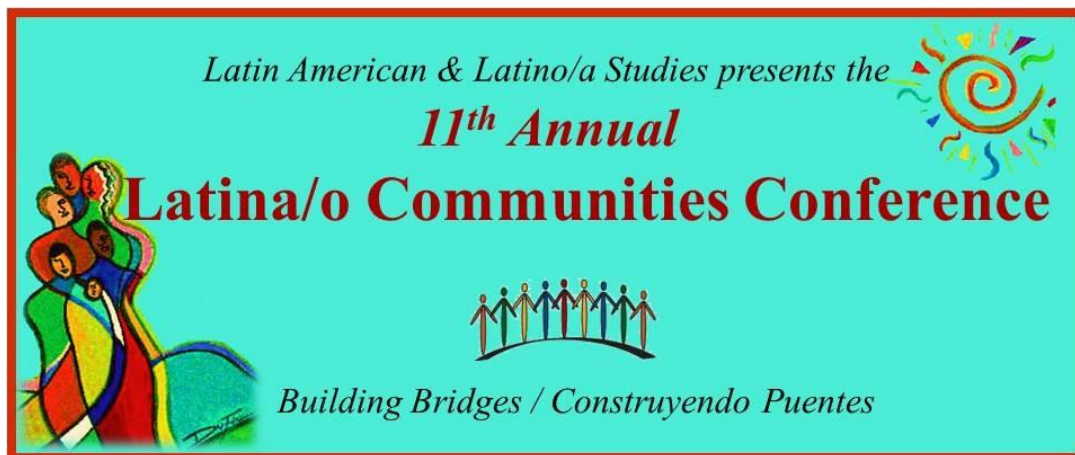

11TH ANNUAL LATINA/O COMMUNITIES CONFERENCE



SEPTEMBER 25 & 26 – 2019 – SYKES STUDENT UNION



TABLE OF CONTENTS

Schedule Wednesday – Sept. 25.....	3
Schedule Thursday – Sept. 26.....	6
Keynote Speaker: <i>Enrique Morones</i>	9
Speakers and Abstracts	10
Conference Organizers and Acknowledgments	31

11TH ANNUAL LATINA/O COMMUNITIES CONFERENCE



This interdisciplinary conference provides a creative space to enhance the understanding of Latina/o issues, contributions and cultures. Our theme “*Building Bridges / Construyendo Puentes*” represents eleven years of this annual conference working to help the WCU community better understand and build ties with the Latino community and support Latino immigrants and immigration in the context of the current political, social, cultural, and economic environment.

Tracks

Immigration and Social Justice
Humanities and Social Sciences
Education
Social Services
Visual and Performing Arts
Health
Community Development

Program Schedule

Wednesday, September 25th

Time	Topic		Location	Activity	
8:30 – 9:30	Sykes Lobby			Registration – café y pan dulce	
9:30 – 10:30	Ballroom A			Welcome	
10:00 – 10:50	Session 1				
	VIS/ARTS, COMDEV	1	Ballroom B	Atrévete: Building a Community Television Show	Laura Deutch, Gabriela Watson-Burkett, Claudia Ceballos, Leticia Nixon, Arianne Bracho, Antonio Arroniz, Carmen Marcet, Katiria Garcia - PhillyCAM
	IMM/SOCJ, EDUC	2	Ballroom C	Developing Empathy for Immigrant Families	Julie Miller, Kate Camarda, Genny Amores - Phoenixville Area School District
	EDUC	3	Sykes 10A	Offering Mirrors and Windows: A sharing of children’s books by and about Latinxs (a continuous session from 10:00 am to 2:30 pm)	Emily R. Aguiló-Pérez, WCU English, and student volunteers
11:00 – 11:50	Session 2				
	IMM/SOCJ, SOCSERV, COMDEV	4	Ballroom A	Casa Guanajuato Builds Bridges in Southern Chester County and its surroundings	Gonzalo Cano, Mayra Castillo, Marta Castillo, Kathleen Snyder, Raul Toledo, Sara Dickens-Trillo - Casa Guanajuato Kennett Square
	HEA, SOCSERV, COMDEV, HUM/SOC	5	Ballroom B	Familias Unidas- Empowering Latino Families Using an Evidence-Based Preventive Intervention	Antoinette Gomez, Maribel González - Familias Unidas, Family Service of Chester County; Mark Butler, Family Service of Chester County
	HUM/SOC	6	Sykes 255	Bilingual Service-Learning Internships: Bridging the Gap between Academics and Professional Experience	Andrea Varricchio, WCU Languages and Cultures; Cerridwen Cox, Maeve King, Adryana Gates - WCU students

12:00 – 12:50	Session 3				
	EDUC, VIS/ARTS	7	Ballroom B	Theatre in Education/Teatro en Educación: Multilingual learning in the early childhood classroom	Sindy Isabel Castro, Madeline Calandrillo, Lyn Glener
	HUM/SOC	8	Sykes 252	Workshop on Latin American Studies at WCU and Research and Study Abroad opportunities in Latin America	Linda Stevenson, WCU Political Science, León Arredondo, WCU Anthropology, Caitlyn Handlin WCU student
1:00 – 1:50	Session 4				
	IMM/SOCJ	9a	Sykes 255	Telling the City's Untold Stories: A Collaborative Documentary Project between The College of New Jersey and Trenton's Puerto Rican Community	Ann Warner-Ault , Susan Ryan, Samuel Kanig, Ryan Soldati, Kassandra Sánchez, Connor Chemris - The College of New Jersey
	EDUC, VIS/ARTS	9b		Kennett Multimedia: Building Alternative Narratives for Latinos	Raul Toledo Sanchez, Elideth Navarro - Kennett Multimedia
	EDUC	10	Sykes 252	Latino Undergraduate and Graduate Students Discuss Issues with Classroom Teachers Who Are not Latino	Greg Tully, WCU Undergraduate Social Work, Social Work Students of WCU
2:00 – 2:50	Session 5				
	EDUC	11a	Sykes 252	What it's like to be a Macho Man in Puerto Rico: A Biographical Narrative of Being a Gay Teacher in the Caribbean	Gabriel T. Acevedo, Penn State University – University Park
	EDUC	11b		In the Belly of the Beast: Situating Latin American Philosophy of Education in the United States	Jason Thomas Wozniak, WCU Educational Foundations & Policy Studies
	SOC SERV	12	Sykes 255	WCU Psychology Department collaborations with the local Latinx community to improve access to mental health services	Stevie N. Grassetti, WCU Psychology; Zachary Getz, Kenia Valdez, Caroline Guzi, Geaniant Echavarria - WCU students
	IMM/OCJ	13	Ballroom A	Stand Against Racism and Violence	Leslie Acosta, Perla Lara, Che Guerrero - USALA Media

3:00 – 3:50	Session 6				
	IMM/SOCJ	14	Sykes 252	Strategies in Community Organizing	Enrique Morones, Border Angels, Jessica Culley and Nancy Lopez Sosa, El Comité de Apoyo a los Trabajadores Agrícolas (CATA); Adan Mairena, West Kensington Ministry
	HUM/SOC	15a	Sykes 255	Todos Somos Joaquin: Identidad y Chicanismo	John Kaiser Ortiz, Millersville University
		15b		“Viva México?’: Competing Fan Discourses of Mexican Identity Surrounding Two Professional Boxing Champions”	Justin García, Millersville University
	HEA, SOCSERV	16	Sykes 209	Community Health Work and services for low income families	Milena Lanz, Alma Vidal, Mary Beth Giandonato, Cecilia Arce - Maternal and Child Health Consortium (MCHC)
3:30-4:00	VIS/ARTS	17	Sykes 115	Salsa Dancing Workshop: Salsa De-Stress / Salsa sin estrés	Iliana Pagán-Teitelbaum, WCU Languages and Cultures
4:00 – 5:30	Sykes Ballrooms			Reception Refreshments and snacks WCU Latin Jazz Ensemble	
5:50 – 7:05	Session 7				
	VIS/ARTS, EDUC	18	Sykes Theatre	Baobab Flowers - Documentary Screening and Conversation about Education Inequality	Gabriela Watson-Burkett, Inti Wasi NGO, Nyanza Bandele, Give Our Youth a Chance, Melissa Beatriz

Thursday, September 26th

Time	Topic		Location	Activity	
8:30 – 9:30	Sykes Lobby – Ballroom A			Registration – café y pan dulce	
9:30 – 10:45	Session 8				
	IMM/SOCJ	19	Sykes 209	Employment Law: Do you know YOUR rights?	Karen Eichman, Nancy Ayllon-Ramirez, - Eichman Law, PLLC
	EDUC	20	Ballroom C	Empowering Culturally and Linguistically Diverse Families Through Sustained and Responsive Parent Engagement	Ángela Della Valle, WCU and Upper Merion Area School District, Daryl Schumacher, Upper Merion Area School District, Érica Pérez, Cabrini College
	HUM/SOC, HEA	21a	Ballroom A	Exploring the intersection between Housing Access, Legal Status and Health in Philadelphia	David Reyes-Farias, Perelman School of Medicine at the University of Pennsylvania
	EDUC	21b		Nurturing a Space for Underrepresented (Hispanic) Postsecondary Students in Northeastern and Central PA	Christopher Donahue, Bloomsburg University
	VIS/ARTS	22	Sykes 255	Multilingual Films for Linguistic Diversity and Cultural Resistance in the Americas	Iliana Pagán-Teitelbaum, WCU Languages and Cultures, Brook Lillehaugen, Haverford College
	HS	23	Sykes Lobby	WCU tour	WCU Latino American Student Organization

11:00 – 12:15	Session 9				
	HEA, SOCSEV, COMDEV	24	Sykes 255	Reaching the Unreachable: Lessons Learned in Engaging Underserved Communities	Laura Milazzo Mackiewicz, La Comunidad Hispana (LCH)
	IMM/SOCJ	25	Sykes 10A	Exploring the Experiences of Undocumented Central American Immigrants in Florida: An Interpretative Phenomenological Study	Elizabeth M. Jarquin, Kara S. Erolin - Nova Southeastern University
	EDUC, SOCSEV, COMDEV	26	Sykes 209	Padres Latinos from the West Chester Area School District: A Community’s Answer for a Better Communication Between Spanish Speaking Families and Schools	Sandra Bradley, Veronica Ortiz - Padres Latinos; Christine Miller, West Chester Area School District; Ivett Herrera, Carolina Bautista - Parent Volunteers
	HS	27	Sykes 252	WCU Admissions	Kenneth L. Jones, WCU Office of Admissions
12:00 – 2:00			Sykes Ballrooms	Luncheon Enrique Morones, Keynote Address: “Border Realities & Immigration Today” Latino Professionals Luncheon Group of Chester County Scholarship Awards	
2:00 – 3:15	Session 10				
	IMM/SOCJ, VIS/ARTS	28	Sykes 209	Intergenerational Organizing for Migrant Justice	Yanira Rodríguez, WCU English
	COMDEV, SOCSEV, IMMSOCJ	29	Sykes 255	Housing & the Latino Community: Myths, Misunderstandings and Challenges	Sherry McCormack, Long & Foster Real Estate, Claudia Roemer, Cardinal Financial, Matrie Johnson, Home of the Sparrow, Nina Guzman, Alianzas De Phoenixville, Jessica Ortiz, State Farm Insurance

	EDUC	30a	Sykes 254	¿Qué tan diferente es México de la Venezuela de Chávez? Un acercamiento a través del programa de desayunos escolares – Author’s Book Presentation	Raúl Olmo Fregoso Bailón, WCU Educational Foundation and Policy Studies
		30b		Social Work in the Dominican Republic: A Human Rights Exploration	Kelly Smack, WCU Graduate Social Work, Ben Morgan, Student Success Center (WCU Philadelphia Campus), Suzanne Sellers, MSW
3:30 – 4:15	Session 11				
	EDUC, HUM/SOC	32	Ballroom A	2020 Census Briefing	Juan F. Valencia, U.S. Census Bureau, Philadelphia Regional Census Center
	SOCSESV, EDUC, HEA	33	Ballroom C	The Bridge Between 2 Worlds: A psychoeducational group for 1.5-generation Latinx youth	Jari Santana-Wynn, Guadalupe Meza - Holcomb Behavioral Health Systems

IMM/SOCJ: Immigration and Social Justice

VIS/ARTS: Visual and Performing Arts

SOCSESV: Social Services

EDUC: Education

HUM/SOC: Humanities and Social Sciences

COMDEV: Community Development

HEA: Health

HS: High school session

Keynote Speaker

ENRIQUE MORONES



Enrique Morones is an internationally acclaimed activist and advocate for immigrant rights. He founded Border Angels, an all-volunteer, non-profit organization that works to prevent migrant deaths on the US-Mexico border and advocates for a humane immigration reform through direct community engagement.

Since 1986, Mr. Morones has dedicated his life for the prevention of thousands of migrant deaths occurring on the US-Mexico border. In 2006, he led a caravan of thousands of activists, protesters and ordinary American citizens across the country in the first “Marcha Migrante,” the event that sparked massive demonstrations across the country and the “immigrant spring.” A Marcha Migrante has been held every year since to educate and inform Middle America of the plight of migrants while demanding humane immigration reform.

Mr. Morones has been acknowledged for his leadership in both the public and private sectors in advancing Latino culture and as a passionate advocate for human rights. He is founder of the House of Mexico in Balboa Park, San Diego, winner of the 2009 Mexican Human Rights Award and Mexico’s Othli’s Award.

Program Session Abstracts and Biographies

1 - Atrévete: Building a Community Television Show

Topic (track): Visual and Performing Arts, Community Development

Abstract: Atrévete is PhillyCAM's Bilingual Community News and Culture TV Show focused on the stories and experiences of Latin Community in the Philadelphia area. Show producers will present segments from their monthly show and discuss the community driven production process that informs each episode. During the session, we will explore how community produced media can expand and shift perceptions of Latino communities among each other, and present more diverse representations within the media and the public sphere. We will present examples from our monthly television show, Atrévete and discuss our methodology and production model. We will invite participants to contribute a short video segment using their mobile phone and discuss ways that we could expand our program to include more regional and national collaboration.

Authors: Laura Deutch, Gabriela Watson-Burkett, Claudia Ceballos, Leticia Nixon, Arianne Bracho, Antonio Arroniz, Carmen Marcet, Katiria Garcia - PhillyCAM

Laura Deutch is a Philadelphia-based artist, educator, and cultural organizer committed to using media as a tool for social justice, creative expression and community building. Her projects traverse digital and analog mediums to investigate the relationships between people, places and their stories. Her work has been showcased on television, at festivals and in galleries throughout the country. She currently works as the Education and Production Director at PhillyCAM, and previously directed the Philadelphia Youth Media Collaborative. She serves on the board of Termite TV, and holds an MFA in Film and Media Arts from Temple University.

Gabriela Watson-Burkett is a Brazilian of Peruvian descent. Gabriela holds a MFA in Film and Media Arts from Temple University. She is a filmmaker, producer and educator. Her independent work is focused on social-issue documentaries. Gabriela is the Production Coordinator of PhillyCAM Latinx and Atrévete: PhillyCAM's Bilingual Community News and Culture TV Show focused on the Latin stories and experiences in Philadelphia.

Community Producers: PhillyCAM's Community producers are part of an intergenerational and diverse group formed by people from different countries of Latin America. They are committed to learn and use audiovisual to promote stories of the Latin Community of the Philadelphia area.

2 - Developing Empathy for Immigrant Families

Topic (track): Immigration and Social Justice, Education

Abstract: This country's birth is rooted in a history of equality and justice for all, but do these ideals apply to immigrants crossing the Mexican border? These are individuals desperate for a chance at the quality of life that we enjoy here in the United States, but are we taking the time to understand the reasons why they risk it all to come here, and the challenges they face here once they arrive? Join me for a thought-provoking conversation about the immigrant experience, with a particular lens on our situation at the U.S. border. We will consider issues like why families make the impossible choice to immigrate to the U.S., how do they make it to the U.S., both through legal and illegal channels, and life after crossing the border. I will pair my research and the hard truths of this topic with my own experience, having worked with this population for the past 12 years within the realm of the public school system.

Authors: Julie Miller, Kate Camarda, Genny Amores - Phoenixville Area School District

Julie Miller is a proud public school teacher entering her 17th year of teaching at the Phoenixville Area School District. In Phoenixville, she works almost exclusively with our immigrant families and students learning the English Language in her role as an English Language Development Teacher. Her focus for the past six years has been with Kindergarten aged students, but she has worked with English language Learners of all ages, from 5 to adult throughout my career. She is most interested in what schools and communities can do to foster good support networks, communication, and resources, so that immigrant families can thrive in their new country.

Kate Camarda has been teaching ELD and working with immigrant families since 2005. She has a bachelor's degree in International Studies with minors in Spanish and Business from Millersville University and a Master's Degree in Multicultural Education from Eastern University. She is currently teaching Kindergarten ELD in the Phoenixville School District. She has 4 young daughters and is passionate about helping immigrants.

Genny Amores was born in Guatemala and has lived in the US for 19 years. She knows first hand the hardships many immigrants face today. She is a wonderful wife and a mom of three. She is an advocate in Phoenixville for immigrant families. She also sits on the board of Alianzas in Phoenixville. She has the biggest heart and anyone is lucky to know her.

3 - Offering Mirrors and Windows: A sharing of children's books by and about Latinxs

Topic (track): Education

Abstract: Inspired by the National Council of Teachers of English's (NCTE) "Read-In"* program, this session aims to provide a space where attendees can look at, peruse, and even read children's and young adult books about Latinx experiences. The purpose is to highlight more than one-hundred books by and about Latinxs and to offer the community at large-- people of all ages-- the opportunity to read some of these books or at least learn about them. They can read silently or read out loud, stay for a few minutes or for the entirety of the panel, and read entire books or excerpts. Other reading activities, such as read-aloud or opportunities for attendees to respond to the books or authors may be provided as well.

*NCTE's description of a Read-In is as follows: "During the month of February, schools, churches, libraries, bookstores, community and professional organizations, and interested citizens are urged to make literacy a significant part of Black History Month by hosting an African American Read-In. Hosting an event can be as simple as bringing together friends to share a book or as elaborate as arranging public readings and media presentations that feature African American writers." It was created by Dr. Jerrie Cobb Scott, and it has grown into a national event. Dr. Aguiló-Pérez has hosted Latinx Children's and Youth Literature Read-In events at universities and schools in western Pennsylvania.

Authors: Emily R. Aguiló-Pérez, WCU English, and student volunteers

Emily R. Aguiló-Pérez is Assistant Professor of English (Children's Literature), at West Chester University. She earned a Ph.D. in Curriculum and Instruction and a minor in Women's, Gender, and Sexuality Studies at The Pennsylvania State University. Her teaching and research interests are in the areas of children's literature (particularly Latinx literature), girlhood studies, and children's cultures. She has presented research on Latinx children's books at various conferences and has served on national children's book award committees, including the Pura Belpré Award. She is currently working with her co-researcher on a project that examines the depth and breadth of Latinx representation of characters and by Latinx authors/illustrators in twenty-first century transitional chapter books.

4 - Casa Guanajuato Builds Bridges in Southern Chester County and its surroundings

Topic (track): Immigration and Social Justice, Visual and Performing Arts, Education, Humanities and Social Sciences, Community Development

Abstract: Casa Guanajuato Kennett Square was founded in 2003, as a non-profit organization, to foster and promote the culture, traditions, arts and education of the Mexican community of Kennett Square. Casa Guanajuato has been serving as a bridge between the Mexican and American populations of the Southern Chester County region. The main mission of Casa Guanajuato has been to promote and conserve the Mexican traditions, language and culture of the migrants that arrived in this area in the early 1990's and for their new generations of U.S. born children. While first and second generation Mexican-Americans are growing up speaking English and attending schools where they are learning American history, their families are constantly looking for ways to teach their children about their Mexican traditions and roots.

Casa Guanajuato has many events throughout the year, free to the public, with the exception of the annual fundraising dinner. The year starts with the annual Cinco de Mayo Festival in Kennett Square and ends with Mexican Posadas in December. The Cinco de Mayo Festival draws a crowd of over ten thousand individuals and it is compared to similar

festivals in New York City, Los Angeles, and others. The Mexican Independence Day is celebrated in September at the local Anson B. Nixon Park. In November, Casa Guanajuato presents a traditional Day of the Dead event that includes altars to the dead and calaveritas literarias, poetry dedicated to family members or friends that have passed away. Because all of these events are open to the public, they teach all those that attend about Mexican traditions that make Mexicans and Mexican Americans proud of their traditions and the events serve as a bridge to the American population of the area. Casa Guanajuato has collaborated with many organizations throughout the years to organize these events; from businesses, to schools (from day cares to colleges), to artists, singers and dancers, both in the Mexican and American populations.

Authors: Gonzalo Cano, Mayra Castillo, Marta Castillo, Kathleen Snyder, Raul Toledo, Sara Dickens-Trillo - Casa Guanajuato Kennett Square

Gonzalo Cano was born in Mexico in the state of Guanajuato and immigrated to the U.S. at the age of 18. He is a graduate of Penn State University with a B.A. in Public Relations and Latin American Studies and is currently finishing his Master's Degree in Social Work at Temple University. After working for 10 years in human resources for different mushroom companies, Gonzalo made a career change and currently works for the Kennett Area Community Service as a Case Manager and is a facilitator of the Getting Ahead classes, which are aimed at low-income adults in the Kennett Area. Gonzalo belongs to different groups that seek affordable housing for all and is a member and secretary of Casa Guanajuato. What he likes most about Casa Guanajuato is to be able to build a strong community in which young Hispanics feel identified.

Mayra Castillo was born in Mexico and immigrated to the United States at the age of 12. Her father worked over 20 years in the mushroom industry in Kennett Square as a picker, packer and everything related to mushrooms. Her mother has worked over 25 years at a local family owned orchard and green house. Thanks to her parent's sacrifice for a better life for their younger children, Mayra was able to attend college and receive a Bachelor's Degree as well as a Master's Degree. She has worked in higher education for over 15 years in areas of admissions, financial aid and multicultural affairs. In her earlier years in the U.S., her parents also pushed her to be a part of Danza Tenochli, a local dance group started through the former Mission Santa Maria in Avondale, now Saint Rocco Parish. Mayra is very happy to be a member of CGKS and to be able to share her Mexican culture, knowledge and education to build bridges between both of her cultures; her Mexican roots and now home in the United States.

Marta Castillo was born in Mexico and immigrated to the U.S. when she was 32 years old to give her daughters a better education and to remove them from the violence of their native state of Sinaloa. She had to work since she was eight (8) years of age, taking care of younger children, to help her family since they grew up without a father. While she studied high school, she also studied languages at the Centro de Estudio de Idiomas through a scholarship she received. She studied Spanish, English and French and at night, she would work at a restaurant. While she studied Spanish, she learned and enjoyed writing about poetry as a form of protest. She later studied psychology because it was a career that paid well, though her dream would have been to study medicine. She worked for 10 years as an urban teacher where she began to practice the relationships between school and the community. She then studied School Administration to be able to manage schools at the same time. In 1999, she was asked to participate in an educational project to organize and build schools in Tijuana. There, she helped build two day cares for the children of the factory workers. While she lived in Tijuana, she decided to immigrate to the U.S. In 2010, one of her daughters participated in Casa Guanajuato's Cultural Pageant, Señorita 5 de Mayo and since then all of her family has been volunteering as active members of CGKS. They feel pride of their Mexican heritage and to be able to share their culture with the community.

Sara Dickens-Trillo was born in Chihuahua Mexico. Her family immigrated to El Paso Texas when she was 15 years old. Her father worked in a Country club as a foreman for 40+ years, her mother ran the household and was a very successful sales person as well. Her parents dream was for their children to have proper education. Sara got married soon after graduating high school and few months later, she went back to school to become a travel agent. When Sara got pregnant with her first child, she decided to become a full time mom and stayed home. When her now two adult children were pre-teens, she went back to school to become an Interior Designer. Before graduating, Sara found out she was expecting her third child. When her youngest son was 3 years old Sara and her husband adopted a baby girl, she was 11 months at the time. Sara's true passion has always been helping and volunteering in any way possible. After her younger daughter started first grade, she went in full swing volunteering in any way she could in different organizations in the community. She is specially inclined in helping the Latino community, when she was invited to become a member of CGKS she was thrilled to be able to help bring the Mexican heritage and culture through events. Sara become the vice president of CGKS a couple of years later. She is also a volunteer and Board Member of La

Comunidad Hispana (LCH) a nonprofit Federally Qualify Health Center. Sara feels very blessed to be part of this amazing initiative of building bridges between her culture and her husband and children's culture. Sara gives full credit to her husband of 32 years for supporting her all the way in her love of helping the community.

5 - Familias Unidas- Empowering Latino Families Using an Evidence-Based Preventive Intervention

Topic (track): Health, Social Services, Community Development, Humanities and Social Services

Abstract: This workshop provides an overview of Familias Unidas, an evidence based preventive intervention for Hispanic and their adolescents designed by the University of Miami. In 2016, this program was piloted in Chester County, PA within the Kennett Square community. The speakers will address the strategies utilized while engaging and facilitating conversations between Hispanic parents and their adolescent children related to prevention of early sexual behavior, drug and alcohol use, and smoking. Risk and protective factors, acculturation, and conflicting messages in worlds of home, school, and community will be addressed. Discussion of the stages and steps involved in the multi-level intervention will occur. Lastly, the benefits, lessons learned, implications, and future direction of the program will be addressed.

Authors: Antoinette Gomez, Maribel González - Familias Unidas, Family Service of Chester County; Mark Butler, Family Service of Chester County

Dr. Antoinette Gomez is the Program Director for Familias Unidas at Family Service of Chester County. She holds a Doctorate in Marriage and Family Therapy (DMFT) from Argosy University, Master of Social Work from the University of Denver, and a Bachelor of Science from Pennsylvania State University. She is a Licensed Clinical Social Worker and Certified Addictions Counselor III. In addition, she attended two years of post-master's training at the Denver Family Institute where she earned a Certificate in Couples and Family Therapy. A native of Chester County, she has worked for the GARAGE Youth Center, Human Services, and Vision Quest serving the Latino community. Her experience includes counseling, parenting workshops, facilitating support groups, providing clinical supervision and family therapy.

Maribel Gonzalez is the Facilitator Supervisor for Familias Unidas at Family Service of Chester County. Previously, she worked at the Chester County Intermediate Unit where she served as a Student Support Specialist for Migrant Education of the for eleven years. She received her Bachelor of Social Work from Temple University. She is a current Master of Social Work student at West Chester University. She is well known in the Kennett Square community for her fervent and tireless efforts to provide families with the services they need most including counseling services, medical assistance, CHIP, parenting support groups, and homelessness resources while promoting peace, justice, freedom, and dignity for all. Maribel's bilingual ability provides her the opportunity to communicate with Spanish speaking families. She plays a vital role in the success of this program.

Mark Butler is the Executive Director of Family Service of Chester County. He received his undergraduate degree from James Madison University and his Master's degree from Chestnut Hill College. He has over 25 years of increasingly responsible experience serving Carson Valley School and Carson Valley Children's Aid; initially serving as a Mental Health Worker, Psychotherapist and growing into continuous leadership roles including Program Coordinator, Assistant Director of Residential Services, overall supervision for services in the Allegheny West Neighborhood Center and Director of Community Services. He holds a Master's degree in Counseling Psychology and Human Services, Mark's entire career has been spent in human services delivery and administration.

6 - Bilingual Service-Learning Internships: Bridging the Gap between Academics and Professional Experience

Topic (track): Humanities and Social Sciences

Abstract: West Chester University students of Spanish hone their Spanish language skills while serving as interpreters and translators for Hispanic immigrants at the Community Volunteers in Medicine clinic. The presentation will explain the academic requirements of service learning and the internship, and will demonstrate how the methodology is implemented in the Language Internship course of the Department of Languages and Cultures at WCU.

The presentation will demonstrate the pedagogical value of bilingual service-learning and will show how the National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities are met through service-learning in the community classroom. The professor will explain the pedagogical standards and the students will describe how their experiences as novice interpreters and translators relate to the categories of the five National Standards while at the same time provide them with real-world professional experience.

University students use their second language interpreting skills to help make health care more accessible to Hispanic immigrants. From an academic perspective, the service-learning internship provides the opportunity to meet the National Standards for Foreign Language Learning in a community setting.

Authors: Andrea Varricchio, WCU Languages and Cultures; Cerridwen Cox, Maeve King, Adryana Gates - WCU students

Dr. Andrea Varricchio, professor of Spanish and Linguistics in the Department of Languages and Cultures at West Chester University, works in the fields of foreign-language methodology and functional linguistics.

Cerridwen Cox is a senior at WCU with a Major in Political Science with International Relations. She has Minors in Spanish and Latin American/Latino Studies.

Maeve King is a senior at WCU with three Majors: Languages & Cultures with Spanish and German, and Political Science with International Relations. She has a Minor in Latin American/Latino Studies.

Adryana Gates is a senior at WCU with a Major in Languages & Cultures with Spanish and a Minors in French and Latin American/Latino Studies.

7 - Theatre in Education/Teatro en Educación: Multilingual learning in the early childhood classroom

Topic (track): Visual and Performing Arts, Education

Abstract: How can Theatre in Education (TIE) create and support a multilingual learning environment? Working in Spanish Dual Language and General Education Kindergarten and 1st Grade classes, facilitators integrated TIE with school curriculum as part of their thesis project for CUNY's MA in Applied Theatre program. They explored the possibilities of a multilingual classroom by facilitating and implementing a Spanish and English bilingual TIE play that included moments for students to use their home languages and cultures for learning. In this workshop, participants will actively explore some of the activities and role work used in the classroom. Participants will also be given time to share and reflect with each other on ways to create more multilingual learning environments while asking: How can we ACTIVATE to support a multilingual classroom when we might not speak the languages of our students?

Authors: Sindy Isabel Castro, Madeline Calandrillo, Lynn Glenner

Sindy Isabel Castro is an actress, educator, and theatre artist. She recently graduated with her MA in Applied Theatre from CUNY's Schools of Professional Studies. She is a teaching artist with New York City Children's Theater, ArtsConnection, and People's Theatre Project in NYC. She was previously a teaching artist/education administrator in Chicago for seven years and worked with Steppenwolf Theatre, Writers Theatre, Northlight Theatre, Adventure Stage Chicago, and Project AIM. Sindy is passionate about integrating theatre with school curriculum to creatively embody learning. Theatre allows young people to take on the perspectives of others through empathy. Sindy is bilingual in English and Spanish. She strives to use theatre as a tool for creating multilingual and multicultural spaces where students are empowered to embrace their home languages and cultures in the classroom.

Madeline Calandrillo is a New York City based teaching artist and arts educator. She most recently graduated with her masters from the MA in Applied Theatre Program at CUNY's School of Professional Studies. In addition to her work in the graduate program Madeline teaches and creates curriculum for various organizations and non-profits such as: New York City Children's Theater, The Tilles Center, NY, The George Street Playhouse, NJ, and The John Jay College of Criminal Justice. At the New Jersey Performing Arts Center (NJPAC), Madeline is a lead teaching artist for the Explore-A-Story Programs, Disney Theatrical Group's In-School Musical and Wolf Trap Early Education programs. Madeline has also had the pleasure to work as an apprentice in the Artistic Programming Department at the New Victory Theatre.

Lynn Glener is a theatre educator, teaching artist, and performer based in the New York City area. She is a graduate of SUNY Potsdam earning her Bachelor of Arts in Theatre/Theatre Education, and is a recent graduate of the Masters program in Applied Theatre at CUNY School of Professional Studies. Lynn has experience teaching theatre and facilitating drama activities with students of all ages in Westchester County, NYC, and the Potsdam area. Additionally, she is a proud New York State Certified Teacher in Theatre PreK-12.

8 - Workshop on Latin American Studies at WCU and Research and Study Abroad opportunities in Latin America

Topic (track): Humanities and Social Sciences

Abstract: This workshop is offered by Latin American and Latino Studies (LALS) Minor faculty and students to share ideas about successful undergraduate Latin American research projects in recent years, what are “hot” topics in the field; and to help you brainstorm your topic, narrow/specify it, and begin to prepare a proposal for grants to carry out your research in the Latin American country of your choice in Summer 2020! Come with your ideas/dreams and see how/if we can help you realize them. This could set you up to have proposal for WCU internal grants as they arise in different Colleges and/or programs, as well as the Greater Philadelphia Latin American Studies Consortium (GPLASC) external grants, due in February.

Authors: Linda Stevenson, WCU Political Science, Leon Arredondo, WCU Anthropology, Caitlyn Handlin WCU student

Linda Stevenson is a Professor of Political Science/International Affairs, and Latin American and Latino Studies at West Chester University of Pennsylvania. She obtained her Ph.D. in Political Science and certificates in Latin American Studies and Women’s Studies at the University of Pittsburgh in 2000, and her B.A. in Political Science at the College of Wooster, Ohio. She worked with the Center for Global Education of Augsburg College in Cuernavaca, Mexico for five years, and conducted dissertation research with the support of a Fulbright grant in Mexico City for two years. In 2010, she was affiliated with the Universidad Diego Portales in Santiago, Chile for a semester researching female political leadership and the effect on gender equity policies. She has published articles in *Latin American Perspectives*, *Latin American Research Review*, *Women and Politics*. Her current research focuses on the intersection between social justice and equity issues in Latin America with those for immigrants in Pennsylvania. Dr. Stevenson resides near Philadelphia, Pennsylvania, with her Chilean spouse and two sons.

León Arredondo is Assistant Professor of Anthropology and Director of Latin American and Latino/a Studies program at WCU. He teaches courses on Latin American culture and politics and conducts research on protest and social movements in Colombia.

9a - Telling the City’s Untold Stories: A Collaborative Documentary Project between The College of New Jersey and Trenton’s Puerto Rican Community

Topic (track): Immigration and Social Justice

Abstract: Our presentation discusses a multimedia documentary project, completed in collaboration with a community partner in Trenton, New Jersey. The project responds to the Puerto Rican community’s desire to tell and preserve stories of their arrival, challenges and triumphs in Trenton since the 1950s. While the city archives contain extensive documentation and data about Irish, Italian and Jewish residents of Trenton, such accounts of the city’s Latino groups are largely absent, even though Latinos comprise more than 30% of Trenton’s current population. Puerto Ricans were the first Latino group to settle in Trenton in large numbers during the peak of the city’s manufacturing economy in the 1950s. Their influence has endured as the city has transformed, and many credit Trenton’s Puerto Ricans with creating a more hospitable environment for newer Latin American immigrants, such as the city’s growing Guatemalan community.

In 2018 our college named its first Community Fellow in Residence, an experienced videographer and Puerto Rican resident of Trenton. This collaborative project resulted in five short documentaries about the Puerto Rican community in Trenton. The short documentaries convey the richness of local Puerto Rican culture — its history, art, music, and more. This collaborative documentary project has encouraged our students to engage with the Trenton community by

performing archival research, conducting video interviews with residents and prominent local leaders, and working with our community fellow to shoot and edit their films.

Authors: Ann Warner-Ault , Susan Ryan, Samuel Kanig, Ryan Soldati, Kassandra Sánchez, Connor Chemris - The College of New Jersey

Dr. Ann Warner-Ault is an Assistant Professor of Spanish at The College of New Jersey. Her teaching and research interests include avant-garde art and literature, community-engaged learning, digital humanities, and study abroad.

Dr. Susan Ryan is an Associate Professor of Communication Studies at The College of New Jersey. Her teaching and research interests include film and television studies, documentary production, community media, and labor conditions in the film and television industries. Her 2014 documentary, From the Burg to the Barrio, documents the changing neighborhood of Chambersburg in Trenton.

Samuel Kanig has been a leader in the Latinx community in Trenton for more than a decade. He was the founding president of the Puerto Rican Civic Association, and the founder of Galería Casa Cultura. In 2018-2019 he served as TCNJ's first Community Fellow in Residence.

Ryan Soldati is a senior at The College of New Jersey majoring in Communication Studies with a focus in Radio, Television and Film.

Kassandra Sánchez is a senior at The College of New Jersey with dual majors in Elementary Education and Spanish.

Connor Chemris is a senior at TCNJ. He will graduate this year with a major in Communication Studies with a Radio, TV and Film specialization and a minor in Environmental Studies. In the future Connor plans to work as a documentary filmmaker.

9b - Kennett Multimedia: Building Alternative Narratives for Latinos

Topic (track): Education and Visual and Performing Arts

Abstract: Kennett Multimedia: Building Alternative Narratives is a project in which individuals from different Latin American backgrounds work together to create educational and visual content. One of our goals is that the public outside our area comprehend that us, as Latinos are the outcome of our experiences in life that shows the extent to which our process of immigration is the end result of historical, social, and political factors. We intend to share our content models with students, professors, and other organizations. As for example: "El Otro Norte" The objective is to experience a working, family and social day of an immigrant. Transmitting the reality of how you live each and every day in a foreign country, as well as dignify it.

Authors: Raul Toledo Sanchez, Elideth Navarro - Kennett Multimedia

Raul Toledo Sanchez - 35 year old. Born in the State of Mexico. Father of a 10 and 5 year old children. I immigrated to the United States in 2012. I am an IT Technician and GED tutor. I volunteer my time at the Kennett Square library and I'm also a member of many non-profit organizations. I currently work in a transportation and logistics company. From experience as an immigrant, I've learned that is important to help other people, educate ourselves and continue improving personal development. I'm part of Kennett Multimedia.

Elideth Navarro - 31 years old. Born in Guerrero México. My father immigrated to the United States in 1973. However, he decided to bring my mother, 4 brothers and me in the year 2002. I was 14 years old back then and without knowing a word of the new language I continued high school, I learned a little and was able to graduate from the Oxford Area High school. I'm part of Kennett Multimedia: My goal is to be the voice of many. Pass on the impetus to educate and help the Latino community and immigrants like me, who at the time did not take advantage of the opportunities due to lack of language and information.

10 - Latino Undergraduate and Graduate Students Discuss Issues with Classroom Teachers Who Are not Latino

Topic (track): Education

Abstract: Latino undergraduate and graduate students often find their classroom educators are not Latino. Numerous issues evolve for these students who are eager to learn but must overcome obstacles due to the racial mismatch between the teacher and the student. In this presentation, several Latino undergraduate and graduate students will join together on a panel to surface, analyze, discuss, and attempt to resolve the most significant struggles and stressors they experience in the classroom when their educator is not Latino. The presentation will include suggestions on how to improve upon some of these issues and struggles experienced by Latino students, and the presentation will also include audience interaction. Dr. Greg Tully, a Professor in the Undergraduate Social Work Department at West Chester University who is not Latino, will join with several panelists who are West Chester undergraduate and graduate Latino students. Following the panel presentation, attendees should: 1) be better informed about the obstacles created in the classroom when there is a racial mismatch between the teacher and the student; 2) better understand the specific struggles Latino students experience in the classroom when their educator is not Latino; and 3) be better able to suggest some resolutions needed to make the classroom experience more viable for Latino students not being taught by a Latino educator.

Authors: Greg Tully, WCU Undergraduate Social Work, Social Work Students of WCU

Dr. Greg Tully is a Professor in the Undergraduate Social Work Department at West Chester University who has presented at conferences on the international and national level. He will be joined on this presentation by a panel of West Chester University undergraduate and graduate students.

11a - What it's like to be a Macho Man in Puerto Rico: An Biographical Narrative of Being a Gay Teacher in the Caribbean

Topic (track): Education

Abstract: The purpose of this paper is to look at a Puerto Rican gay man's relationship with masculinity/machismo, queerness and the intersection of their teaching identity. This presentation seeks to explore how the connection between their masculinity, queerness and teaching identity, as well as, considering the ways their intersecting identities (e.g. ethnicity, language, culture, sexual identity, and others) may influence the presentation within an educational setting. Scholars have attempted to capture and interpret Latino experiences in ways of understanding and supporting culture and masculinity, yet no intersection with gay teachers in Puerto Rico is present in the field. As Puerto Rican gay teachers struggle with their identities, I seek to address gaps in the literature by centering in the voices and experiences of overlooked populations in a specific Latin context, Puerto Rico. In closing, this paper seeks to uplift the experiences of Puerto Rican gay teachers and honor their untold stories and identities.

Authors: Gabriel T. Acevedo, Penn State University – University Park

Gabriel T. Acevedo: I am currently a Ph.D. Graduate student in Penn State University in the College of Education. My studies are in Curriculum & Instruction – Language, Culture and Society track. I also have a Masters of Arts in English Education as well as a B.A. in Elementary and Secondary English and Theater Education from the University of Puerto Rico. My current research draws from my own experiences as a teacher in Puerto Rico on how queerness intersects with pedagogical practices. My current dissertation research examines issues of masculinity and machismo, how they intersect with gay teachers' identity in Puerto Rico and the social and cultural implications that such identity markers have on male teachers. I have also done work in Queer studies, specifically my Master's Thesis: "Discovering your own LGBTQ voice: A Look at Queer Children's Literature and their use in the Puerto Rican Classroom" examined queer texts and their importance in Latino classrooms. Furthermore, I explore research in literacy practices in the Elementary and Secondary classroom, work with teacher preparation programs and the use of pop-culture in the classroom.

11b - In the Belly of the Beast: Situating Latin American Philosophy of Education in the United States

Topic (track): Education

Abstract: Since its founding in 2013, The Latin American Philosophy of Education Society (LAPES) has sought to introduce diverse audiences to the rich tradition of Latin American education theory and practice. A central premise of

LAPES is that by studying Latin American philosophies of education, scholars, teachers, activists, and students can expand their own ways of theorizing education as well as develop techniques for improving educational practices in the United States and elsewhere. Significantly, through a variety of public events and publications, LAPES has served as an epistemological/pedagogical resource for those who believe that through education we can challenge neo-colonial dominance, racism, misogyny, xenophobia, neo-liberal capitalism, and a host of other ideologies and apparatuses that negate individual and collective human flourishing. In this short presentation I will introduce audience participants to LAPES. Then, I will argue that Latin American Philosophy of Education is uniquely positioned to help those of us in the United States struggle for justice in, as José Martí once put it, “the belly of the beast.”

Authors: Jason Thomas Wozniak, WCU Educational Foundations & Policy Studies

Jason Thomas Wozniak (PhD Teachers College/Columbia University) is an Assistant Professor in the Educational Foundations & Policy Studies department at West Chester University where he teaches in the Higher Education Policy and Student Affairs (HEPSA) post-graduate program. Jason has authored several articles on education debt and is currently working on completing the book manuscript *The Mis-Education of the Indebted Student*. In addition, Jason founded and co-directs The Latin American Philosophy of Education Society (LAPES). He is co-investigator with Samir Haddad and Ariana González Stokas on the Andrew W. Mellon Critical Theory in the Global South sub-grant: *Inventing School/Hacer Escuela: Re-Thinking the Pedagogy of Critical Theory*. During the Occupy Wall Street movement in New York Jason was one of the founders of The Occupy University, currently he is active in Philadelphia education social justice movements and collaborates as researcher and organizer with The Debt Collective.

12 - WCU Psychology Department collaborations with the local Latinx community to improve access to mental health services

Topic (track): Social Services

Abstract: The underutilization of mental health services by Latinx communities in America is a growing concern to psychological practice and research (Rastogi et al., 2012; Wong et al. 2017). Stigma surrounding mental health concerns and language barriers are two specific factors that present barriers to receiving these services in the community (Leong & Klibatseva, 2011). As the population of Latinx families in the United States increases, stronger efforts to improve access to mental health care are imperative. Students and faculty members in West Chester University’s psychology department are involved in several collaborative endeavors to improve Latinx’ families access to mental health services. This panel discussion will describe three ways in which the WCU psychology Department is partnering with the local Latinx community to improve access to mental health services. We will discuss evaluation services, school-based therapy, and a university-based mental health clinic that can serve the needs of Spanish speaking clients. In addition to presenting data, we will discuss challenges encountered during these collaborations and how we worked together with community partners to overcome these challenges.

Authors: Stevie N. Grassetti, WCU Psychology; Zachary Getz, Kenia Valdez, Caroline Guzi, Geaniant Echavarria - WCU students

Dr. Stevie Grassetti is a licensed clinical psychologist and Assistant Professor in the Psychology Department. Dr. Grassetti’s research and clinical work focus on promoting access to evidence-based treatment and evaluation services, especially for underserved communities.

Zachary Getz is pursuing a master’s degree in General Psychology at West Chester University. A graduate assistant in Dr. Michael Gawrysiak’s Brain Map Lab, Zachary coordinates and assists in research focusing on addiction, trauma, and mindfulness-based interventions. Last Spring Zachary was part of a Program Evaluation team that conducted a needs assessment at a bilingual elementary school.

Kenia Valdez is pursuing a PsyD in Clinical Psychology at West Chester University. Last Spring Kenia was part of a Program Evaluation team that conducted a needs assessment at a bilingual elementary school and Kenia has also provided services in Spanish within the Community Mental Health Clinic at WCU.

Caroline Guzi is pursuing a PsyD in Clinical Psychology at West Chester University. As a student in Dr. Grassetti’s RAISE lab, Caroline researches evidence-based treatment for youth including a trauma-focused intervention

implemented with English Language learners at a nearby Elementary school. She enjoys engaging in clinical work with children and families.

Geaniant Echavarria is a bilingual senior Psychology major and member of the RAISE lab. Geaniant has been a key member of the research team whose bilingual abilities transcend multiple projects in the lab. Geaniant has been especially heavily involved in a study of a trauma-focused intervention implemented with English Language learners at a nearby Elementary school.

13 - Stand Against Racism and Violence

Topic (track): Immigration and Social Justice

Abstract: This country is experiencing a watershed moment in the fight for racial justice. As civil and human rights continue to be eroded for immigrant communities and people of color, USALA stands united in solidarity with all immigrants and communities of color facing the very real threat of racist and xenophobic attacks.

Immigrants are, and should always be, welcome here. We know that immigrant justice is integral to racial justice. All immigrants — regardless of status — deserve to be safe, healthy, and treated with dignity and respect. Too often our stereotypes around immigration are cemented around terms of division, fear, and hate against the stranger among us.

USALA Media is very intentional about having open dialogues regarding racial justice issues in this country. The goal is to relentlessly persist in raising awareness about the impact of institutional and structural racism in our communities. Secondly, give people the opportunity to unite their voices, educate, advocate, promote racial justice and bring other critically important issues to the fore - issues that, until now, have been stuck in quagmires of constitutional uncertainties and/or political correctness.

Authors: Leslie Acosta, Perla Lara, Che Guerrero - USALA Media

Leslie Acosta was raised in North Central Philadelphia. After graduating from college, she began her journey providing social services to underserved families. After completing her master's degree in Business Administration, she taught courses in leadership management, financial management, public speaking and social Justice. Leslie has a wide range of experience advocating and crafting policy initiatives in criminal justice reform, government contracts, social services, immigration, gun safety laws and education, to name a few. In 2016, Leslie produced and created the radio show "Voices from the Inside" at WTTM 1680am. A talk show, that gave Juvenile lifer's, the opportunity to share and narrate their story from within the prison walls – promoting "Education over Incarceration." Leslie is the founder of USALA media. Her years of public service inculcated a passion to create a culturally inclusive multimedia center in TV, radio and digital news. The vision is to bridge the leadership vacuum in the Latino community; create a platform where community members can hear their own voices; educate and empower people to change the narrative.

Perla Yolanda Lara is an accomplished, multimedia journalist with extensive experience in broadcasting, writing, editing and investigative reporting. She was a news manager at Televisa Estado de Mexico. She co-anchored daily news shows, and contributed reports for special assignments, covering breaking news, local, state, and national reports. She produced editorial articles, wrote content for "Metropolis Revista TV", for Luis De Llano Televisa. She co-authored "Un trago dulce pero adentro con sabor amargo" (Bittersweet Swallow) Constructing Counterspace to Explore Undocumented Status Across Academic, Family, and Community Spaces Jul 2016. By the members of the participatory research center of CCATE. Norristown. Perla was a special reporter, in Philadelphia, for El Sol Newspaper. Currently, she is working as freelance journalist for WHYY – with sporadic radio collaboration in Mexico & Italy. Perla is fluent in Spanish, Italian and English. Her passion is to connect and build relationships with the Latino community"

Comedian Che Guerrero (an immigrant himself) talks to people who have come to America in pursuit of their dream and how they are maneuvering through these turbulent times. Che Guerrero has spent 12 years tackling race, marriage, and work through stand-up comedy. A revolutionary voice on the modern comedy scene, Che's style is rooted in his experiences growing up undocumented. His sense of humor and command of the stage is the result of obstacles often unseen by the average American. In 2014, Che broke out on the New York scene with a feature on Gotham Comedy. He released his first album, "Thank You that's My Time" in 2016 and continued to hit every stage from The Hoboken Comedy Festival to The Laughing Skull Comedy Festival. By 2018, Che was being highlighted on BET as part of 50 Central's "Artist Spotlight." While his album remains in constant rotation on Sirius XM, his "American Immigrant

Podcast” chronicles the lives and work of comedians of all backgrounds to illustrate the true fabric of the scene. Che is very much respected by his fellow comedians. Billy Gardell, star of the hit show Mike and Molly, said “[Che’s] comedy takes a unique perspective on life.” Broad City star Ilana Glazer said, “what makes [Che] so successful at stand-up is his immediately apparent compassion and gentle approach on rough subjects like race, marriage and work.” Carlos Mencia said “[Che] will be the first Dominican stand-up comic to make it big!”

14 – Strategies in Community Organizing

Topic (track): Immigration, Social Justice

Enrique Morones is an internationally acclaimed activist and advocate for immigrant rights. He founded Border Angels, an all-volunteer, non-profit organization that works to prevent migrant deaths on the US-Mexico border and advocates for a humane immigration reform through direct community engagement. Since 1986, Mr. Morones has dedicated his life for the prevention of thousands of migrant deaths occurring on the US-Mexico border. In 2006, he led a caravan of thousands of activists, protesters and ordinary American citizens across the country in the first “Marcha Migrante,” the event that sparked massive demonstrations across the country and the “immigrant spring.” A Marcha Migrante has been held every year since to educate and inform Middle America of the plight of migrants while demanding humane immigration reform. Mr. Morones has been acknowledged for his leadership in both the public and private sectors in advancing Latino culture and as a passionate advocate for human rights. He is founder of the House of Mexico in Balboa Park, San Diego, winner of the 2009 Mexican Human Rights Award and Mexico’s Othli’s Award.

Jessica Culley has been working with CATA since the year 2000, starting as an intern and now working as CATA's General Coordinator, where she is responsible for coordinating CATA's work throughout southern New Jersey, southeastern PA and the Delmarva Peninsula. She's originally from Cumberland County, Pennsylvania but has lived in the Philadelphia area for the last 20 years. In her former life, she studied Environmental Science in Northwestern PA, lived and worked in rural Honduras, and studied massage therapy. Her favorite farm produce is a slice of watermelon on a hot day in July. She lives in Philadelphia with her wife, Melissa, and their dog, Wiggles.

Nancy Lopez Sosa is a community organizer for CATA in the Pennsylvania office. A significant part of her work consists of conducting visits to apartment complexes and labor camps to inform the immigrant community about their rights. In 2017, she completed her B. A. in Applied Anthropology at Indiana University of Pennsylvania.

15a - Todos Somos Joaquín: Identidad y Chicanismo

Topic (track): Humanities/Social Sciences

Abstract: By 1969, when Rudolfo Corky Gonzales published his poem “Yo Soy Joaquín,” the divergent but sometimes interconnected political protests spanning the American social horizon were multiply nationalistic, hemispheric, and global. Through a detailed textual and applied analysis of this poem, my argument is that the Chicano civil rights movement should be seen as a popular form of engaged syncretism that attempts to harmonize the radical philosophical and cultural differences between Mexico and the United States. By such differences I mean to suggest differences of a moral, cultural, individual, and social nature. Beginning from the intersection of identity formation and the political ideals expressed by other figures and moments in the Chicano civil rights movement, the question at the heart of my essay asks whether such a fusion of differences is possible in the contemporary world.

Authors: John Kaiser Ortiz, Millersville University

John Kaiser Ortiz’s teaching, research publications, and activism stand at the crossroads between social/political philosophy, human rights, and ethics. Since receiving his Ph.D. from the University of Oregon, he has taught in the Department of Ethnic Studies at Bowling Green State University and the Philosophy Department at Millersville University. Presently, he also teaches for the Women’s and Gender Studies program. His essays have appeared in *Critical Philosophy of Race*, *philoSophia: A Journal of Continental Feminism*, *The Pluralist: The Journal of the Society for the Advancement of American Philosophy*, and *Comparative Philosophy*.

15b - “Viva México?": Competing Fan Discourses of Mexican Identity Surrounding Two Professional Boxing Champions”

Topic (track): Humanities/Social Sciences

Abstract: Mexican and Mexican American boxers have achieved world championship success in the professional ranks for decades, but over the past two decades, the “Mexican identity” of several of these professional fighters have become increasingly scrutinized by Latino and non-Latino fans alike. Interestingly, the subjective criteria used for critiquing the “Mexican-ness” of these ethnic Mexican boxers is not consistent – as individual fighters have been constructed as “not really Mexican” on the basis of their fighting style, physical appearance, or place of birth. These competing divisions among boxing fans regarding the nature of “authentic” Mexican identity illustrates deeper, long-standing theoretical discourses and public confusion surrounding the construction of Mexican/Latino identity in American society within U.S. racial hierarchies and official state categories. This paper focuses primarily on competing fan discourses surrounding the “Mexican” (or perceived lack thereof) identities of middleweight champion Sául “Canelo” Álvarez and the recently-crowned new world heavyweight champion Andy Ruiz, although some background on previous discourses surrounding now-retired boxers Oscar de la Hoya and Fernando Vargas will be provided to establish a foundation for which to analyze contemporary Mexican identity debates within professional boxing.

Authors: Justin García, Millersville University

Dr. Justin García is an Associate Professor of Anthropology at Millersville University of Pennsylvania. He also frequently teaches courses for Millersville’s Latino Studies minor. He earned his Ph.D. in 2011 from Temple University with a focus in Urban Anthropology. Some of his publications include “Hispanic/Latino Identity as Racial Misnomer” in *Race in America: How a Pseudoscientific Concept Shaped Human Interaction* (Praeger, 2017) and “Boxing, Masculinity, and Latinidad: Oscar de la Hoya, Fernando Vargas, and Raza Representations” in *The Journal of American Culture* (vol. 36, no. 4, 2013). In addition, Dr. García was a fellow with the Japan Studies Institute at San Diego State University during the Summer of 2019. His teaching and research interests include U.S. immigration, social constructions of race and ethnicity, Latinos and Asians in the United States, and the anthropology of sports and popular culture. He is also a member of Millersville University’s Latino Studies curriculum committee.

16 - Community Health Work and services for low income families

Topic (track): Social Services

Abstract: MCHC’s mission is to empower families to build a healthier and brighter future for their children by overcoming the social and environmental barriers that lead to poor health conditions in our communities.

While poverty continues to climb up in Chester County and the healthcare coverage landscape remains precarious, the need for pre/post natal support, healthcare education and healthcare insurance enrollment assistance for women, their children and families, particularly Hispanic families, continues to grow. To increase the chances of healthy babies and prompt enrollment of children into pediatric care and health insurance programs, MCHC’s programs provide home visiting, case management, resource linkage, interpretation/translation, health education and help children prepare to enter kindergarten with the skills they need to succeed in school, families are screened for symptoms of depression, and ACEs to guide care plan. To help families better understand their health risks and lead healthier lives, MCHC incorporated Diabetes and Heart Disease Prevention education in our Healthy Start and Family Center home visits as well as conduct group workshops in the community. The Family Benefits program provides insurance and benefit enrollment assistance and advocacy for families struggling to find and get enrolled in to health insurance and food assistance programs. MCHC’s primary goals ensure that 95% of infants are born healthy and 100% are enrolled into the Children’s Health Insurance Program or Medical Assistance. All programs use CareMessage, mobile text service for appointment reminders and program education.

Authors: Milena Lanz, Alma Vidal, Mary Beth Giandonato, Cecilia Arce - Maternal and Child Health Consortium (MCHC)

Mary Beth Giandonato, MCHC’s Pottstown CHW is pursuing a Masters of Education in School Counseling and holds a B.S. in Human Development/Family Studies. She completed an MCHC internship and volunteered for Healthy Start, served as an Assistant Teacher with MCHC’s Kindergarten Transition program and volunteered at Orion Communities prior to joining MCHC.

Director of Programs, Cecilia M. Arce, M. Ed manages and oversees all programs and has extensive experience meeting/exceeding the administrative requirements of local, state and federally funded maternal/child health projects. Milena Lanz, MCHC's Executive Director, has over 25 years of women and children's services experience. She holds a B.A in Business Administration and studied for a Masters in Public Health from West Chester University.

Alma Vidal, MCHC's Program Coordinator manages daily operations of offices and staff, and carries a Healthy Start caseload. She holds a high school degree, certifications in Early Childhood Education, Community Health Workers, Parents as Teachers, and Credentials for Strengths-Based Family Workers.

18 - Baobab Flowers - documentary screening and conversation about education inequality; Flores de Baoba - documental y conversa sobre desigualdad en la educación

Topic (track): Visual and Performing Arts, Education

Abstract: Baobab Flowers is a documentary about education inequality as a global issue in black communities. It follows the journey of two public school teachers, mothers and community leaders, Nyanza Bandle, in Philadelphia and Priscila Dias in Sao Paulo, Brazil. Through a female perspective, the documentary intends to address the similarities of black women, the impact of low quality education in the black community and the struggle to achieve equality in education. Link to watch the film <https://vimeo.com/329240421> Password: DocFlores2019

Authors: Gabriela Watson-Burkett, Inti Wasi NGO, Nyanza Bandle, Give Our Youth A Chance, Melissa Beatriz

Gabriela Watson-Burkett, Brazilian of Afro-Peruvian descent is a filmmaker and educator. She holds a MFA in Film and Media Arts by Temple University and has background experience in Production of Broadcast TV Journalism and independent media focused on Afro-Brazilian culture and black identity. She directed Nosotros, Afroperuanos (We, Afro- Peruvians), that was screened in many countries around the world and Baobab Flowers, which won Audience Award in the category - Documentary Short in the 2017 edition of BlackStart Film Festival, in Philadelphia.

Melissa Beatriz Skolnick is a documentary filmmaker and multimedia storyteller, who uses these platforms to bring awareness to social justice and human rights issues that are often ignored. Since 2010, she has been working with nonprofit and community based organizations throughout Philadelphia, while using media as a tool for community building and storytelling.

Nyanza Bandle, educator and mother was born and raised in Philadelphia. Nyanza has taught English, in the Philadelphia Public School system for the past twenty years in neighborhood schools such as Overbrook High School. A mother of three, Nyanza also homeschools her two daughters. She incorporates black culture in her curriculum to make her students connect with their own history. Currently, Nyanza is part of the nonprofit organization Give Our Youth a Chance (GOYAC), which is opening an education facility in West Philadelphia with after school programs dedicated to this underserved community.

19 - Employment Law: Do you know YOUR rights?

Topic (track): Immigration and Social Justice

Abstract: Did you know, that every immigrant in the United States, whether here legally or not, has rights? Immigrants have the right to equal employment treatment, properly paid wages when due, medical bills paid when injured on the job, not automatically be fired if a federal agency makes an initial inquiry into the immigrant's social security number or work authorizing documents. Immigrants have a right to privacy in their homes, and to NOT have to answer their door, just because someone knocks on it. Do immigrants know what to do if someone from ICE knocks at their door? Does an employer of immigrants know what to do if ICE comes to the workplace? Does the immigrant employee know what NOT to do, if ICE shows up in their workplace?

Did you know, that documented immigrants in the United States contribute to the Social Security fund, or similar government funds, and receive benefits from those funds in their retirement years, but that undocumented immigrants also contribute, but do not receive such retirement benefits? Undocumented immigrants have generated a surplus of about \$100 billion in the Social Security program in the last decade.

Did you know, that if an undocumented immigrant, who does not have a properly completed nomination of guardian for his/her minor U.S. citizen children, is deported, that a court will decide who will raise those children?

Join us for an interactive workshop regarding some key employment and immigration rights of undocumented immigrants in the U.S.

Authors: Karen Eichman, Nancy Ayllon-Ramirez, - Eichman Law, PLLC

Karen E. Eichman, Esquire: Owner of Eichman Law, PLLC, Karen Eichman concentrates in the area of labor and employment law, business law, and estate planning. Before launching her private practice in January 2012, Karen spent nearly 28 years in Kennett Square as the Business Manager, and then General Counsel, of one of the largest mushroom farming organizations in the United States. Karen earned dual Bachelor of Science degrees from Delaware State University. She obtained her JD from Widener University School of Law in 2002, while working as a full-time business executive. Karen currently serves on the Board of Family Promise of Southern Chester County, and is the 2019-2020 President of the Rotary Club of Kennett Square. In her spare time, Karen enjoys spending time with family and friends, traveling and painting.

Nancy Ayllón-Ramírez, Esquire: Nancy is native of Mexico and has lived in Kennett Square most of her life. She attended Bloomsburg University for undergraduate studies and Widener University Delaware Law School for her J.D. Nancy joined Eichman Law in 2019 where she offers immigration law and family law services. She is fully bilingual in Spanish and English. Nancy is on the board of Youth Community Forward, and an active member of Southern Chester County Chamber of Commerce and Longwood Rotary. When not helping her clients, Nancy enjoys time with her family and traveling to Mexico.

20 - Empowering Culturally and Linguistically Diverse Families Through Sustained and Responsive Parent Engagement

Topic (track): Education

Abstract: The single most important factor in student achievement is not socioeconomic status, home language, nor race; rather, the most accurate predictor of student success is the extent to which families encourage learning at home and are engaged in the child's learning (PTA, N. (2000). Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs. (pp. 11-12). Bloomington, Indiana: National PTA, National Education Service). Families of culturally and linguistically diverse learners must overcome unique challenges in order to wholly participate in the educational process and be informed, as well as access many needed resources. Upper Merion Area School District, through its ESL Department, has created a sustained and responsive parent engagement program that consists of parent workshops at least twice a year, in addition to establishing a system of interpreter use to facilitate on-going parent/school communication throughout the school year.

Authors: Ángela Della Valle, WCU and Upper Merion Area School District, Daryl Schumacher, Upper Merion Area School District, Érica Pérez, Cabrini College

Angela Della Valle teaches English learners at the middle school level and is the Department Head at Upper Merion Area School District. As an adjunct professor at West Chester University, she prepares undergraduate teachers to meet the needs of linguistically/culturally diverse learners. She has been invited to participate in a review of the ACCESS for ELLs at the Center for Applied Linguistics in June of 2013 and of the BEC for the Pennsylvania Department of Education in the spring of 2017. Ms. Della Valle is the 2017 recipient of the Upper Merion Township Dr. Martin Luther King, Jr. Humanitarian Award and the 2019 Recipient of the Teacher of the Year Award, given by the King of Prussia Rotary Club.

Daryl Schumacher is an ESL and English teacher for Upper Merion Area High School. She received her B.S.ed from West Chester University and her Masters in English as a Second Language and Connected Learning from Arcadia University.

21a - Exploring the intersection between Housing Access, Legal Status and Health in Philadelphia

Topic (track): Humanities and Social Sciences

Abstract: Access to stable and adequate housing plays an important role in not only determining economic success but also the possibility to achieve and maintain a healthy wellbeing. Prior research explores the relationship between migration and potential housing outcomes in the United States, yet there is scarce research that explores how legal status affects housing access. Considering the current political climate surrounding immigration and its policies in the United States, more effort is needed to address this gap in research. The American Communities Survey (ACS) data are used to better understand this issue within the context of undocumented persons living in Philadelphia. The specific research questions that will be analyzed include the following: how does access to housing affect the health of undocumented communities in Philadelphia and what are some specific health challenges faced by these communities; how does discrimination act as a barrier to housing; and what protections and resources are available to undocumented persons when faced with housing discrimination. Possible policy solutions will also be explored.

Authors: David Reyes-Farias, Perelman School of Medicine at the University of Pennsylvania

David Reyes-Farias is a recent graduate of West Chester University with a Master's in Spanish Language and Culture. He currently works as a clinical researcher at the University of Pennsylvania.

21b - Nurturing a Space for Underrepresented (Hispanic) Postsecondary Students in Northeastern and Central PA

Topic (track): Education

Abstract: Northeastern Pennsylvania is a largely rural area with Hispanic populations centered mostly in the region's urban centers. Two examples of such urban centers of Northeastern PA are Hazelton and Wilkes-Barre. Central Pennsylvania boasts higher populations of Hispanics in urban centers such as Lancaster and Reading. Nonetheless, access to postsecondary education at the universities of the Pennsylvania State System of Higher Education for these underrepresented populations appears to be limited in comparison with other traditional PASSHE university populations. An example of this reality can be seen at Bloomsburg University of Pennsylvania. While percentages of underrepresented (Hispanic) students at Bloomsburg University are on the rise, the increase is occurring slowly and the imbalance is noteworthy. At the root of underrepresentation lie academic, financial and cultural realities. Academic success for non-native speakers of English at the primary and secondary levels is a particularly challenging in schools where funding for bilingual education and ESL programs is limited. Even when academic success is achievable thanks to adequate support in these areas, the rising cost of a college or university education is prohibitive for many families who lack financially established networks that are capable of countering the trend of underrepresentation in regional state universities. This presentation outlines some of the efforts that have been undertaken at Bloomsburg University in recent years with the hope that, granted support from the places best suited to provide it, the trend of underrepresentation will be reversed. It is hoped that the focus of greater attention on state-wide underrepresentation of Hispanics at PASSHE universities will drive policy change at the state level that assists in countering both the academic and financial challenges facing Hispanic students wishing to attend state-funded regional universities.

Authors: Christopher Donahue, Bloomsburg University

Christopher Donahue is Chairperson of the Department of Languages and Cultures, Bloomsburg University. Active supporter of programs designed to aid in the recruitment and retention of Latino students to the PASSHE.

22 - Multilingual Films for Linguistic Diversity and Cultural Resistance in the Americas

Topic (track): Visual and Performing Arts

Abstract: This session introduces and screens two multilingual film projects made in linguistically diverse communities that explore the politics of language in daily life and the struggles for language preservation and linguistic justice. Brook Lillehaugen (Haverford College) presents Dizhsa Nabani, a documentary web series that explores the relationship between Zapotec identity, language, and daily life, focusing on the relationship between Zapotec languages and traditional farming, cooking techniques, and artistic performance and creation in Oaxaca, Mexico. Iliana Pagán-Teitelbaum (West Chester University) presents a preview of Twin Tongues: Learning English in América, a film that

explores the efforts of a Puerto Rican-Peruvian family to preserve their native Spanish language as their children enter the English-language schooling system in Philadelphia. *Dizhsa Nabani* is a collaboration between a linguist, a Zapotec activist, film professionals, and undergraduate students; the project is focused on pedagogy and education through relating issues of language endangerment and activism to a larger public. *Twin Tongues* interrogates ties to diverse diasporic communities to understand how racist discourses cause language loss and to advocate for the right to exist, speak non-dominant languages, and belong to diverse cultural communities. Both films wrestle with effects of historic and ongoing discrimination and consider the future through the high stakes choices that speakers make in relation to their languages today.

Authors: Iliana Pagán-Teitelbaum, WCU Languages and Cultures, Brook Lillehaugen, Haverford College

Brook Danielle Lillehaugen is Associate Professor and Chair of Linguistics at Haverford College. Her research profile includes technical grammatical description as well as collaborative language documentation and revitalization projects. She has found combining linguistic fieldwork with tools from the digital humanities to be a productive way to collaborate with both Zapotec speaking communities and undergraduate students.

Iliana Pagán-Teitelbaum is an Associate Professor of Latin American Film and Graduate Coordinator in the Department of Languages and Cultures at West Chester University. Her research focuses on cultural representations of violence and inequality. As a filmmaker, she directed *Twin Tongues: Learning English in América*, currently in post-production.

24 - Reaching the Unreachable: Lessons Learned in Engaging Underserved Communities

Topic (track): Community Development

Abstract: This presentation will reflect on the barriers to access and awareness of quality health care for underserved communities in southern Chester County, and how the Community Engagement Team at LCH has worked (and learned) how to build trust with community members to come and receive services at our health centers. Strategies that will be covered include (1) community wellness check health screenings, (2) health literacy initiatives through social media, (3) investing in community events, and (4) finding and building community champions. Time will be set aside during the presentation to work in groups through several scenarios and brainstorm how to reach and connect in the community.

Authors: Laura Milazzo Mackiewicz, La Comunidad Hispana (LCH)

Laura Milazzo Mackiewicz joined LCH (La Comunidad Hispana) in April 2014. As Community Engagement and Programs Manager, she leads strategic initiatives to educate and captivate the community to support LCH's mission of being the leading provider of integrated health and community services for all in southern Chester County. Responsibilities include the management of community and public relations; marketing and outreach strategy, and special events and programs. Before joining LCH, she was the Outreach Coordinator for the Dwight D. Eisenhower Memorial Commission, a federal commission charged with building the next national presidential memorial in Washington, D.C., which is projected for completion in 2020. She received a BA in Spanish Studies and a BS in Human Services from the University of Delaware and an MBA from Strayer University's Arlington campus. She volunteers for the United Way of Chester County Community Impact Board, the Ernie Davis Memorial Scholarship Committee, and Grace Lutheran Church. Laura is originally from Corning, New York.

25 - Exploring the Experiences of Undocumented Central American Immigrants in Florida: An Interpretative Phenomenological Study

Topic (track): Immigration and Social Justice

Abstract: The purpose of this research is to understand the experiences of undocumented Central American immigrants and their families, and to explore what, if any, impact the current sociopolitical climate and immigration policies have on them. Although much research exists on Latinxs in the United States, it has largely neglected the Central American subgroup and the experiences of undocumented immigrants. Immigration is a concept embedded in the fabric of United States history, yet it also represents a source of intense debate (Silva, Paris, & Añez, 2017). While immigration has always been a popular issue, in recent years there has been an escalation of debates around the subject, resulting in a shifting immigration climate and policies. Recent studies indicate that Latin immigrants are negatively impacted by

current immigration policies, and they are feeling afraid, angry, exhausted, defeated, overwhelmed, and concerned about themselves and their family (Castrellón, Rivarola, & López, 2017; Wray-Lake et al., 2018). This qualitative research dissertation study is currently in progress and preliminary findings will be shared. Interpretative phenomenological analysis (IPA) will be used to analyze data from six semi-structured interviews with undocumented Central American immigrants in Florida. The findings will be interpreted through the lens of Bronfenbrenner's ecological model of development. Understanding the unique experiences of undocumented Central Americans in the United States will provide mental health providers and other professionals with knowledge and awareness about this population's needs and challenges, aiding them in the development and provision of culturally responsive care.

Authors: Elizabeth M. Jarquin, Kara S. Erolin - Nova Southeastern University

Elizabeth M. Jarquin, MS, LMFT is a doctoral candidate in Family Therapy at Nova Southeastern University. She has a special interest in immigration issues, marginalized populations, diversity, and social justice, and has published and presented on Central American immigrants. Elizabeth's dissertation study focuses on the experiences of undocumented Central American immigrants and their families. After she graduates, she hopes to conduct further research on this topic and continue working with this population.

Kara S. Erolin, PhD, LMFT is an Assistant Professor in the Department of Family Therapy at Nova Southeastern University. She is passionate about social justice issues for marginalized populations, especially as it relates to trauma. Her scholarship focuses on the adaptation/innovation of culturally and contextually appropriate treatments for diverse and traumatized populations. She has presented and published nationally and internationally on this topic.

26 - Padres Latinos del Distrito escolar del área de West Chester: una respuesta de la comunidad para una mejor comunicación entre las familias hispanas y las escuelas; Padres Latinos from the West Chester Area School District: A Community's Answer for a Better Communication Between Spanish Speaking Families and Schools
--

Topic (track): Social Services, Education, Community Development

Abstract: We believe that having a safe forum to network, bridge cultural differences and discuss our children's education in a primary language provides a greater opportunity for parents to understand the school system and helps provide the children with a comprehensive inclusion in the school environment. The group was created in response to what we believed was a need in our community to bridge a perceived cultural and communication gap between Latino families and the school district.

Authors: Sandra Bradley, Veronica Ortiz - Padres Latinos; Christine Miller, West Chester Area School District; Ivett Herrera, Carolina Bautista - Parent Volunteers

Sandra Bradley is an independent contractor working as an interpreter and translator in West Chester, Pennsylvania. Ms. Bradley co-founded and maintains a leadership role in Padres Latinos, a West Chester area parent group dedicated to bridging the cultural and communication gap between Latino families and the school district. The organization has gained the recognition of the School District's Administration and continues to help community families through volunteerism and support from teachers, counselors, administrators and families. Since 2017, Ms. Bradley has also worked at Chester County Family Academy, a K-2 charter school, as a translator/interpreter and parent liaison. Ms. Bradley received a Certificate in Translation from the University of Massachusetts, Boston in 2017.

Veronica Ortiz is a social worker at the West Chester Area School District. Veronica's goal is to ensure that all students are able to meet their academic needs by providing services that strengthen the home and to help address barriers that can impact the students learning and achievement. Veronica is pursuing her master's degree in Social Work at West Chester University. Veronica has been in the field of social work for sixteen years and she loves every aspect of it. She has experience working with Children Youth and Families, Family Services of Chester County, Community Volunteers in Medicine, United Health Care CHIP program and Familias Unidas.

Christine Miller is an English Language Development teacher in the West Chester Area School District. She has been teaching English learners for over 20 years. Christine has taught a range of ages and levels of English learners in elementary school, college and adult night school. She received a Master's in Education with a focus in Reading from

Widener University and a Master's in TESOL from West Chester University. She is particularly interested in community and school organizations and efforts that help children recognize their full potential and support parents in advocating for their children.

Ivett Herrera, a long-time resident of West Chester and a parent in the West Chester Area School District, has been part of Padres Latinos since 2014. Ms. Herrera is a community leader and an advocate for Padres Latinos, working in planning and organizing sessions and making personal connections between the Spanish speaking community and the group.

Carolina Herrera is a mother with two young students in the West Chester Area School District. She has participated in Padres Latinos since 2016. She has demonstrated her leadership skills by volunteering at the meetings. Her responsibilities include room set up, meeting attendance and exit surveys.

28 - Intergenerational Organizing for Migrant Justice

Topic (track): Immigration and Social Justice, Visual and Performing Arts

Abstract: This presentation focuses on the intergenerational and intersectional principles that informed and grounded organizing efforts as a long-time collective organizer with the Workers' Center of Central New York, the Syracuse Childcare Collective, and as a co-founder of the Radical Education Collective. The presentation will address the following questions: What does it take to make spaces accessible for people of all ages? What kinds of principles frame these spaces? What kinds of practices take place there to engage people of all ages? What does intergenerational solidarity-building look like? How do movements look when we imagine birth justice, mental health and healing as foundational? How do we respond in ways that hearten us rather than demoralize us? The Workers' Center of Central New York is an organization focused on migrant, low-wage worker and immigration justice, the Childcare Collective provides childcare during organizing meetings and events to various organizations including the Workers' Center, BLM Syracuse, Doula training events, and others; the Radical Education Collective (REC) formed out of a need to provide spaces for local organizing work on issues that affect Black and Brown communities After introducing the work of these organizations, I will focus on a few examples of intergenerational art-making projects that became a foundational practice. Grounded in the intergenerational focus of the BLM and Immigration movements, and intergenerational imagining of writers, thinkers, and artists including Toni Cade Bambara and Alexis Pauline Gumbs, I argue that learning from these principles and practices can greatly impact and strengthen social justice based pedagogies and our work with our students.

Authors: Yanira Rodríguez, WCU English

Yanira Rodríguez is an assistant professor of journalism and writing at West Chester University. Her research focuses on questions of being and belonging exploring the intersections of teaching, organizing, writing and cultural production as collective practices focused on transformative action. She conceives her work as feminist anti-racist praxis—as a doing—and composing technologies as tools to create a free and just world.

29 - Housing & the Latino Community: Myths, Misunderstandings and Challenges

Topic (track): Community Development, Social Services, Immigration and Social Justice

Abstract: Are you currently renting and are a DOCA resident or student; self-employed; paid wages only in cash; switching jobs every 6 months; only have a temporary work visa; or have no social security number, you really could be a homeowner instead! Learn how in this panel discussion on Housing Myths, Misunderstanding and Challenges in the Latino Community.

You will also learn: What services and out-reach is available to solve housing needs? What are the top 10 Tips for first-time home buyers in the Latino Community? Where to turn for housing when faced with abuse situations? What support groups help with housing issues? What are safe housing options for the newly arrived? How to avoid predatory landlords & lenders? What are the dangers and pitfalls of subleasing? What to do when faced with eviction? How to recover from the total loss of your home due to damage? What insurance coverage is needed for a home or a rental? What are the top 5 misunderstandings about insurance for my living space? What are the top Tips for navigating the process of insurance and when filing claims?

Authors: Sherry McCormack, Long & Foster Real Estate, Claudia Roemer, Cardinal Financial, Matrie Johnson, Home of the Sparrow, Nina Guzman, Alianzas De Phoenixville, Jessica Ortiz, State Farm Insurance

Sherry McCormack, REALTOR Long & Foster Real Estate in West Chester. Passionate about helping solve the housing needs of Chester County. Member of Latino Luncheon. Avid Latin dancer. Founder of 100 Women Who Care. Supporter of Home of the Sparrow. Working on practicing my Spanish so I can “Hablo Espanol” with my beautiful grandniece Sophia in Asunción, Paraguay.

Nina M. Guzman, Executive Director Alianzas de Phoenixville. Founder of Alianzas in 2010. Graduate of Valley Forge University. Board of Director of the Phoenixville Community Health Foundation, Member of Phoenixville Area Social Concerns and Phoenixville ACES Committees. Mother of 2 Adult sons and one granddaughter.

Claudia Roemer, Loan Officer, Cardinal Financial Company, Limited Partnership. Claudia is an experienced financial and business professional who manages a loan portfolio of residential mortgages for home ownership, investment properties, refinancing, renovations, and access to home equity. Highly recommended for analyzing and recommending mortgage loan solutions of varied levels of complexity and specializes in working with clients holding non-resident visas. She is also bilingual in Spanish. Claudia represents Cardinal Financial through active involvement in business and community affairs. She serves on the Board of Directors for a large nonprofit in Philadelphia. Claudia was born in Colombia and raised in Chester County where she resides. She is also a busy mother of three children.

Matrie Johnson is the Director of Programs at Home of the Sparrow, where she oversees five housing programs. She has presented at numerous conferences, workshops and webinars on housing issues.

30a - ¿Qué tan diferente es México de la Venezuela de Chávez? Un acercamiento a través del programa de desayunos escolares - Author's book presentation

Topic (track): Education

Abstract: To what extent was Mexico different from Venezuela during the government of Hugo Chávez?; This book explores some of those differences in regard to the construction of education as a social right in both countries. This is a comparative educational research in two elementary schools in Caracas, Venezuela and in two other schools in Jalisco, Mexico. This comparison illuminates how principals, teachers, parents and students signify and practice in relation to education as an economic, social and cultural right. The author worked in developing a school breakfast program in all four of the elementary schools. The findings suggest that in Mexico parents and students seem to understand the school breakfast program as an example on how education is a result of governments' social welfare; whereas, the fieldwork in Venezuela shows the extent to which the participants thought of the school breakfast program as the opposite of social welfare, in other words, they saw it as a social right.

Authors: Raúl Olmo Fregoso Bailón, WCU Educational Foundation and Policy Studies

Raúl Olmo Fregoso Bailón is a Normalista. Currently, assistant professor in the Department of Educational Foundations and Policy Studies at West Chester University of Pennsylvania. He previously worked at the Universidad Pedagógica Nacional, Mexico. He received his PhD from The University of Texas at Austin in Cultural Studies in Education. He has conducted fieldwork throughout Latin America and is the author of ¿Que tan Diferente es México de la Venezuela de Chávez? Un acercamiento a través del programa de desayunos escolares. He is a member of the International Advisory Committee of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education. rfregosobailon@wcupa.edu.

30b - Social Work in the Dominican Republic: A Human Rights Exploration

Topic (track): Education

Abstract: In this presentation, WCU faculty, staff, and graduate social work students discuss the cultural, systemic, and religious ideals that cultivate policy and challenge human rights in the Dominican Republic. Presenters explore a May

2019 study abroad program in the DR to address value systems and biases surrounding human rights and social services within Latina/o communities. Global learning is essential to every social worker. The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards encourages social workers to promote opportunities to “engage diversity and difference in practice” and “advance human rights and social, economic, and environmental justice.” This presentation highlights graduate social work student learning experiences which align with CSWE standards and engage with concepts related to human rights, sustainability, and social services among various Latina/o communities in the Dominican Republic. Whether or not a social worker chooses to practice abroad, most social workers in the United States will work with Latina/o communities. By linking learning and insight from the WCU graduate social work study abroad program to local contexts, attendees will strengthen their knowledge and practice standards related to cultural diversity and social justice.

Authors: Kelly Smack, WCU Graduate Social Work, Ben Morgan, Student Success Center (WCU Philadelphia Campus), Suzanne Sellers, MSW

Kelly Smack, MSW is the Assistant Director for Recruitment in Philadelphia and Adjunct Instructor within the Department of Graduate Social Work at West Chester University. Kelly earned the Master of Social Work degree from West Chester University in 2016 where she was honored as Outstanding Student and holds a Bachelor of Science in Human Development and Family Studies from Penn State University.

Ben Morgan, MA. directs the Success Center at West Chester University in Philadelphia, where he supports the writing, career development, and research of undergraduate and graduate students.

32 - 2020 Census Briefing: It's important. It's easy. It's safe

Topic (track): Education, Humanities and Social Sciences

Abstract: This 2020 Census briefing is part of the outreach campaigns to educate the community about the importance of participating in the 2020 Census. We will invite the Latino students to suggest recommendations to have a fair and accurate count of the Latino community.

Authors: Juan F. Valencia, U.S. Census Bureau, Philadelphia Regional Census Center

33 - The Bridge Between 2 Worlds: A psychoeducational group for 1.5-generation Latinx youth

Topic (track): Social Services, Education

Abstract: The effect of immigration on children is lifelong and uniquely characterized by the differential impact that straddling two cultures has on their acculturative process. Known as the 1.5 generation, immigrants who arrive in the host country as children face the distinctive challenge of developing a cultural identity that integrates a worldview shaped by experiences in the host country while maintaining a first language and culture of origin that was not firmly embedded before the migration. This workshop will present a short-term, focused psychoeducational group curriculum targeted to 1.5-generation Latinx youth intended to support and facilitate the acculturation process by fostering resilience, increasing the range of coping skills, and providing a roadmap for navigating the challenges of effectively bridging two cultures. Overall, the acculturative process faced by the 1.5 generation is complex and stressful, characterized by unrelenting conflict and intricate dynamics of coping and adaptation. Though immigrant children possess many strengths and the culture of origin provides them with countless protective factors, these stressors can exceed their coping resources, interfering with successful adaptation and contributing to fragmented identities and psychological distress. This curriculum addresses these concerns with topics such as the process of acculturation, the role of culture in daily life, acculturation stress, cultural dissonance, strategies for coping with stressors, managing new interpersonal dynamics at home and school, cultural brokering, and biculturalism.

Authors: Jari Santana-Wynn, Guadalupe Meza, Holcomb Behavioral Health Systems

Dr. Jari Santana-Wynn is an international speaker, certified LGBTQI trainer, and Clinical Coordinator of Outpatient Services at Holcomb Behavioral Health Systems in Kennett Square. She earned her Ph.D. in Clinical Psychology from Miami University (OH) where she completed her dissertation on Acculturation Stress in immigrant children. She has worked in community mental health clinics, hospitals, and school settings. Dr. Santana's own experiences as an

immigrant child drive her commitment to provide culturally competent mental health services to minority populations and make her a tenacious advocate for the social, health, and educational needs of these communities.

Guadalupe Meza is a graduate of West Chester University's Social Work Department. She currently works at Holcomb Behavioral Health Systems in the Substance Abuse and the Mental Health programs. Additionally, Ms. Meza has experience working in schools with high school students who experience truancy challenges.

2019 Conference Organizers

Latino Communities Conference Co-coordinators

Dr. Miguel Ceballos (Sociology)
Dr. Daniela Johannes (Languages and Cultures)

Latino Communities Conference Organizing Committee

Dr. Emily Aguiló-Perez (English)
Dr. Leon Arredondo (Anthropology)
Dr. Pablo Arriaza (Social Work)
Dr. Michele Belliveau (Social Work)
Dr. Marcos Campillo-Fenoll (Languages and Cultures)
Dr. Tony Delgado (Assistant Vice President for Identity, Health, & Wellness)
Dr. Raúl Olmo Fregoso Bailón (Educational Foundations and Policy)
Hiram Martinez (Office for Social Equity)
Dr. Chris Przemieniecki (Criminal Justice)
Dr. Linda Stevenson (Political Science)
Dr. Maria Urrutia (Dance)
Dr. Claire Verden (Special Education)
Latino-American Student Organization (LASO)

Acknowledgments

The following organizations and offices contributed to the success of this conference:

- ❖ WCU President's Office
- ❖ WCU Latin American and Latino/a Studies
- ❖ Office of Diversity, Equity and Inclusion
- ❖ Office of Identity, Health and Wellness
- ❖ College of Sciences and Mathematics
- ❖ College of Arts and Humanities
- ❖ Department of Anthropology and Sociology
- ❖ Department of Criminal Justice
- ❖ Department of Languages and Cultures
- ❖ Department of Political Science
- ❖ Department of Undergraduate Social Work
- ❖ Ethnic Studies Institute
- ❖ Center for International Programs

www.wcupa.edu/LatinoConference

latcomsconf@wcupa.edu

