Ed.

University of Notre Dame

English language learners are children who speak a language other than English at home, and they are the fastest and largest growing population in U.S. schools. By the year 2020, ELLs, often called the “silent minority,” will represent one out of every four children in America’s schools. According to the U.S. Census Bureau, in 2050, the Hispanic school-aged population will outnumber the non-Hispanic Caucasian school-aged population. It should be noted that seventy percent of ELLs are native-born, and that eighty percent of ELLs speak Spanish as their first language. The English as a New Language (ENL) team at the University of Norte Dame believes that English learning students deserve teachers with expertise in three targeted areas: language acquisition, research-based instructional strategies, and culturally sustaining pedagogy. In the proposed presentation, these three domains will be discussed and examples of implementation strategies will be provided.

Parent Academy – A Unique Program to Engage Parents in Their Children's Success in School

Myrna Gomez
Leadership Scholars

Leadership Scholars is a non-profit organization that has worked since 2007 to enable and empower low-income parents to become the catalysts for their children to attend college. In 2013 the organization started a program called “Parent Academy”, a seven-week long session where parents spend many hours discussing how to help their students be successful in school, in college, and in life. It teaches parents how to stress with their children the importance of staying in school, and provides strategies for parents to work with their children on improving school performance. The main topics parents discuss include creating a home learning environment, partnering with the school, and supporting children on their paths to college. They also learn about the latest social and emotional learning strategies, the importance of meditation, neuroplasticity and grit. The seven weeks of sessions culminate in a graduation ceremony for those who successfully complete the program. The sessions are taught in Spanish by native speaker facilitators, free of charge, and free transportation and childcare are provided.

OhioMeansJobs K-12- Ohio’s No-Cost Resource for Academic and Career Planning

Tisha McGlaughlin
Department of Education

OhioMeansJobs K-12 is Ohio’s latest comprehensive education and career planning system. This new online tool allows students to learn about their career interests and in-demand jobs, build résumés, search for college and training programs, and create a budget based on future expenses. Educators can begin by having conversations with students using the Career Pathways in OhioMeansJobs. Career Pathways align to Ohio’s in-demand jobs and combine education and training with career information. These are great for students to share with parents to begin building an individual plan for their future. Attend this session to learn more about these incredible resources and the new OhioMeansJobs K-12 website. Since 2014, over 150,000 students across 879 school districts in Ohio have created accounts in OhioMeansJobs K-12.

Enhancing College and Career Readiness Among Ohio’s Latino Youth

Dr. Cassandra Storlie
Kent State University

All students deserve the opportunity to succeed in a rapidly changing world, especially Latino youth. The development of this multi-tiered, comprehensive intervention funded by the Martha Holden Jennings Foundation during the 2015-2016 academic year aimed to 1) improve understanding of risk and resilience factors related to student learning among middle and high school students at Painesville City Local School District (PCLSD); 2) utilize evidenced based career development programming to support increased retention and graduation rates; and 3) engage students in deeper learning by using their knowledge and skills in a way that prepares them for real life by completing various narrative career assessments to expand their career

hopes and dreams. This presentation will provide the outcomes of this college and career readiness project aimed to support retention and graduation rates and supports obtaining rich narratives, provided by students, families and school personnel to better illuminate the stories of Latino students.

Immigration Status and Financial Aid

Attorney Eugenio Mollo, Jr. and Dr. Gregory Guzman

Advocates for Basic Legal Equality (ABLE), Catholic Diocese of Toledo

At a time when much of the immigration debate is driven by emotion, it is crucial that students and administrators are able to distinguish between fact and fiction in an effort to support and maximize student potential and opportunity. This session offers to provide information and guidance about the complex world of immigration status and financial aid. The presenters will speak from a number of perspectives relevant in our current immigration world: the undocumented student, the DACA (Deferred Action for Childhood Arrivals) student, and the U.S. citizen student with undocumented or “underdocumented” parents. The session will also provide participants with an understandable and concise overview of immigration law statuses, general ways people can obtain a lawful immigration status or change their status, and how these different statuses affect the student’s eligibility for state, federal, or private aid.

Challenges and Reforms of Mexican Education: Mexican Teachers’ Perspective

Sandra Fonseca Cruz, Maricarmen Ruvalcaba, David Lopez, Dr. Linda Robertson

Centro De Estudios Tecnologicos del Mar, CECYTE Aguascalientes, Technical Secondary School Provo, Kent State University

Three public school teachers who are part of the International Leaders Education Program at Kent State University this semester will present an overview of the challenges and reforms in Mexico in education. This session will help the American educator to better understand the educational preparation of our Mexican immigrant students. Selected by the US Department of State’s Bureau of Educational and Cultural Affairs, these three outstanding Mexican educators of English will help American teachers gain respect and understanding for Mexican immigrant children. Dr. Linda F. Robertson, Director of the Gerald H. Read Center for International and Intercultural Education at Kent State University will serve as a facilitator for the presentation that will allow for interaction from the audience as well.

Sessions “B”: 11:15 a.m. – 12:05 p.m.

Career Exploration & Planning with CareerScope

Betty Anzaldúa

The University of Toledo

CareerScope is a world-class interest and aptitude assessment system that objectively identifies the most relevant career and training choices for individuals for successful educational planning and career outcomes. CareerScope offers direction to the most appropriate education or training program, thus ensuring a higher likelihood of work success and fit. The CareerScope Interest Inventory measures and identifies an individual’s attraction to careers that correspond to the U.S. Department of Labor’s Interest Areas. Interest Inventory results are compiled into a comprehensive Individual Profile Analysis that objectively identifies each individual’s most significant interest area preferences. CareerScope is available and accessible to conference attendees through the University System of Ohio Talent Development Network members, including the University of Toledo. CareerScope is available in English with Spanish.

What exactly is DACA? Nuts, bolts and eligibility requirements/ Legal Rights of Limited English Proficient Students

Senior Attorney Jesus Salas, Senior Attorney Patricia Hernandez, Senior Attorney Mark Heller
Advocates for Basic Legal Equality (ABLE)

There are a substantial number of intelligent and motivated undocumented Latino students in the United States who can maximize their educational opportunities if given a chance. The session will give attendees the tools to identify potential Latino DACA eligible individuals and direct them to this opportunity to apply for this immigration program to further their education and access the many services being offered that comes with this immigration status. This workshop will also discuss the definition and identification of LEP students (also called English Language Learners), the progression to English proficiency, as well as the major legal protections available to these students and their parents. Finally, any differences in LEP students’ rights under NCLB and the recently enacted Every Student Succeeds Act will be covered.

Future CLASS (Culturally and Linguistically Appropriate Systems of Support) for Diverse Learners: Cincinnati Public Schools’ Initiative to Support English Language Learners and their Families

Marie Kobayashi

Cincinnati Public Schools

In 2014, Cincinnati Public Schools (CPS) teamed up with Princeton City Schools (PCSD), Hamilton County Educational Service Center, and Xavier University to apply for an Ohio Department of Education (ODE) Straight A Grant titled *Future CLASS (Culturally and Linguistically Appropriate Systems of Support) for Diverse Learners*. The ultimate goal of the

grant was to provide greater academic and linguistic support for English Language Learners (ELLs) and their families through sustainable, cost-effective methods. There have been positive outcomes for students, staff, and parents that are replicable by school districts and institutions of higher education, even in the absence of additional funding. The presentation is intended to assist districts and schools in supporting systems level change that will lead to increased academic and social/emotional support for ELLs through job-embedded staff professional development, increased parent and community involvement, and cross collaboration between districts, schools, and other educational entities.

The Role of Latino Culture in Classroom Behavior Management

Manuel Fernandez

University of Notre Dame

With the Latino population growing at an all-time high in both public and Catholic schools, how are educators dealing with teaching Latino children in their classrooms? Our schools, which are the most effective instruments of social and intellectual formation this country has ever known, are uniquely positioned to serve Latino families and their children. In order for a school to have an effective educational model that helps nourish and educate Latino students, teachers will need to become familiar with Latino students and understand the best practices in the classroom to help them flourish. This session will offer a comprehensive approach for all teachers on how to work with Latino students, and how to help them succeed academically and socially. The talk gives seven practical ideas on how to reach and teach the Latino child, centering around having a strong grasp on classroom management.

Guatemala Culture and Topics in Education Tour: Lessons Learned

Gini Browsh

Live a Language Foundation

In July of 2015, 19 Cincinnati Public School teachers and administrators traveled to Guatemala to gain deeper insight into CPS students' cultural and educational background. Traveling to the homeland of the majority of CPS' immigrant families, visiting the schools, walking the streets, shopping in the markets and meeting indigenous family members offered the educators a deep cultural understanding. The visitors learned why their students speak softly, how Guatemala differs from other Latin American countries, why families leave their homes to come to the US, what the impact of religion is on everyday life, and, finally, the visitors discovered the meaning of "culture shock". There is very little that can equate to the reality of visiting students' homeland. The Cincinnati group encourages all educators, faced with accommodating ESL students in their educational program, to make time for the brief journey that will impact a lifetime of teaching.

Family Resource Center – A Painesville City Schools Model Adopted from International Partner, Greater Essex County Schools, Windsor, Ontario

Superintendent Dr. Brian Bontempo
Lake County Educational Service Center

Dr. Brian Bontempo traveled with a delegation from Kent State to observe many of the globally recognized programs of Greater Essex County Schools. Upon return, Dr. Bontempo shared the programming that was in place and invited Painesville City Schools leadership and teachers to visit Greater Essex County to observe these programs and practices. As a result, Painesville City Schools has implemented programs to address local needs that are supported by data that met needs of the district that were learned directly from these visits. This presentation will tell the story of the development, statistical impact, and success that the Family Resource Center model has on each of their schools and how to engage local and state partners to move the initiative forward. This model is proven to be able to be duplicated and addresses language and cultural barriers to successful education and a direct impact on social emotional health of students and families in Painesville and Greater Essex County.

Latino Students with Interrupted Education

Dr. Brenda Custodio
The Ohio State University

Working with new arrivals can be challenging, but when students come with gaps in their education the challenge multiplies. This session will look at some of the causes of interrupted education: poverty, inaccessibility, indigenous languages and inadequate facilities. There will be a special focus on the impact of limited years of compulsory schooling in much of Latin America. Specific suggestions will be given for programming to aid students build the literacy and content area skills needed for academic success.