November 9, 2019

Greetings!

On behalf of the College of Education, Health and Human Services and all of Kent State University, it is our utmost pleasure to welcome you all to the 2019 Ohio Latino Education Summit.

This year’s summit is particularly meaningful to us because it is the first time it has been hosted at Kent State University. As this year’s host institution, our focus has been to bring educational professionals, K-12 and higher education students, and community members together to share in the summit. This kind of collaboration reinforces our values of being a student-centered university that is committed to supporting a diverse student body, faculty, staff and administration. At Kent State University, we define diversity as differences that come in a variety of socioeconomic levels, opinions, abilities, experiences, cultures, races, ethnicities, genders, gender identities and expressions, national origins, religions, languages, appearances, personalities and many other types of human distinctions between individuals and groups. In summary, diversity can be defined as the presence of difference.

At Kent State University, diversity is valued as a universal approach to increasing the quality of education. Diversity is the core principle, which in its broadest sense incorporates equity and inclusive excellence.

We hope that everyone in attendance enjoys the welcoming environment of our campus and we thank you all for your dedication to the Latinx youth of Ohio.

Sincerely,

James C. Hannon, Ph.D., C.S.C.S., SHAPE Fellow, FNAK #561
Dean and Professor

College of Education, Health, and Human Services
P.O. Box 5190 • Kent, Ohio 44242-0001
(330) 672-2202 • Fax: (330) 672-3407 • http://www.ehhs.kent.edu
Welcome to the 2019 Latino Education Summit!

On behalf of our Board of Commissioners, I am honored to welcome you to Ohio’s 2019 Latino Education Summit!

We have reached important progress through our collaboration with government agencies, the public and private sectors and the Hispanic/Latino community to increase opportunities, build awareness and equity in education across Ohio. The national conversation emphasizes the influence that 58 million Latinos need to exercise; we know that the success of the US economy and our state will be closely aligned with the success of Latinos as workers, consumers, business owners and leaders.

The times demand our collective action to ensure Latinos can acquire or increase skills, receive the education they need and compete for high quality jobs. We understand the call to action goes beyond access to the classroom and includes basic needs such as mobility and transportation, language access and inclusion, dealing with trauma and acknowledging mental health needs. We know that important progress is being made to make sure in Ohio each child is “challenged, prepared and empowered,” as stated in the Ohio Department of Education Strategic Plan and we applaud the efforts through our ODE’s Ten Priority Strategies to ensure children are lifelong learners who contribute to society. In the midst of rapid change, we are also inspired by the many documented stories of young children and college students who through resiliency are not only overcoming challenges, but also thriving in the classroom and building a promising future.

Today’s summit is an invitation to actively engage with government officials, academia, community leaders, students, teachers, counselors and friends who care about education and are willing to identify the drivers of opportunity that will build this generation. We will explore ways to support our biliteracy and heritage learners, discuss how to build pipelines to diversifying the teaching profession in Ohio, learn about the importance of co-curricular activities and the importance of STEM and career education. High school and college students will also experience sessions specifically tailored to meet their needs.

In closing, I would like to extend our deep appreciation to Kent State University and the Ohio Latino Education Summit Committee for their tremendous work during the last year as we prepared to deliver this summit. They have done a phenomenal job connecting us to the Northeast region of our state and building a robust presence of leaders for today’s event. We also recognize the investment and support of the Ohio’s Department of Education and Ohio’s Department of Higher Education for their valuable contributions. Together, we are committed to empowering the leaders of tomorrow by investing in them today.

Sincerely,

Mary Santiago
Chair
# 2019 Ohio Latino Education Summit Agenda

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<td>9:15-10:00 a.m.</td>
<td>Plenary 1: Inspiring Hope – The Future of Education for Latinx Communities</td>
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<td>Germaine Peña, Manager of Post-Secondary Initiatives at Esperanza, Inc.</td>
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<td>Yasin Cuevas, Assistant Director of Programs at Esperanza, Inc.</td>
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<td>10:15-11:45 a.m.</td>
<td>Breakout Block 1</td>
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<td>Morning Session 1: Building Partnerships – Biliteracy and Heritage Learners</td>
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<td>Biliteracy as Investment in the Future – Dr. Glenn Martinez</td>
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<td>Morning Session 2: Inspiring Readiness to Learn – Dealing with Trauma and Mental Health</td>
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<td>The Impact of Collective Trauma on Youth – Kim Kehl, Dr. Cassie Storlie, Dr. Evelyn Rivera,</td>
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<td>Morning Session 3: ReSilience and Equity in STEAM</td>
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<td>Dr. Sarah Rilling, Dr. Karl W. Kosko, Judy Benjamin, and Jason Gearin</td>
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<td>Morning Session 4: Inspiring Latinx Teachers for Tomorrow’s Classrooms</td>
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<td>Teacher Diversity through Partnership – Dr. Linda F. Robertson and Dr. Katharine Delavan</td>
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<td>Morning Session 5: Inspiring Leadership Through Co-Curricular Activity &amp; Career Technical Education</td>
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<td>Valientes y Fuertes: Empowering Girls to a Brighter Future – Taylor Burciaga and Yahaira Rose</td>
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<td>Morning Session 6: Inspiring Policy Change for a Better Future</td>
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<td>Your Voice Matters: Understanding Government – Carly McCain</td>
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<td>Morning Session 7: Inspiring Policy Change for a Better Future</td>
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<td>Dreamers and Allies: Advancing Equity and Access for DACA and Undocumented Students – SCOPE Club</td>
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<td>Morning Session 8: Inspiring Strategies to Promote Inclusive School Communities</td>
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<td>Caring Isn’t Enough: Building Skills for Behavior and Culture in K-12 and H.E. Classrooms – Dr. Nathan A. Stevenson</td>
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<td>12:00-1:45 p.m.</td>
<td>La Cumbre Award Luncheon</td>
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<td>12:45-1:30 p.m.</td>
<td>Keynote Speaker</td>
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<td>Dr. Mary Jean Gallagher</td>
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# Breakout Block 2

## Afternoon Session 1: Inspiring Strategies to Promote Inclusive School Communities
Promoting Culturally Inclusive Community-Based Practices for Latinx Students in K-12 – KSU Graduate Students

## Afternoon Session 2: Inspiring Readiness to Learn – Dealing with Trauma & Mental Health
Supporting Our Youth’s Mental Well-Being – Dr. Karla Anhalt and Dr. Jennifer Walton-Fisette

## Afternoon Session 3: ReSilience and Equity in STEAM
Full STEAM Ahead! Leveraging STEAM to Promote Resilience and Equity in K-12 Environments – Dr. Robin Vande Zande and Dr. Bridget Mulvey

## Afternoon Session 4: Inspiring Latinx Teachers for Tomorrow’s Classrooms
Diversifying the Teaching Profession in Ohio – Dr. Jessica Mercerhill and Dr. Cheryl Krohn

## Afternoon Session 5: Inspiring Leadership Through Co-Curricular Activity and Career & Technical Education
The Experience of Career & Technical Education in Schools with High Number of Second Language Learners – Cathy Nicholson

## Afternoon Session 6: Inspiring Policy Change for a Better Future
Continuing the Conversation – Nadine Grimm and Dr. Mary Jean Gallagher

## Afternoon Session 7: Multinational Non-Spanish/Speaking Learners and Influences on K-12 Education
Daniel Diaz Nilsson, Allyssa Torres, and Dr. Joshua Englehart

## Afternoon Session 8: Inspiring Strategies to Promote Inclusive School Communities
The Latino Faculty Association: A Crucial Partner for Latino College and HS Students – Dr. Mauricio Espinoza

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### 3:00-4:00 p.m.

## Plenary 2: Strengthening Our Community Through Critical Engagement
Facilitator: Daniel Diaz Nilsson
Dr. Elena Foulis, Coordinator of Service-Learning and Heritage Language, Senior Lecturer at the OSU, Commissioner at the Ohio Commission on Hispanic/Latino Affairs
Victor Leandry, Executive Director of El Centro de Servicios Sociales, Inc.

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### 4:00 p.m.

**Closing remarks**
PLENARY 1
9:15 to 10:00 AM

Inspiring Hope—The Future of Education for Latinx Communities

Through an engaging presentation by Esperanza, Inc., which has been serving Cleveland’s Latino youth for over 30+ years, participants will focus on the effect of partnerships and best practices that build sustainable programs focused on mentoring, leadership building, and comprehensive post-secondary and family support for Latinos.

GERMAINE PEÑA
Manager of Post-Secondary Initiatives at Esperanza, Inc.

Germaine Peña is the Manager of Post-Secondary Initiatives at Esperanza, Inc. She graduated from Cleveland State University with a degree in social work. She has been working with college students for the past four years in different capacities, including overseeing the Esperanza College Mentoring Program. Her mentorship professional experience also includes serving as a mentoring specialist, where she facilitated high school group-mentoring programs and coordinated a one-on-one mentoring program. Currently she serves over 200 college students through the different programs she leads. She also manages and facilitates four cohorts of The Líderes Avanzando Through College Program, a Latino leadership program for college students from across the state. The goal of the program is to support more Latino students in obtaining a college degree.

YASIN CUEVAS
Assistant Director of Programs at Esperanza, Inc.

Yasin Cuevas was born and raised in Puerto Rico where she completed her Bachelor’s degree in Arts from La Universidad de Puerto Rico Rio Piedras Campus. She is the Assistant Director of Programs at Esperanza, Inc. She started working at Esperanza in 2011 as a Program Coordinator for the Hispanic Youth Leadership Program, where she served two schools and over 200 students. During her time as a Coordinator, she established great relationships with school personnel, students, and families.

Outside Esperanza, she is an active volunteer in her community and runs her own business impacting youth populations and Latinos. For her community service and work at Esperanza, she holds several awards and recognition, such as The Women Expo, Hispanic Heritage Month City recognition, Who’s Who in Columbus, and Godmother of the Puerto Rican Parade to mention a few.
MORNING SESSION 1

Building Partnerships: Biliteracy and Heritage Learners

Biliteracy as Investment in the Future

This session engages participants in reflection on the ideological underpinnings of biliteracy and its relationship to ideas about bilingualism. In order to spur the dialogue, several programmatic interventions will be discussed. The dialogue will be geared towards the formulation of recommendations to ensure that Ohio’s new Seal of Biliteracy is accessible to all of Ohio’s language learners.

DR. GLENN MARTINEZ
Professor of Hispanic Linguistics at The Ohio State University

Glen Martinez is Professor of Hispanic Linguistics and Director of the Center of Languages Literatures and Cultures at The Ohio State University. His research focuses on teaching Spanish as a heritage language and on languages for specific purposes. He has authored scores of articles and book chapters, is co-author with Robert Train of Tension and Contention in Language Education for Latinx in the U.S. (Routledge, 2020) and author of the forthcoming book Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health (Routledge). His research and program development activities have been funded by the U.S. Department of Education, the National Institutes of Health, and the Patient-Centered Outcomes Research Institute.
Trauma is prevalent across multiple settings and populations, but notably among Latinx youth. Using Ecological Systems Theory to frame our presentation, we will discuss key components that contribute to the trauma experienced by Latinx youth. From immigration, poverty, gangs, bullying, suicide, guns, drugs, and alcohol - presenters will deliver an interactive presentation in which attendees will hear practical strategies that can best serve Latinx youth experiencing trauma. Upon completion of the presentation, a collaborative question/answer session will be led by a representative from the Ohio Department of Mental Health and Addiction Services on best practices working with Ohio Latinx youth.

**MORNING SESSION 2**

**Inspiring Readiness to Learn: Dealing with Trauma and Mental Health**

*The Impact of Collective Trauma on Youth*

KIM KEHL

*Trauma Informed Care Project Coordinator at the Ohio Department of Mental Health and Addiction Services (MHAS)*

Under the general direction of the Ohio MHAS Director, Kim collaborates with partners to support training on trauma-informed practices throughout Ohio. He coordinates training efforts and implementation of trauma-informed practice within the MHAS and Department of Developmental Disabilities (DODD) systems. He works with Ohio MHAS Regional Psychiatric Hospitals and DODD Developmental Centers to advance trauma-informed practice. He supports Regional Trauma-Informed Care Collaboratives to meet local regional-based needs. Kim provides leadership to efforts in developing statewide interdepartmental collaboration among all human services agencies to advance trauma-informed care throughout the Ohio healthcare and human services systems. He provides leadership to implementing strategies and support to promote mental health and wellness for first responders (Law enforcement officers, firefighter, EMS, and communications). Kim has worked in county or state government for over 39 years.
DR. CASSIE STORLIE

Associate Professor of Counselor Education & Supervision at Kent State University

Cassie Storlie earned her Ph.D. in Counselor Education and Supervision from The University of Iowa and is licensed in Ohio as a Professional Clinical Counselor with Supervisory Designation (LPCC-S) and as a Registered Nurse (RN) in Illinois. Dr. Storlie has held a variety of leadership positions at state, regional, and international levels in the counseling profession. She has taught graduate courses in counseling skills and procedures, diagnosis in counseling, clinical mental health and doctoral internship, research methods and multicultural counseling. She is the President of the North Central Association of Counselor Education and Supervision and sits on the ACES governing council. Dr. Storlie was awarded the National Career Development Association’s Diversity Initiative Award in 2016 and was recognized as Kent State University’s Scholar of the Month in January of 2016. In 2017, she was awarded Outstanding Mentor of the Year for OACES and was recently recognized as the recipient of KSU’s Advancing Diversity Award. She was granted the Martha Holden Jennings Foundation grant to research college and career readiness of underserved populations during the 2015-2016 academic year, and during 2016-2019 to work with science teachers to promote STEM careers among marginalized youth. Her research centers on the career development of marginalized populations, specifically Latinos/as and those with disabilities, in addition to salient topics in counselor leadership development. As a Latina, she is focused on social justice and advocacy efforts to support culturally-responsive evidence-based practices in college and career readiness.

DR. EVELYN RIVERA

Bilingual Clinical Psychologist at her private practice: I AM WHO I AM WELLNESS, LLC.

Evelyn Teresa Rivera, Ph.D., M.P.A., M.A. is a bilingual clinical psychologist licensed to practice in Ohio since 2009. She was born to a Puerto Rican family in Cleveland, Ohio and graduated from the Cleveland Public Schools. She currently owns and operates her own private practice: I AM WHO I AM WELLNESS, LLC in Cleveland, Ohio. She conducts social security disability mental health evaluations, as well as does therapy and consultation work. She is the proud mother of a sophomore at Hiram College. She has worked with Latino communities in various parts of the state including the Akron/Canton area over the past thirty years. She was the former Director of the Hispanic Senior Center in Cleveland and the founder of Proyecto RAICES in Akron. Dr. Rivera now adheres to a holistic approach to wellness and healing that incorporates alternative medicine as well as body, mind, spirit, and soul healing practices.
Marsha Mitchell-Blanks, MSW, LSW, is the Program Director for the National Alliance on Mental Illness Greater Cleveland (NAMI GC). Mrs. Mitchell-Blanks began her career in 1980 as a community caseworker at the Goodrich Gannet Neighborhood Senior Center, and later as a mental health caseworker for the former MetroHealth Chronic Illness Center, where she received the 1989 Mental Health Worker of the Year award for her innovative work with protective and chronically ill clients. Marsha joined the staff of Catholic Charities Service Corporation (the former Federation for Catholic Community Service) in 1990 where she held various positions including Program Director for Older Adults Services, Director of Program Planning with expertise in Aging, and Executive Director of St. Martin de Porres Family Center, where she designed, implemented, and evaluated programs for seniors, youth, and adults before taking on the full time role of caregiver for her elderly parents and unmarried aunts.

Marsha joined the staff of NAMI GC part-time in 2008 as the Multicultural Outreach Coordinator to address the mental health disparities found in the Hispanic and African American populations, and became the Program Director in 2014. She has designed/developed curricula and implemented various programs to increase community awareness and knowledge of the effects of mental health conditions on individuals experiencing mental illness, their families, and the community at large, including the community psychoeducation program HOPE – Holistic Outreach Prevention/Early Intervention Program, Collaborative Outreach and Prevention Education Program (COPE) for parents and teens with epilepsy, the Peer Development Program for individuals involved with Cleveland Municipal Court Mental Health Docket, and the national award winning Emotional Wellness Workshops for persons in public housing which was replicated in 2017 within senior housing with an expanded curriculum to meet their needs.

Ms. Mitchell-Blanks has co-authored an article and textbook chapter related to mental health and working with immigrant/minority populations. She spent 18 years as an adjutant facility member at her alma mater Cleveland State University School of Social Work, where she taught in both undergraduate and graduate degrees programs. Marsha is the Co-Founder of Cleveland State University School of Social Work Alumni Association and is an avid advocate for community-based services for individuals and families, sitting on various boards and committees to help assist with improving the lives of the residents of Northeast Ohio.
MORNING SESSION 3
ReSilience and Equity in STEAM

This panel focuses on arts within the STEM disciplines, using arts in science, technology, engineering and math learning. Dr. Rilling will present background and data on the state of content- and language-integrated education for bi- or multilingual students in the U.S. and Ohio with a focus on Latino students. Gearin will demonstrate how public art can be used in STEM learning with a task-based approach to language for specific purposes. Kosko and Benjamin then discuss research-based practices for supporting equity and resilience in K-12 mathematics instruction, as well as the importance of these practices for collegiate mathematics. Further, integration of the arts into STEM for STEAM will be described, particularly regarding how the arts can be used to facilitate students’ aesthetic sensibilities in a manner supportive of conceptual understandings of mathematics.

DR. SARAH RILLING
Professor and Teacher Education Coordinator at Kent State University

Dr. Sarah Rilling (PhD, Northern Arizona University, 1998) is a professor in the area of teaching English as a second/additional language (TESL) within the Department of English. She teaches courses in applied linguistics, including language study (Descriptive Grammar), language policy (Sociolinguistics in Schooling), language curriculum (English for Specific Purposes), and language pedagogy (Practicum). Rilling’s research and publications focus on inquiry and action in language teaching in an age of standards and nativization processes in modern language contact. Administrative work for English has resulted in licensure and endorsement programs in TESOL (teaching English to speakers of other languages) and a Bachelor of Arts in TESL. She serves as Teacher Education Coordinator for TESL.
JUDY BENJAMIN  
*Third-Year Doctoral Student and Graduate Assistant in Curriculum and Instruction at Kent State University*

Judy Benjamin is a third-year doctoral student and graduate assistant in Curriculum and Instruction, specializing in mathematics education at Kent State University. Her interests include gender equity research. Judy has a bachelor’s degree in electrical engineering from the University of Akron and a MS in pure mathematics from Kent State University. Before joining the C&I program, she enjoyed several years as an adjunct mathematics instructor, teaching undergraduate mathematics courses at KSU and local community colleges.

DR. KARL W. KOSKO  
*Associate Professor at the School of Teaching, Learning and Curriculum Studies at Kent State University*

Karl W. Kosko is an associate professor in mathematics education at Kent State University. A former K-12 educator, his research focuses on how mathematical meaning is conveyed, including use of extended reality (XR) to train teachers, study of children’s multiplicative reasoning, and attention to mathematical writing in elementary grades.

JASON GEARIN  
*Master of Arts TESL graduate from Kent State University*

He has worked as a teacher for English as foreign language (EFL) in Tokyo, Japan and is primarily interested in the research of task sequencing for individual learner differences in task-based learning and teaching (TBLT).
**MORNING SESSION 4**

**Inspiring Latinx Teachers for Tomorrow’s Classrooms**

*Teacher Diversity Through Partnership*

This session gives an overview of the multiple partnerships established by the school of education at Lake Erie College in an effort to recruit diverse teacher candidates. The overview includes a discussion of our College Credit Plus (CCP) Teacher Pathway, the Strengthening Ohio’s Teacher Pipeline through Partnership grant outcomes, career tech articulation agreements, 2+2 articulation with community colleges, partnerships with diversity organizations, and local districts in need of Latinx teachers.

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**DR. LINDA F. ROBERTSON**

*Director of the Center for International & Intercultural Education at the College of Education, Health, and Human Services at Kent State University*

Dr. Linda F. Robertson is the Director of the Gerald H. Read Center for International and Intercultural Education at Kent State University. In her work there, Dr. Robertson has concentrated on internationalization of K-16 institutions, professional development for international educators, increasing awareness in working with second language learners, and refugee integration. A former public school principal, Dr. Robertson was also named as Ohio Principal of the Year.

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**DR. KATHARINE DELAVAN**

*Dean of the School of Education and Professional Studies at Lake Erie College*

Dr. Katharine Delavan is the Dean of the School of Education at Lake Erie College in Painesville, Ohio. Dr. Delavan has established partnerships with local districts to encourage recruitment of diverse teacher candidates.

She has also established supports for career tech teacher pathways through Educators Rising workshops and articulation agreements in an effort to provide multiple paths to teacher licensure that reduce time and expense.

The School of Education is also a partner with CAMERA, ECHHO and NEO Diversity.
MORNING SESSION 5

**Inspiring Leadership Through Co-Curricular Activity & Career Technical Education**

*Valientes y Fuertes: Empowering Girls to a Brighter Future*

One of the goals of this session is to explore the relationship of the mother/daughter through enrichment focused on building self-esteem, honoring culture and empowering the girl to a brighter and stronger future. In this interactive session you will learn about the work of Proyecto Mariposas in Columbus Ohio, experience two culturally responsive activities and discuss ways in which, we as a community, can continue empowering young girls and their families to braver and stronger lives.

Founded in 1998, the Sofia Quintero Center is located in the Old South End of Toledo, Ohio. Its mission is to educate and celebrate the Latino culture through extra curricular activities, events and community engagement. Working closely with community members and schools, SQACC strives to continue to improve opportunities to youth and the Latino community. We will give an overview of our programs, discuss obstacles and the importance of partnerships.

Yahaira Rose, President and Founder of Proyecto Mariposas and Taylor Burciaga, Executive Director of the Sofia Quintero Art and Cultural Center will come together to lead this conversation on inspiring leadership through co-curricular activity. Both will discuss their organization’s backgrounds and how they contribute to our shared goals of personal development and community engagement.

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**TAYLOR BURCIAGA**

*Executive Director of the Sofia Quintero Art and Cultural Center (SQACC)*

Taylor Burciaga has been a part of the nonprofit industry for over 12 years and has worked at Viva South CDC, the Maumee Chamber of Commerce, the Valentine Theater & Toledo Cultural Arts Center, and currently the Sofia Quintero Arts and Cultural Center (SQACC). She has worked at SQACC for 3 years and is the Executive Director overseeing a 7-member team. Over the past few years, she has worked to grow SQACC support and collaboration in Toledo’s Old South End and market SQACC so that people of all backgrounds can learn and celebrate Latinx culture. In addition to her nonprofit background, her past career involvement involved Event Planning, which ranged from social to business events. Prior to joining the SQACC team, she was the Executive Director of the Maumee Chamber of Commerce.

Taylor grew up in the Old South End of Toledo and has been involved in the Sofia Quintero Center since she was 15 years old. She attended Bowling Green State University and decided to stay near the Toledo area to continue her career in community involvement. She currently resides in Perrysburg with her husband Isaiah and daughter Italia.

Taylor currently serves on the Board of Trustees of the Toledo Land Bank as well as the Association of Fundraising Professionals of Northwest Ohio, and is also a graduate of the Minority Executive Leadership program for the Center for NonProfit Resources.
YAHaira Rose, MPS is the Director at Martin de Porres Center (Dominican Sisters of Peace) and Nonviolence Grant Coordinator (Catholic Health Initiatives) with a focus on women and youth development. Yahaira is the founder of Proyecto Mariposas (established in 2011), a non-profit organization with a focus on Latina Mother – Daughter Relationship in Columbus. The Proyecto Mariposas’ mission is to empower, mentor, and support Latina women and girls with tools, knowledge, and leadership skills to lead brave and strong lives.

Yahaira has a Bachelor's Degree in English Literature and Education from The Ohio State University, a Master's Degree in Professional Studies with a specialty in Leadership Development from the University of Denver. Yahaira has over 20 years of experience in Leadership Development Programs. She is a certified facilitator of MBTI, CAPT (MBTI for young adults), Crucial Conversations, Influencer, and Six Sigma Process Improvements (Green Belt). She is also certified by the Girls Leadership Academy (Girl Meets World and Power Collaborative).
MORNING SESSION 6
Inspiring Policy Change for a Better Future
Your Voice Matters—Understanding Government

Participants will learn how to engage in effective advocacy to increase influence in local and state government.

CARLY McCAIN
Public Policy Officer at the Ohio Commission on Hispanic/Latino Affairs

Carly was born in Cali, Colombia and raised in Milford, Ohio. She attended Miami University, where she graduated with a Bachelor of Arts degree in Political Science and German in 2017, after which she worked at the Ohio House of Representatives as a Legislative Aide for 2 years. She currently serves as the Public Policy Officer at the Ohio Commission on Hispanic/Latino Affairs, a role in which she is responsible to advise the Governor, General Assembly, and State agencies on challenges and opportunities facing Hispanic Ohioans and participate in policy-shaping task forces and committees that concern and affect the Latino community. She works closely with leaders and commission members to build civic engagement, increase Latino participation in government, and build rapport between elected officials and the community.
This panel will provide the history of a newly formed student organization created to support and voice the concerns of students without legal status in higher education in the State of Ohio. We will inform the audience of current resources and ways to facilitate a dialogue about students without immigration status. This will be a moderated interactive panel discussion that will encourage audience participation. Knowledge gained during this presentation will encourage audience members to engage in fruitful conversations about creating an environment that is better suited for students without immigration status at their respective institutions.
Being a successful teacher in K-12 or higher education requires more than caring and good intentions. Successful teachers and professors need a specific set of skills and strategies to help them recognize and respond to situations in which cultural mismatch between student and teacher leads to problems. Specifically, this session will unpack common classroom scenarios and the ways in which teachers can respond to enable inclusion and ultimately lead to higher quality instruction. Participants will also learn how to avoid common classroom management mistakes when teaching diverse learners.

Attendees will be invited to share experiences (as teacher or student) that impacted their feelings of inclusion, acceptance, motivation, and value in the classroom. This session will focus specifically on the actions/behaviors taken by teachers and students and the outcomes of those actions.

DR. NATE STEVENSON
Assistant Professor of Special Education at Kent State University

Dr. Nathan A. Stevenson is an Assistant Professor in the area of mild/moderate educational needs at Kent State University. He teaches graduate and undergraduate courses in core instruction, classroom management, inclusive practices, and instructional methods for struggling learners. He earned his PhD in special education from Michigan State University. Dr. Stevenson began his career as an elementary classroom teacher with New York City Public Schools. He has taught students with disabilities in inclusive settings throughout his career. Dr. Stevenson has also worked as a consultant, lecturer, and instructional coach for local and regional education service providers. His research interests include the development of systems to support struggling learners (i.e. RtI, PBIS, and MTSS), inclusive practices, and adoption of evidence-based instruction. He has presented nationally and internationally on the topics of Positive Behavioral Interventions and Supports, Curriculum-Based Measurement, Multi-Tiered Systems of Support, Assessment, and Universal Design for Learning.
12:45 to 1:30 PM

KEYNOTE SPEAKER:
DR. MARY JEAN GALLAGHER

Mary Jean Gallagher is an educator and leader with a passion for education improvement and a focus on excellence and equity.

Dr. Gallagher is the former Chief Student Achievement Officer and Assistant Deputy Minister of the Ontario Ministry of Education, where she worked from 2008 to late 2015. In that role, she led Ontario’s 5000 schools in raising literacy and numeracy results by 18% and graduation results by 18.5%. Prior to the Ministry, she served as Director (Superintendent) of Education of Canada’s southernmost school district the Greater Essex County District School Board, and its predecessor, since 1995. Formerly a teacher of mathematics and computer science, she has also been Chair of the Council of Ontario Directors of Education, CEO of the Ontario Education Improvement Commission, a secondary school principal, and a school Superintendent of Staffing and Development.

Dr. Gallagher now leads her own company, M.J. Gallagher and Associates, and is the Senior Lead for System Improvement with Michael Fullan and Associates. She is currently named Education Advisor to the Department of Education for the state of Victoria, Australia and has provided presentations, advice, and mentoring to school district leaders, ministries and departments of education in over 26 countries on 6 continents. Dr. Gallagher has authored a number of publications on system reform in education. In recognition of her innovative leadership in education, she has received numerous professional awards, including an Honourary Doctor of Laws Degree from the University of Windsor in 2008, and Outstanding Educator of the Year Awards from the Ontario Phi Delta Kappan Association in 2013 and from the Ontario Principal’s Council in 2015. Most recently she was named Canada’s Outstanding Education Leader 2016 by The Learning Partnership of Canada. She also serves on the Professional Advisory Board of the Gerald H. Read Center for International and Intercultural Education at Kent State University.
AFTERNOON SESSION 1
Inspiring Strategies to Promote Inclusive School Communities

Promoting Culturally Inclusive Community-Based Practices for Latinx Students in K-12

We welcome educators, students, community members, families, and other stakeholders to actively engage in creating effective strategies empowering Latinx communities. The purpose of this presentation is to promote culturally inclusive community-based practices to transform the educational experiences of Latinx K-12 students and families. Facilitators will engage in dialogue with participants in small groups, centering on what it means to collect the stories of people who identify as Latinx; how to reach out in authentic ways; and how to listen and ask meaningful questions.

KSU GRADUATE STUDENTS

Christa Boske, Deanna Hermann, Jarred Zapolnik, Melissa Anderson, Beth Hampton, Andreas Johansson, Kristen Paulitzky, Jason Smith, Kelly Weitzel, Tabatha England, Nicole Zatezalo, Kimberly Micheller, Jrayene Nimene, Stephanie Marshall, Cara White

“Community Relations” Course Students in the Educational Leadership Program (EDLE)
Afternoon Session 2
Inspiring Readiness to Learn: Dealing with Trauma & Mental Health
Supporting Our Youth’s Mental Well-Being

Presenters will explore best practices and programs that focus on mental health, wellbeing, after school, and support programs for youth and families.

Dr. Karla Anhalt
Associate Professor of Lifespan Development & Education Sciences at Kent State University

Dr. Anhalt received her Ph.D. in Clinical Child Psychology from the APA-accredited program at West Virginia University. As part of her doctoral studies, she completed an APA-accredited and APPIC- member Pre-doctoral Internship in Pediatric Psychology at the Munroe-Meyer Institute within the University of Nebraska Medical Center. She has been a faculty member at KSU since August of 2003. During her time at KSU, she taught graduate courses in child development, individual counseling, practicum in school psychology, and cultural diversity, among others. Her scholarly interests are consistent with progressive thinking in school psychology. The following school psychology initiatives are particularly appealing to Dr. Anhalt: increased focus on prevention, school-based mental health services, enhanced involvement with parents, and training future professionals to work with diverse children and families. An overarching theme in her research pertains to improving mental health and educational services for underserved populations, including immigrant and ethnic minority children and sexual minority youth. Dr. Anhalt was born in Mexico City and raised in Tijuana, Mexico (border city with California). She is professionally proficient in English and Spanish.
Jennifer L. Walton-Fisette is an associate professor of Physical Education Teacher Education in the School of Teaching, Learning, and Curriculum Studies, and is the director of educator preparation for the College of EHHS. She joined the faculty of Kent State University in 2008. She previously taught physical education and health in Rhode Island. She obtained her BS in physical education from Rhode Island College, MS in sport pedagogy from Ithaca College, and EdD in Physical Education Teacher Education from the University of Massachusetts-Amherst.

Her teaching responsibilities include: Secondary Physical Education Content, Inquiry into Professional Practice, Development and Analysis of Game Performance, Introduction to Physical Education, Fitness, and Sport, Analysis of Motor Skills, Curriculum Development, and Forms of Inquiry.

Her scholarship explores the critical examination of girls’ lived experiences and embodied identities within physical education and physical activity through student voice as well as assessment and curriculum development. She is currently exploring how sociocultural issues and social justice are included and addressed in PETE programs locally, nationally, and internationally. Collectively, she has published over 28 peer-reviewed journal articles, 3 books, and 6 book chapters.
This session will share exciting evidence-based practices on STEAM in K-12 environments to promote resilience and equity among diverse learners. It is key for STEAM to be viewed as a human enterprise, created and influenced by people’s background knowledge and experiences. Design and literature connections within meaningful STEAM experiences help to draw on learners’ diverse backgrounds, knowledge bases, interests, and talents while developing new interests and talents.

Dr. Bridget Mulvey earned her Ph.D. in Curriculum and Instruction from the University of Virginia and a Master’s degree in Geological Sciences from Indiana University at Bloomington. She teaches courses in science education and early childhood education for pre-service and in-service teachers. She taught preschool-16 science for 11 years in formal and informal settings. Her teaching and research focus on teachers and students conducting science inquiry, and understanding characteristics of scientific knowledge and inquiry to improve access to science learning, careers, and action for change for underrepresented groups with a focus on minority, female, and special education teachers and students.
Dr. Robin Vande Zande is professor of art education at Kent State University. Her research focus is design education for PreK-12 students. Articles she has written have been cited in the United States, Turkey, China, Australia, France, Portugal, and Canada. Her book, Design Education: Creating Thinkers to Improve the World is a resource on teaching design to PreK-12 students. Robin and co-authors have written a book entitled Everyday Fashion, which will be published in 2019.

Robin has been a keynote or featured speaker for 35 international, national and state events. She has served as Education Advisory Council member of Fallingwater in Pennsylvania and is the past-chair of the NAEA Design Interest Group, and Education Council member of the National Building Museum, Washington, DC. In 2017-18, she worked with the South Carolina Department of Education writing team to produce stand-alone Design State Standards. In June, 2019, she chaired the international symposium on Re-Designing Education in Florence, Italy. Robin just returned from working with rural teachers and a research team in Chile.

Robin was recognized for her efforts as Design Educator of the Year by the Design Interest Group, 2014. In 2017, the Ohio Art Education Association honored her as Higher Educator of the Year and Kent State University presented her with the Distinguished Teaching Award. In 2018, she was awarded Distinguished Fellow, National Higher Educator, and Western Region Higher Educator by the National Art Education Association. That year Kent State honored her with a Faculty Excellence Award.
AFTERNOON SESSION 4

Inspiring Latinx Teachers for Tomorrow’s Classrooms

Diversifying the Teaching Profession in Ohio

Ohio recognizes the critical importance of a diverse educator workforce. Employing more educators who look like and have similar experiences as students in our districts and schools is a priority for the Ohio Department of Education, Ohio Department of Higher Education, and Ohio’s pre-kindergarten through grade 16 educational institutions. To address this priority, the state Superintendent of Education convened a task force to identify the root causes of low employment numbers for people of color, and to recommend actions to address them. This session will present the findings of the task force and provide time for participants to discuss how they may be part of implementation of the recommendations.

DR. JESSICA MERCERHILL
Senior Director of Educator Preparation at the Ohio Department of Education

Jessica Mercerhill, PhD, is the Senior Director for Educator Preparation at the Ohio Department of Higher Education. She oversees all aspects of Educator Preparation for the state, including program approval, accreditation, and state policy implementation. Her PhD from the Ohio State University focused on Philosophy and History of Education. Prior to her current role, Jessica was Assistant Chair of the Department of Teaching and Learning at The Ohio State University where she oversaw curriculum development and the implementation of Educator Preparation programs.

DR. CHERYL KROHN
Strategic Administrator at the Center for Teaching, Leading, and Learning at the Ohio Department of Education

Cheryl Krohn, PhD, is the Center Strategic Administrator at the Ohio Department of Education and has worked at the department for over six years. She works on implementing various human capital strategies supporting Ohio’s Every Student Succeeds Act Plan and the State Equity Plan, and supports various federal projects and equity-related state programs within the Center for Teaching, Leading, and Learning. She received her PhD from Michigan State University (MSU) in 2013 with a focus in Curriculum, Teaching, and Educational Policy. Prior to her time at ODE she worked as an MSU teacher education course instructor, K-8 school administrator, curriculum consultant, and elementary school teacher.
AFTERNOON SESSION 5

Inspiring Leadership Through Co-Curricular Activity and Career & Technical Education

The Experience of Career & Technical Education in Schools with High Number of Second Language Learners (SLLs)

This session will explore resources available to help second language learners to succeed in Career & Technical Education classes. The presenter will share best practices on how technology can be used to advance the education and success of SLLs.

CATHY NICHOLSON
Technology Integration Specialist (CTIS)
at Cuyahoga Falls High School, Cuyahoga Falls City School District

Cathy graduated from the University of Western Ontario with a Bachelor of Arts (Commercial and Administrative Studies) and a Bachelor of Education. She is also a proud Kent State alumni, having received her Master’s in Career and Technical Education from Kent State University. Cathy taught business and computer classes with the Halton School Board in Oakville Ontario before leaving education to start a successful Marketing and Design Company – Zaunscherb Agencies, Inc. After moving to the United States, she returned to teaching, working at Cuyahoga Falls High School since 2001. Her desire to ensure students are provided the most up-to-date and relevant education led her to push for the creation of a Business and Management Foundations (CTE) course. In her 15+ years in Career and Technical Education, she has had the opportunity to serve as Department Chair, overseeing and helping to develop new programs at Cuyahoga Falls High School, a member of the Six District Compact. One major area of focus over the years has been the inclusion of English Language Learners in CTE, as the population in the district has changed. This year she moves to a new role of Technology Integration Specialist, sharing her knowledge with all the teachers in the building.
NADINE GRIMM

Coordinator of 21st Century Learning
Educational Service Center of Northeast Ohio

Nadine Grimm is Coordinator of 21st Century Learning at the Educational Service Center (ESC) of Northeast Ohio. She coordinates teacher professional development programs for social studies, global education and cultural competency, the arts and humanities, and multicultural literature and literacy. She manages grant-funded projects, including a Competency-Based Education pilot, and the Disrupting Poverty Network. She serves on education advisory committees of several community organizations. Formerly, she served as Director of Education at the Cleveland Council on World Affairs, and she was Program Manager for the K’inal Winik Mayan Cultural Center in the College of Arts and Sciences at Cleveland State University.
DR. MARY JEAN GALLAGHER

Education Advisor to the Department of Education for the state of Victoria, Australia

Mary Jean Gallagher is an educator and leader with a passion for education improvement and a focus on excellence and equity.

Dr. Gallagher is the former Chief Student Achievement Officer and Assistant Deputy Minister of the Ontario Ministry of Education, where she worked from 2008 to late 2015. In that role she led Ontario’s 5000 schools in raising literacy and numeracy results by 18% and graduation results by 18.5%. Prior to the Ministry, she served as Director (Superintendent) of Education of Canada’s southernmost school district the Greater Essex County District School Board, and its predecessor, since 1995. Formerly a teacher of mathematics and computer science, she has also been Chair of the Council of Ontario Directors of Education, CEO of the Ontario Education Improvement Commission, a secondary school principal, and a school Superintendent of Staffing and Development.

Dr. Gallagher now leads her own company, M.J. Gallagher and Associates, and is the Senior Lead for System Improvement with Michael Fullan and Associates. She is currently named Education Advisor to the Department of Education for the state of Victoria, Australia and has provided presentations, advice, and mentoring to school district leaders, ministries, and departments of education in over 26 countries on 6 continents. Dr. Gallagher has authored a number of publications on system reform in education. In recognition of her innovative leadership in education, she has received numerous professional awards, including an Honourary Doctor of Laws Degree from the University of Windsor in 2008, and Outstanding Educator of the Year Awards from the Ontario Phi Delta Kappan Association in 2013 and from the Ontario Principal’s Council in 2015. Most recently she was named Canada’s Outstanding Education Leader 2016 by The Learning Partnership of Canada. She also serves on the Professional Advisory Board of the Gerald H. Read Center for International and Intercultural Education at Kent State University.
AFTERNOON SESSION 7
Multinational Non-Spanish/Speaking Learners and Influences on K-12 Education

This panel will discuss how language impacts Latin-X individuals’ ability to learn in an educational setting. We will explore how identity development differs between Non-Spanish Speaking, Multi-Racial, and International Latin-X individuals on both the personal and social levels. In doing so, we will explore how to set up environments to positively support the resiliency and success of our communities.

FACILITATOR: DANIEL DIAZ NILSSON
Director of the Office of Diversity Outreach and Development at Kent State University

Daniel Diaz Nilsson is an experienced academic with a demonstrated history of working in the higher education industry. Skilled in Diversity Education, Recruitment and Retention of Students, Student Development, Student Leadership, Career Counseling, Social Media, and Student Affairs. Strong community and social services professional with a Master’s Degree focused in Higher Education/Higher Education Administration from University at Buffalo Graduate School.

ALLYSSA TORRES
Bilingual Instructor at Cleveland Metropolitan School District

Alyssa Torres is a Spanish speaking Bilingual Instructional Aide with the Cleveland Metropolitan School District. She is currently working at the Lincoln West Global Studies High School. Alyssa obtained her Associates Degree from Cuyahoga Community College and is currently pursuing her Bachelors of Science in Secondary Education. Her role is to support English Language Learners by providing academic and life skill services. Regardless of cultural background/barriers, her goal is for every student to reach their utmost potential.
As Superintendent, Dr. Englehart is responsible for all day-to-day operations and long-range planning for the school district. His primary focus is student safety and enhancing the achievement of the diverse student population in his district.

Dr. Englehart is in his fifth year with Painesville City Schools, serving as Assistant Superintendent before being appointed as Superintendent. Prior to working in Painesville City, he served as a principal with Warren City Schools and as a school improvement consultant with the Ohio Department of Education, after a ten-year career as a teacher and coach.

In addition to his Bachelor’s degree in education, Dr. Englehart has earned a Master’s degree in Curriculum and Instruction, an Educational Specialist degree in Educational Administration, and his PhD. in Urban Education. He has been very active in the field of educational research, having presented at various statewide educational conferences, and having been published ten times in professional journals and books. Dr. Englehart has lived in Painesville City for 19 years, and his three children have always attended school in PCLS.
As Latino student populations grow in Ohio K-12 schools and colleges, Latino university faculty and partners on campus play an increasingly important role in supporting the recruitment, retention, and success of this population in a political and cultural environment that has become hostile toward Latinos and other communities of color. This presentation uses the case study of the recently formed (2017) Latino Faculty Association (LFA-UC) at the University of Cincinnati to illustrate the importance of such organizations and the impact they can have on attracting and keeping highly motivated Latino/Hispanic faculty, spurring their involvement in university/community leadership, and promoting partnerships that benefit Latino college and high school students. Information will be provided about the history of the association, what strategies and partnerships made possible its formation, successes and challenges, coalition-building efforts, and aspects of governance. Additionally, there will be a discussion about how LFA-UC and similar organizations can employ their clout, resources, and networks to partner with Latino college student organizations to support their goals; and to partner with other campus organizations to support Latino high school students through programs such as mentoring and experiential learning, in an effort to increase college recruitment of this population.

DR. MAURICIO ESPINOZA
Assistant Professor of Spanish and Latin American Cultural Studies at the University of Cincinnati

Mauricio Espinoza is Assistant Professor of Spanish and Latin American Cultural Studies at the University of Cincinnati. He holds a Ph.D. in Latin American Literatures and Cultures from The Ohio State University. His research and publications focus on Latin American/Latino comics and film, Central American migration narrative and poetry, and Latin American immigrant communities. He has translated the work of Costa Rican poet Eunice Odio into English. His book Respiración de piedras won the 2015 University of Costa Rica Press Poetry Prize. His poetry also appears in The Wandering Song: Central American Writing in the United States (Tía Chucha Press, 2017). He is part of the leadership team at the University of Cincinnati’s Latino Faculty Association.
Strengthening Our Community through Critical Engagement

This session will examine the role of multicultural education in developing community-based learning with local Latina/x/o communities. We focus on issues of equity and social justice as they are explored in the classroom and realized in the day-to-day interactions in the community. We propose that the benefits of such interactions and collaborations are pivotal for leadership development, because we emphasize the role of trust, reciprocity, and mutual respect as essential to the success of students and community engagement programs. We will discuss closely how to look at the ways in which building networks and partnerships in the local community produces scholarly knowledge and meets community needs.

FACILITATOR: DANIEL DIAZ NILSSON
Director of the Office of Diversity Outreach and Development at Kent State University

Daniel Diaz Nilsson is an experienced academic with a demonstrated history of working in the higher education industry. Skilled in Diversity Education, Recruitment and Retention of Students, Student Development, Student Leadership, Career Counseling, Social Media, and Student Affairs. Strong community and social services professional with a Master’s Degree focused in Higher Education/Higher Education Administration from University at Buffalo Graduate School.

DR. ELENA FOULIS
Coordinator of Service-Learning and Heritage Language and Senior Lecturer at The Ohio State University & Commissioner at the Ohio Commission on Hispanic/Latino Affairs

Dr. Elena Foulis is a student-centered educator with over 15 years of experience in higher education. She holds B.A and M.A degrees in Spanish and Latin American Literature and a Ph.D. in Comparative Literature and Cultural Studies. Her research and teaching interests include U.S. Latina/o literature, Spanish for Heritage Learners and Oral History. Foulis is an engaged scholar and is committed to reaching non-academic and academic audiences through her writing, presentations, and public humanities projects. Her e-books, Latin@ Stories Across Ohio and Mi idioma, mi comunidad: español para bilingüe, have given her students key resources for understanding our Latina/o community’s rich heritage, and the complexity and diversity, and sometimes, structural and systematic inequalities that this community faces. She is also host and producer for the Ohio Habla podcast. Dr. Foulis also serves as Commissioner for the Ohio Latina/o Affairs Commission.
VICTOR LEANDRY

Executive Director of El Centro de Servicios Sociales, Inc.

Mr. Leandry received his Bachelor’s degree in Social Work in 1988 from The Catholic University of Puerto Rico and his Masters degree in Social Work in 1999 from Cleveland State University. Mr. Leandry started his career as a Community Social Worker in Ponce, Puerto Rico and moved to Lorain, Ohio in 1991. His professional background has been providing direct clinical services to adults, children, couples, and families. His job experience includes: Mental Health Therapist, Team Leader of the Bilingual Team at The Nord Center (Mental Health Agency in Lorain County), Minority Services Coordinator at Lincoln Counseling Center, and Coordinator of The Lorain School Based Mental Health Team (RALLY). Mr. Leandry is currently the Executive Director of El Centro de Servicios Sociales, Inc. in Lorain, Ohio. El Centro is a bilingual/bicultural, non-profit, social services agency. El Centro is currently celebrating 44 years of serving the community, specializing in services for the Hispanic/Latino community.

He has lived in the city of Lorain for 28 years and is very active in the community. Mr. Leandry is currently a member of the following organizations and boards: Mercy Health Hospital, Lorain County Human Services Planning Committee, Lorain Police Department Use of Force Advisory Board, Lorain County Mobility & Opportunity for a Vibrant Economy Board, Lorain County Office on Aging Board, ENGAGE 2.0 Management Sub Committee (ODMHAS), Mental Health & Addiction Advocacy Coalition (MHAC) NE Steering Committee and Ohio Latino Connection. He has also served on other boards in the community such as: NASA CORE Advisory Committee, The Lorain Public Library Board and WVIZ/PBS & 90.3 WCPN Ideastream Community Advisory Board, Leadership Lorain County Board, Boy Scouts of America Board, and French Creek YMCA Advisory Board.

Mr. Leandry is also honored to have served as the Midwest Affiliate Representative for UnidosUS (Formerly known as National Council of La Raza). UnidosUS is the largest Latino civil rights advocacy organization in the United States and has almost 300 affiliate member organizations in 41 states. He was the Midwest Affiliate Representative from 2007 to 2014, was one of twelve regional representatives that composed an Affiliate Council, and served as the Chair of the Council. He also served as a Board member for UnidosUS from 2011 to 2014.

In 1988, Mr. Leandry was one of five youths that received recognition from the Governor of Puerto Rico as a youth who had improved the quality of life for his community. In 2008, Mr. Leandry was recognized by the Ohio Commission on Hispanic/Latino Affairs as a Distinguished Hispanic Ohioan Leader. In 2019 the Excellent in Leadership Award by Leadership Lorain County.
WHAT IS OCHLA?

The Ohio Commission on Hispanic/Latino Affairs (OCHLA) serves as a liaison between government and the Hispanic/Latino community in Ohio. OCHLA advocates for the development and implementation of policies and programs to address the needs of Hispanic/Latino Ohioans, especially in the areas of education, employment, economic development, health and housing.

OUR PURPOSE

TO ADVISE
State government on issues affecting Hispanic Ohioans

TO CONNECT
The diverse Latino communities across the state

TO BUILD
The capacity of community organizations so they may better serve the fast growing population of Ohio

WHO ARE OHIO’S HISPANIC AMERICANS?

<table>
<thead>
<tr>
<th>Population</th>
<th>Median Household Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residing in Ohio</td>
<td>$40,921</td>
</tr>
<tr>
<td>Increase in Population since 2000</td>
<td>45%</td>
</tr>
<tr>
<td>Hispanic Owned Businesses</td>
<td>16,012</td>
</tr>
<tr>
<td>Enrolled in Public Schools</td>
<td>114,000</td>
</tr>
</tbody>
</table>

WHAT WE CAN DO

OCHLA is eager to help connect you with your Latino constituents. We can assist in your efforts with:

- Spanish-speaking constituent inquiries
- Strategic Latino community outreach
- Proofreading translated documents
- Connection to local Latino organizations
- Information & resources on matters regarding Ohio’s Latino population

QUESTIONS? ¿PREGUNTAS? (614) 466-8333
TOP 15 OHIO COUNTIES BY % OF HISPANIC POPULATION

OUR ANNUAL EVENTS

- OHIO HISPANIC LEGISLATIVE VISIT DAY
- OHIO LATINO HEALTH SUMMIT
- OHIO LATINO EDUCATION SUMMIT
- DHO AWARDS GALA
- AGENDA LATINA
- MINORITY HEALTH MONTH WORKSHOPS

OUR REPORTS & DIRECTORIES

- Directory of Hispanic Service Providers (OLAnet)
- Catalogue of Latino Outreach Initiatives (of State Agencies)
- Latino Community Reports
- Legislative Updates
- Central Ohio Health & Social Services Directory
- English (ESOL) Course Catalogue
- Hispanic Serving Churches Faith Directory
- Grant Foundations Database
- State Agency Grant Directory
- OCHLA Annual Report

HOW TO REACH US

Questions? ¿Preguntas? (614) 466-8333

- OCHLA.OHIO.GOV
- @OCHLA
- YouTube.com/OhioLatinoAffairsCommission
- @OCHLA_OH
- @OCHLA_OH
- +OhioLatinoAffairsCommission
OUR STUDENTS

38,000+ Students Enrolled In 8-Campus System
63% Female Students
37% Male Students

Students Come From All 50 States & 100+ Countries

FALL 2018 FRESHMAN CLASS PROFILE

Average High School Cumulative GPA Of 3.4
81% Had A High School Cumulative GPA Of 3.0 Or Above
Average ACT Composite Of 23
Average SAT Total Score 1130

LIFE ON CAMPUS

25 Residence Halls
20+ Dining Halls And Coffee Carts
400+ Clubs And Organizations
19 Varsity Athletic Teams

WHAT MAKES US UNDENIABLY KENT STATE

Named Top 100 National Public Universities by U.S. News and World Report
Safer Big College Campus In Ohio
Home To The First Gluten-Free College Dining Hall In The Country
Winner Of The 2018 Healthy Campus Award By Active Minds
Coming Soon: Design Innovation Hub

OUR ACADEMICS & FACULTY

21:1 Student to Faculty Ratio
280+ Undergraduate Majors & Programs
200+ Study Abroad Opportunities In more than 60 Countries
70% Of The Faculty Have The Highest Degree In Their Field

CAREER OUTCOMES

92% Of May 2018 Graduates Were Employed Or Continuing Their Education Full Time Within 6 Months Of Graduation

TUITION, SCHOLARSHIPS & FINANCIAL AID

Ohio Residents:
Tuition $11,130
Room & Board $11,706
Total / Year $22,836

Non-Ohio Residents:
Tuition $20,006
Room & Board $11,706
Total / Year $31,712

93% Of Freshmen Received Financial Aid
61+ Million In Scholarships Awarded To Incoming Freshmen

New Freshman Scholarship Program Coming In September! Preview Your Scholarship Award At www.kent.edu/scholarships

FLASH FACTS
**MAJORS AND PROGRAMS**

Accounting  
Actuarial Mathematics  
Adolescent/Young Adult Education (Grades 7-12)  
> Earth Science  
> Integrated Language Arts  
> Integrated Mathematics  
> Integrated Science  
> Integrated Social Studies  
> Life Science  
> Life Science/Chemistry  
> Physical Science  

Advertising  
Aeronautical Systems Engineering Technology  
Aeronautics  
> Aeronautical Studies  
> Air Traffic Control  
> Aviation Management  
> Flight Technology  

Aerospace Engineering  
Air Traffic Control (See “Aeronautics”)  

American Sign Language  
American Sign Language /English Interpreting  

Anthropology  
(Bachelor of Arts)  

Anthropology  
(Bachelor of Science)  
> Archaeology  
> Biological Anthropology  

Applied Engineering  
Applied Engineering and Technology Management  
> Foundry Technology  

Applied Mathematics  
> Applied Mathematics  
> Computational Mathematics  
> Financial Mathematics  
> Probability and Statistics  

Architectural Studies  
(Bachelor of Arts)  

Architecture  
Art Education  

Art History  

Biology  
(Bachelor of Arts)  
> Molecular and Cellular Biology  
> Organismal Biology  
> Pre-Dentistry  
> Pre-Medicine  
> Pre-Podiatry  

Biotechnology  

Botany  
Business General  
Business Management  
Career and Community Studies  

Chemistry  
(Bachelor of Arts)  

Chemistry  
(Bachelor of Science)  
> Biochemistry  
> Biochemistry — Pre-Dentistry, Pre-Medicine, Pre-Osteopathy  
> Chemistry  
> Industrial Chemistry  
> Materials Chemistry  

Classics  
> Classical Civilization  
> Greek  
> Latin  
> Religion Studies  

Communication Studies  
> Applied Communication  
> Communication Studies  
> Global Communication  
> Media and Society  
> Recreational and Workplace Communication  

Community Health Education  

Computer Engineering Technology  

Computer Information Systems  

Computer Science  
(Bachelor of Science)  
> Data Engineering  
> Game Programming  
> Information Security  
> Robotic and Embedded Systems  

Construction Management  
> Civil Management  
> Mechanical and Electrical Management  
> Safety Management  

Criminology and Justice Studies  
> Corrections  
> Criminology and Deviance  
> General — Criminology and Deviance  
> Justice and Human Relations  
> Law and Society  
> Policing  
> Victimization  

Dance  

Dance Studies  

Digital Media Production  
> Digital Film  
> Television  

Digital Sciences  
(Bachelor of Science)  
> Digital Sciences Analysis  
> Digital Systems Interaction  
> Digital Systems Management  
> Digital Systems Software Development  
> Digital Systems Telecommunications Networks  

Early Childhood Education (Age 3-8 Grade)  

Earth Science  
(Bachelor of Arts)  

Earth Science  
(Grades 7-12)  

Economics  

Electronics (See “Applied Engineering”)  

Engineering Technology  
> Computer Design, Animation and Game Design  

English  
> General  
> Literature  
> Professional Writing  

Entrepreneurship  

Environmental and Conservation Biology  
> Conservation Biology  
> Environmental Policy and Management  

Environmental Sciences  

Exercise Science  
> Exercise Physiology  
> Exercise Specialist  
> Pre-Physical/Occupational Therapy/Podiatric Medicine  

Fashion Design  
(Bachelor of Arts)  

Fashion Design  
(Bachelor of Fine Arts)  

Fashion Merchandising  

Finance  

Flight Technology  
(See “Aeronautics”)  

French  

Geography  
> Environmental Geography  
> Geographic Information  
> Social Geography  

Geology  
(Bachelor of Arts)  

German Language, Culture and Translation  

Global Studies  

Graphic Design  
(See “Visual Communication Design”)  

History  

Hospitality Management  

Human Development and Family Studies  
> Case Management for Individuals and Families  
> Child and Youth Development  
> Family Life Education  
> Gerontology  
> Human Services  
> Nursing Home Administration  

Human Resource Management  

Integrated Health Studies  
> Health Care Administration and Systems  
> Health Sciences  
> Health Services  

Integrated Language Arts  
(Grades 7-12)  

Integrated Mathematics  
(Grades 7-12)  

Integrated Sciences  
> Chemistry  
> Earth Science  
> Life Science  
> Physics  

Integrated Social Studies  
(Grades 7-12)  

Interior Design  

Journalism  

Justice Studies  
(See “Criminology and Justice Studies”)  

Life Science  
(Grades 7-12)  

Life Science/Chemistry  
(Medical))  

Managerial Marketing  

Mathematics  
(Bachelor of Arts)  

Mathematics  
(Bachelor of Science)  

Mechanical Engineering Technology  

Mechatronics Engineering  

Medical Technology  

Middle Childhood Education (Grades 4-9)  
> Language Arts/Literacy  
> Mathematics/Science  
> Physical Education  
> School Health Education  
> Teaching English as a Second Language  

Music  
(Bachelor of Arts)  
> Contemporary Popular Music  
> Jazz Studies  

Music  
(Bachelor of Music)  

Music Education  
> Choral — General  
> Instrumental  

Musical Theatre  

Neuroscience  

Nursing  

Nursing for Registered Nurses  

Nutrition  

Pan-African Studies  

Paralegal Studies  

Peace and Conflict Studies  

Philosophy  

Photography  

Physical Education  
> Health and Physical Education  
> Physical Activity and Sports Performance  
> Physical Education Licensure  

Physical Education (Grades 1-12)  

Physics  
(Bachelor of Arts)  

Physics  
(Bachelor of Science)  
> Applied Physics  
> Biophysical Sciences  
> Chemistry  
> Computer Science  
> Entrepreneurship  
> Mathematical Physics  
> Pre-Medicine/Pre-Osteopathy  

Political Science  

Pre-Dentistry*  

Pre-Engineering  

Pre-Law**  

Pre-Medicine  
(Pre-Osteopathy)  

Pre-Pharmacy  

Pre-Veterinary Medicine*  

Psychology  
(Bachelor of Arts)  
> Child Psychology  
> Counseling Careers  

Psychology  
(Bachelor of Science)  
> Child Psychology  
> Pre-Medicine, Pre-Osteopathy  

Psychology  
(Bachelor of Science)  
> Child Psychology  
> Pre-Medicine, Pre-Osteopathy  

Public Health  
> Allied Health  
> Clinical Trials Research  
> Community Health Outreach and Development  
> Global Health  
> Health Services Administration  
> Pre-Dentistry, Pre-Medicine, Pre-Osteopathy  

Public Relations  

Radio/Television  
(See “Digital Media Production”)  

Recreation, Park and Tourism Management  
> Park Management  
> Recreation Management  
> Tourism Management  

Russian Literature, Culture and Translation  

School Health Education  

Sociology  
> Cultural Sociology  
> Family and Life Course Sociology  
> General  

Spanish  

Special Education  
> Deaf Education  
> Mild to Intensive  
> Dual License  

Speech Pathology and Audiology  

Sport Administration  

Studio Art  
> Ceramics  
> Digital Media and Photography  
> Sculpture and Expanded Media  

Teacher Licensure  
> Art Education  
> Foreign Languages  
> Interpreting  
> Deaf Education  
> Early Childhood Education  
> Earth Science  
> French  
> German  
> Integrated Language Arts  
> Integrated Mathematics  
> Integrated Science  
> Integrated Social Studies  
> Life Science  
> Life Science/Chemistry  
> Middle Childhood Education  
> Pre-Dentistry, Pre-Medicine, Pre-Osteopathy  

Public Relations  

Radio/Television  
(See “Digital Media Production”)  

Recreation, Park and Tourism Management  
> Park Management  
> Recreation Management  
> Tourism Management  

Russian Literature, Culture and Translation  

School Health Education  

Sociology  
> Cultural Sociology  
> Family and Life Course Sociology  
> General  

**This minor must be paired with a major.**

**ADMISSIONS INFORMATION**

Freshman admission at the Kent Campus is selective. Admission decisions are based on the following: cumulative GPA, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends.

Freshman applicants to the Kent Campus can use the Common Application or KSU Application. To learn more about applying, visit www.kent.edu/apply.

**IMPORTANT DATES**

8/1 Fall 2020 Application Opens | 10/1 BEGIN FAFSA | 2/1 DATE TO SUBMIT ADMISSIONS APPLICATION FOR MERIT SCHOLARSHIP CONSIDERATION | 5/1 DEADLINE TO CONFIRM YOUR PLACE IN THE FRESHMAN CLASS
Ohio Department of Education is proud to partner with the Ohio Latino Affairs Commission and Kent State University to host the 7th Ohio Latino Education Summit

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