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People in the News



Cristina Ballí Named Executive Director of Folklife

Texas Folklife announced the appointment of **Cristina Ballí** as its new Executive Director. Ballí has served as the organization's **Associate Director** since June 2010.

During her time as Associate Director, Ballí oversaw statewide performances, exhibits, and outreach programs viewed by over half a million Texans. Included in these performances and programs are the highly popular "Big Squeeze" accordion contest.

Previously, Ballí directed the **Narciso Martinez Cultural Arts Center** in **San Benito** where she oversaw the successful building and openings of the **San Benito History, Texas Conjunto Museum Hall of Fame and Freddy Fender Museums**. She was also a producer for the **Rio Grande Valley** public radio station **KMBH/KHID** where she hosted a weekly arts news segment and produced radio documentaries. Ballí is fluent in Spanish, holds a bachelor degree from **Our Lady of the Lake University** in **San Antonio**, and is a native of **Brownsville, Texas**. For more information about **Texas Folklife** call: (512) 441-9255 or visit: <http://texasfolklife.org>



Emmet Campos Accepts Position at The University of Texas at Austin

Emmet E. Campos is the **High-Impact Practices Project Coordinator** with the **Center for Community College Student Engagement (CCCSE)**. This project is a research and practice-improvement initiative focused on *Identifying and Promoting High-Impact Educational Practices in Community Colleges* and funded by the **Bill and Melinda Gates Foundation** and **Lumina Foundation**.

Emmet earned a Ph.D in Cultural Studies in Education/ Curriculum and Instruction at the **University of Texas at Austin** where he focused on examining critical linkages between student learning, pedagogy and identity formation in various educational contexts.

His dissertation study titled, *Crucibles of Cultural and Political Change: Postmodern Figured Worlds of Tejana/o Chicana/o Activism* focused on the cultural, educational, and political work of educator activists. Emmet received his bachelors degree from the University of Wisconsin at Madison.



Martinez Jones Elected President of Austin Black Law- yers Association

Aurora Martinez Jones was re-elected President of the **Austin Black Lawyers Association**. As a native Texan, she grew up in **La Porte, Texas** and graduated from **The University of Texas at Austin** with a BA in Government and a minor in Spanish.

In 2007, she graduated from the **UT School of Law**, passed the bar and opened, **The Martinez Jones Law Firm, PLLC**, in **Austin, Texas**. Mrs. Jones practices law in the areas of personal injury, probate, real estate, and civil litigation. She is also a trained mediator and takes court appointments for juvenile cases and child protective services cases.

Mrs. Jones is fluent in Spanish and regularly mentors undergraduate students with internships each semester in her office.

She is married to **Mitchell Jones, IV**, who manages the law firm and is the proud mother of a 10 month old baby girl named, **Ana Maria**.



George Gutierrez Retires from ¡Ahora sí!

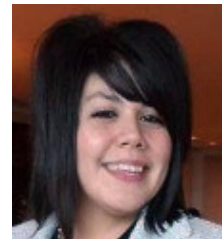
After 35 years in the newspaper business, **George Gutierrez**, publisher of the **Austin American Statesman's ¡ahora sí!** since 2005, has retired.

A native of **Harlingen, Texas**, he worked in various media markets including **Ft. Myers** and **Pensacola Florida** (Ft. Myers News-Press, The Pensacola News Journal) and **Gainesville, Georgia** (The Times).

Gutierrez joined the **Statesman** and **Cox Enterprises** in 1990 as Advertising Director and was promoted to Vice President of advertising in 1997.

Last month he began serving as the President of the **Greater Austin Hispanic Chamber of Commerce** and has been a part of the various community based organizations including, **El Buen Samaritano**, **Mexic-Arte Museum**, **Boy Scouts of America**, **Capitol Area Council** and **Big Brothers Big Sisters of Central Texas**.

George and **Sylvia**, his wife of 34 years, have two wonderful children: **Patricia** and **George II**.



Gabriella Corales Receives \$30,000 Fellowship

Gabriella Corales, an English and communication studies major at **Texas State University-San Marcos**, is among 25 students nationwide to receive a 2012 fellowship from the **Woodrow Wilson-Rockefeller Brothers Fund for Aspiring Teachers of Color**.

Each Fellow will receive a \$30,000 stipend to complete a master's degree in education. The fellowship also includes mentoring support throughout a three-year commitment to teach in a high-need public school.

Corales, who will graduate from Texas State in May 2012, hopes to attend graduate school at the **University of Massachusetts, Boston University** or **Stanford University**. After obtaining her degree, she plans to teach English in middle school.

Corales, a graduate of **Luther Burbank High School** in **San Antonio**, is the daughter of **Michael A. Corales** and **Laura Elizondo**. At **Texas State**, **Corales** has been president of the campus' **First Generation Student Organization** and a big sister through the **Big Brothers Big Sisters** mentoring program.

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Bienvenidos al segundo ejemplar de **La Voz** de 2012. Esperamos que les interesen todos los artículos, especialmente la entrevista con la **Dra. Angela Valenzuela** y una de sus alumnas, **Patricia López**. En las páginas 5 y 6 van a encontrar los editoriales sobre el debate de la charter school que va a entrar en **Austin** en septiembre. Presten atención porque este asunto de los charter school se va poner "más caliente" como decimos aquí en **Texas**.

Cambiando Temas

Ahora vamos a lo de la ciudad de Austin en lo que se llama, the charter review committee. *Esto te lo vamos a decir en inglés*. By an 8 to 7 vote, the charter review committee is recommending to the **Austin City Council** that the manner of electing city council members be changed from the current system to a 10 -1 system. In other words, the committee would like to see all city council members elected by district and the mayor elected at-large.

This issue of how to elect city council members has been

going on for more than 40 years here in **Austin**. In a recent conversation with **Art Guerrero**, long time community activist and native Austinite, he told me how back in December of 1970, there was a committee of people that petitioned the city for changes in the way council members were elected.

Among those joining with **Mr. Guerrero** back then were **Jorge Guerra** of the **Azteca Restaurant**, **James Shear** from the **NAACP**, **Robert Canino**, **Ruth Buss** of the **Travis County Women's Committee**, and **Larry Townsend** of the **Travis County Young Democrats**. The city council at the time wasn't too interested in the idea and as we know today, this matter continues to be debated in the 21st century.

Cambiando Temas

Here is something to think about: there is a party going on at a house down the street. You sort of know the neighbors who are hosting the party. You decide to go over to the party and lo and behold, you are not offered a glass of wine. No one

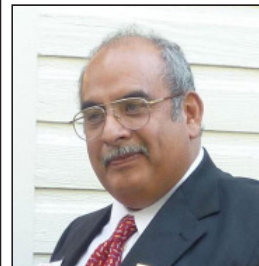
smiles at you or engages you in conversation. It doesn't take long to realize that you are *como decimos en español, una mosca en leche*. This is how I see the current concern regarding the **Grammy Awards**.

Email traffic tells me that some 15 categories which usually recognize musicians of color have been eliminated. The reasons are varied and many I am sure. But the bottom line is: *si no te quieran en el party, para que andas alla como una mosca? Agarra el hint que no te quieran y dejan de andar lambusquiando*.

Related to the above and maybe even bordering on the ironic is the theme of the **National Association of Chicano and Chicana Studies Tejas Regional Foco Conference** that is being held at **Texas State University in San Marcos** on March 1 to 3, 2012.

The conference theme is "This is Us: Como Nos Ven. Como Nos Vemos." For those interested in various insights on this theme, make the time to sit in on the conference

Editorial



Alfredo R. Santos c/s
Editor & Publisher

workshops and panel discussions. *Aver si aprendemos algo nuevo.*

Cambiando Temas

Last but not least and deserving of our attention is the just released news that 10 states have been granted waivers from the "**No Child Left Behind**" law. This means that they are no longer compelled to adhere to the **NCLB** standards but will be required to come up with their own accountability plans and procedures. This law, like others that came out of the **Bush** administration, *nomás no!*



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Hola Amigos—Los invitamos a nuestros próximos eventos que continúan celebrando la cultura México-Americana a través del arte y de nuestras tradiciones. This spring will be one of our busiest times of the year as we celebrate conjunto music, mariachi music, mariachi singers, ballet folklórico performances and many other events. **VENGAN a disfrutar los programas y al mismo tiempo a celebrar el gran talento de nuestra gente!**

Yvonne De La Rosa, M. Ed.,
Program Coordinator

The Spring programs include:

The **Toddler Artistas** program will be held at **Teatro's Cultural Arts Center** on Thursdays from 11 to 11:30 AM. The program will begin on Thursday, Feb 1, 2012 and will end April 19, 2012. This program is designed to give 3-4 year olds an introduction to art and literacy. There is no charge for this program.

The **Community ESL** program will be held at **Teatro's Cultural Arts Center** on Tuesday and Thursdays from 6 to 7 PM. The program will begin on Tuesday, January 24, 2012 and will end on April 19, 2012. The program is designed to provide the local community with access to learning English.

The **After School Craft & Culture** program will be held at **Teatro's Cultural Arts Center** on Wednesdays from 4-5 PM. The program will begin on Wednesday, February 1, 2012 and will end April 19, 2012. This program is designed to provide culture/season related art projects to school-aged children. There is no charge for this program.

For additional information contact Cristobal Sanchez at 830-401-0232
Visit our website: www.teatrodeartes.org Email: teatrodeartes@yahoo.com
Visit us in Seguin at: 921 W. New Braunfels St. Seguin, Texas



Viva Seguin Conjunto Festival will be held at Teatro's Cultural Arts Center on Saturday, February 25, 2012 at 921 W. New Braunfels St. in Seguin, Texas. Conjunto music is our (South Texas) music that includes the accordion and the bajo sexto. This event is planned by our Board President, Alejandro Guerra.

SCHEDULE

2:00PM-3:00PM	Conjunto Musicians Workshop (FREE)
3:00PM-4:00PM	Open Microphone
4:00PM-5:00PM	DJ/Student Practice
5:00-6:00 PM	Conjunto Calidad
6:00PM-7:00PM	La Familia Zamora
7:00PM-8:00PM	Conjunto Trio
8:00PM-8:30PM	Conjunto Juan Seguin Students
8:30PM-10:00PM	Conjunto Cats

Tickets are \$5 for the Conjunto Festival; \$7 for the BBQ Chicken plate; and Combination tickets (COMBO) can also be purchased for \$10. The COMBO tickets include both the BBQ Chicken plate and entrance to the Conjunto Festival.



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In Celebration of Black History Month



"**SHABACH** is a **TLU** Community organization dedicated to praising the Holy and righteous name of Jesus Christ by transforming hearts and minds through the Word of God. The Hebrew word **SHABACH** means to proclaim with a loud voice, unashamed, the glory, triumph, power, mercy and love of GOD. **SHABACH** gives the **TLU** Community and surrounding areas, the opportunity to give praises to God through music, dance, ministry and mentorship. Our main goal however is to win lost souls for the kingdom of God".

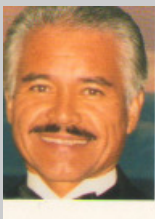
The **Black Student Union** is another **Texas Lutheran University** service organization that strives to promote unity and provide support for all students, regardless of race or ethnicity, at **Texas Lutheran University**. **BSU** also works to enhance the students' life culturally, intellectually, politically, and socially by providing programs on campus and in the surrounding areas that promote African American heritage and emphasize its existence and role at **TLU**.

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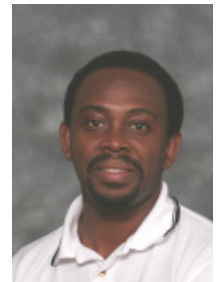
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Faculty Profiles for February

Rodrick Shao

Instructor; Instructional Technology Support

Born in **Moshi, Kilimanjaro, Tanzania**, **Rodrick Shao** earned his bachelor in business degree and master's in international business degree from the **University of Concordia in Mequon, Wisconsin**. He is currently finishing his doctorate degree in instructional technology and distance education from the **Nova Southeastern University in Miami, Florida**.



He worked for **African Coffee Company in Moshi, Tanzania**, as a certified coffee liquorer for 10 years. In 1999, he earned his certificate of advance networking at **University of Wisconsin, Milwaukee**. From 1999 to 2002, he taught business studies and worked for the IT department at **Concordia University in Austin, Texas**. He joined **TLU** in 2002 and is currently an instructional technologist, facilitating the use of technology to faculty, staff and students. He also teaches business studies (International Business / Marketing) at **TLU**. As a native of **Africa**, he continues to support orphans, the disabled, and children in his homeland.

Leroy Davis

Assistant Professor

Leroy Davis is an assistant professor and director of field experience/student teacher supervisor in **TLU's** Education department. He holds a bachelor of science degree in secondary speech and English education from **Jackson State University in Mississippi**, a master's of education degree from **Bowling Green State University in Ohio**, and a doctorate degree from **The University of Texas at Austin** in educational administration. His areas of specialization are secondary/elementary school administration, secondary curriculum development, and school restructuring.



Dr. Davis taught high school English and speech in **Ohio** and middle school language arts in **Texas**. He has also been an assistant principal at several high schools and middle schools, a principal at the high school, middle school, and elementary levels in **Texas** and **Illinois**, and a central office administrator in **Texas**. He has led restructuring of two high schools, a middle school, and an elementary school. He is a member of several professional, social, and civic organizations. He also presents at workshops at state and national conferences.

Bienvenidos al P.R.I.D.E. of the Eastside *Welcome to the Orgullo del Este Lado*

By

Vincent Tovar, Govalle Elementary Dad

Megan Buchanan, Eastside Memorial High School Choir Teacher

Joe Martinez, Metz Elementary Dad

Jamie Haynes is the **Head Coach of Martin Middle School's Boys Soccer** team. With his help, they have been the 2006 and 2009 Zone Champions, and 2011 undefeated Zone Runner-Up. This school year, the **Martin Middle School Girls** approached him and said, "How come you don't coach the girls?" This direct approach (by the girls) led him to his first season as the Head Coach of the **Martin Middle School Girls Soccer** team, but he was determined to train the girls at the same level as the boys. Their response was, "Yeah, Coach. We want to be treated equally."

One of those girls, however, was new to the challenge. At practice, she walked the trail with her friend, sharing headphones and listening to music. The rest of the team had finished running. On January 14th, she entered a great match, but showed her newness. She stood there. On the soccer field. And watched the game as if she were a spectator. But she was in the game.

The field is your stage. As the protagonist, you can write any script you want. Do you want to be remembered as someone who hustled and never gave up, or someone who whined and complained? – **Coach Haynes**, to his team

On January 21st, everything changed. After she stood on the field, she was met with an opponent that didn't know her. A player from the other team, amidst the passions of the game, clobbered her to the ground. And there she was. Face down, scraped up, and in tears. Her teammates shouted to her coach, **Mr. Haynes**, "She needs to come

out! She's crying!" His response, "She'll be alright! She can play!"

And she played. She ran all over the field. She took the ball away. She moved the ball up the field and helped her team like never before. She was a champion. She was free. She was the heroine. And after **Martin** beat Pearce Middle School that day, the crowd chanted, "Sí, se puede!"

I am proud of you for not giving up today. Your toughness was amazing. – Coach Haynes to the heroine, who smiled, for the first time without putting her hands over her face.

P.R.I.D.E. of the Eastside is a community group of parents, students, teachers, and community members that is inspired by this Martin soccer player, as well as everyone in our East Austin schools, on a daily basis.

PRIDE is Martin Middle School Staff, Parents, Students, and its bustling afterschool program that includes Ballet Folklórico, Chess, and Robotics!

In late October, PRIDE emerged from the reactions of community members opposed to AISD's in-district IDEA charter school proposal, but has since developed into a group committed

to strengthening the entire vertical team comprised of the elementary schools that mobilize their kids to Martin Middle School, and then Eastside Memorial High School.

PRIDE is Eastside Memorial students and supporters marching in the rain on December 19th to make sure their voices are heard. Panther Paws Up.

P – PRIDE Protects public education in East Austin by ensuring that all students have access to a high quality, comprehensive education. PRIDE advocates for East Austin students and families, and challenges proposals that don't serve the community. PRIDE protects its schools and students.

PRIDE is honored to continue the motto once popularized at Johnston High School in the 1960's. At that time, Johnston High was the star of the community. PRIDE envisions the East Side Memorial High School's entire vertical team to be at this level of excellence.

R – PRIDE Recognizes the accomplishments of East Austin schools and the importance of youth leadership. We highlight basketball games, concerts, Science Fairs, and post

information about awards and other recognitions that focus on student leadership in our schools. We're dedicated to the positive.

PRIDE includes the parent who informs her school community, serves nachos to raise funds for classes, and fights breast cancer in the same week.

I – PRIDE Innovates the culture of education by presenting and co-facilitating Education Forums, doing the necessary research in regards to academic advancements, and collaborating with community.

PRIDE includes the mentors and tutors from inside and outside the community who support the students by possessing the humility to follow the direction of the kids and walking with them along the way.

D – PRIDE Defends neighborhood public schools and East Austin students, families, and teachers against injustice and unfair treatment by fighting for their rights and needs. We correct misinformation. We publicize supplemental data, and are supported by the local media.

PRIDE is on the CAC, the PTA, and respects AISD's infrastructures for parent involvement.

PRIDE aims for parent leadership and empowerment.

E – PRIDE Educates ALL students, families, community members, administrators, teachers, and ourselves by researching and exploring the best practices in education and authentic community engagement. We disseminate information into the community with parents at the lead.

PRIDE is the Metz Elementary Parents who attended Johnston High School while AISD moved LAA (Liberal Arts Academy) to LASA at LBJ.

PRIDE does NOT represent the entire East Austin Community. PRIDE does NOT seek to compete with East Austin Community Organizations.

PRIDE aims to Strengthen the Eastside Memorial High School Vertical Team, which includes its staff, students, families, and community members.

PRIDE is the teachers who continuously work for both the success of their students and the respect they deserve.

PRIDE is not one ethnicity, race, ability, income level, gender, sexual orientation, lifestyle, interest, nor political identification.

PRIDE is community-based, community-led, and community-supported. And PRIDE welcomes you! We exist without a budget, but don't want to exist without you! We are a family of protagonists. prideoftheeastside.org

IDEA in-district charter offers college prep education option for East Austin

By JoAnn Gama

In an op-ed last month, Juan Sanchez, CEO of Southwest Key, a charter school operator that would compete with IDEA for students, argued that for far too long East Austin families have been denied a quality, college preparatory education. I agree. But Mr. Sanchez's criticism that AISD's decision in December to approve an in-district charter run by IDEA Public Schools was "business as usual" could not be further from the truth.

Ten years ago I co-founded IDEA Public Schools on the belief that if given a quality K-12 education, all students could succeed. When we first set out, few believed that poor, minority students could achieve at the same level of their more affluent peers. What our students have achieved flies in the face of all the naysayers that blame poverty, parents, or dilapidated buildings for lack of academic success. For five years in a row, every single IDEA graduate has matriculated into a four-year college or university. Two out of three are first-generation college students. What IDEA students and teachers are realizing is anything but "business as usual".

IDEA students are outperforming students in similar communities across Texas. Our students' commended rates on the Texas Assessment of Knowledge and Skills (TAKS) reflect the extraordinary progress IDEA has made in closing the achievement gap. For two years in a row IDEA has been rated 'Exemplary' – the only school district of its size and demographic in the state of Texas to achieve the TEA's highest distinction. In contrast, East Austin College Prep, was rated 'Academically Acceptable'. This means that more than 25% of students did NOT meet basic academic standards in reading and math. Don't we want better options for the East Austin community?

IDEA's record of success has won us statewide and national recognition. U.S. News & World Report ranked IDEA's flagship high school 13th best in the nation. This year IDEA was named one of six programs across Texas to receive the Star Award from the Texas Higher Education Coordinating Board. Three IDEA schools were added to the Texas Business and Education Coalition Honor Roll in 2011 and the National Center for Educational Achievement named five IDEA schools to its list of high performing schools this past year. Our hard-working students, parents, and extraordinary teachers are to credit for these remarkable accomplishments. Last year our students received acceptance letters from colleges across 25 states and,

in a year of severe budget cuts, our students earned \$5.1M in scholarships. We are confident that this year's class will fare even better.

Like my colleagues at IDEA, I am deeply invested in our work because I see myself in our students. Mr. Sanchez suggests that IDEA's faculty, staff and board are not representative of the communities we serve, and he implies that this somehow makes us care less. He is wrong. Our staff is representative of the student population we serve: More than 80% of IDEA's staff and principals are Hispanic. Our senior leadership team is as diverse as our student body. Our Chief Operating Officer, Irma Muñoz, our Chief Program Officer, Dolores Gonzalez, and myself—all proud Latinas—collectively manage 95% of IDEA's employees. But more to the point, every single one of our more than 1,100 members of the IDEA family are committed to our mission of preparing students from underserved communities for success in college and life. We know that education will break the cycle of poverty, and want to change our community's outlook for generations to come. And I know we will.

Question the process, play politics, be dogmatic in your beliefs, but don't think for one second that what our students are achieving is anything short than revolutionary. This is what we want for all students that set foot at an IDEA school. Together with AISD, and the families in our new East Austin community, we look forward to continue achieving excellence. Mr. Sanchez, you should join us.

JoAnn Gama

JoAnn Gama is the Co-Founder of IDEA Public Schools and serves as IDEA's Chief of Schools.

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An Interview with UT & Doctoral Candidate

La Voz: It has been some time since we last visited for an interview. I believe the last time was in 2002 when you were in **Houston**. Let's start by sharing with our readers your current position here at **The University of Texas at Austin** as director of the **Texas Center for Education Policy**.

Dr. Valenzuela: The **Texas Center for Education Policy** (TCEP) has been in existence since Spring 2006. A central purpose of the center is to bring researchers together whose work has direct bearing on policy issues of the day and to in turn bring them together with larger stakeholder education communities statewide. We have accomplished this through policy brown bags, educational convenings, and conferences. Among other areas of policy, TCEP has provided expertise in the areas of high-stakes, standardized testing, assessment and school accountability, college readiness, English learners, and dropout.

La Voz: Didn't you have a big conference last year?

Dr. Valenzuela: Yes, on February 9, 2011, TCEP with the **Division of Diversity and Community Engagement**, and **Aztec Worldwide, Inc.** sponsored a highly successful statewide conference titled, "Leading the Nation: A Texas Retrospective on Educational Reform."

A conference highlight was honoring the legacy of **Oscar and Anne Mauzy** through a legislative awards ceremony that gave us a chance to celebrate key legislators' contributions to education, race and gender

equity, and a better society. TCEP has been fortunate to benefit from a generous endowment that the **Mauzy's** created for TCEP and that has sustained the work of the Center.

La Voz: What was discussed at the conference?

Dr. Valenzuela: This conference considered, on the one hand, the important role that research can and should play in the development of helpful policies. In particular, scholars offered a reflection on between 10 and 25 years of educational outcomes and reform in **Texas**.

What this conference provided was a broad overview of our educational system . . .

On the other, it gave a diverse statewide audience the opportunity to hear from key formerly elected officials like **Representative Paul Sadler**, former **Chairman of the Committee on Public Education**, as well as an opportunity to address current issues in education with a panel discussion by **Senator Florence Shapiro**, and **Representative Rob Eissler**. What this conference therefore provided was a broad overview of our educational system, together with emerging policies.

La Voz: I know that you have been pushing for a long time to get policy makers to stop relying

only on one test or two to determine a student's progress or future. What is the latest on this front?

. . . since the 2009 legislative session, Texas has eliminated its reliance on . . .

Dr. Valenzuela: In part through the critical work of TCEP, various commentators acknowledged a significant shift in **Texas** education policy. Specifically, since the 2009 legislative session, **Texas** has eliminated its reliance on high-stakes tests as the sole criterion for decisions pertaining to grade promotion and retention for third-grade children. These decisions will now be based on such factors as grades, attendance, classroom performance, teacher assessment, parent input, and test performance. This monumental shift positively affects over 300,000 third graders in **Texas** public schools this year. Former **Representative Dora Olivo** and TCEP Board Member, carried this legislation since 2001. TCEP is proud to have played a role in an outcome that was premised on TCEP's engagement of scholarly, professional and lay communities while informing policy debates in a constructive manner.

La Voz: What is going on with developmental education at the community college level? I read that large percentages of students arrive at the community college

and have to take remedial courses.

Dr. Valenzuela: Developmental education is a form of remedial education at the college level. It involves course sequences that are supposed to help students reach the level of preparation that is expected of entering college freshmen.

at community colleges which educate 57 percent of the state's students.

The vast majority of developmental education courses (90 percent) in **Texas** are done at community colleges which educate 57 percent of the state's students. What is disappointing is that low percentages of these students go on to earn a degree. And this is particularly so for those that emanate from low-income communities and high-needs schools.

This, of course, raises questions about the quality of our public schools and whether this is a wise

investment in a context of scarce resources and declining budgets. Social Darwinist thinking can set in: Why spend scarce dollars on remediating such students if there are others that are poised to go straight through without remediation? For the student, the sacrifice is significant. They can spend a year or two in solely remediation courses and easily get discouraged because none of it counted toward a real degree. It's a tough issue and points to an urgent need for us to strengthen the PK-12 educational pipeline.

La Voz: **Patricia**, I understand that your current research is based on our new testing and accountability in the **Texas State Legislature** called **STAAR**. What can you tell us about the most important changes to this system?

Patricia López: The new **STAAR** system has created some major shifts, especially for high school students. First, it moves us from requiring students to pass four exit-level **TAKS** exams to twelve



Dr. Angela Valenzuela



Patricia D. López

Prof. Angela Valenzuela Patricia D. López

end-of-course exams (or ten if the student is put on the Minimum diploma track). For starters, students will need to keep track of their progress in meeting the pass/fail mark for each of the twelve end-of-course exams.

Once the passing standard is met, the test can then contribute to the cumulative score requirement. The cumulative score is the average of all twelve tests (or ten tests if the student is on the minimum track). So students will add up all twelve (or ten) exam scores and divide by the number of exams (twelve or ten).

In addition to the cumulative score there's now a pass/fail college readiness score that . . .

In addition to the cumulative score there's now a pass/fail college readiness score that students must meet on the Algebra II and English III end-of-course exams in order to receive a Recommended or Distinguished diploma. So students can complete the course curriculum for the Recommended or Distinguished diploma but based on their test performance can find themselves leaving high school with a Minimum diploma. This outcome would leave them ineligible for a top ten percent spot and the **TEXAS Grant** financial aid, since both require that students receive a Recommended or Distinguished diploma.

La Voz: All this is part of the new STAAR system?

Patricia López: Yes. And if this isn't enough, each end-of-course exams will also account for a minimum of 15% of the student's final grade in the course. So for the first time in history, **Texas** is allowing for a state, standardized test to determine a portion of a student's course grade.

This is unprecedented and there is no research to support such a policy. What we know about GPA is that it is an indicator for how a student will do in college. Under **STAAR**, the use of the state end-of-course exam will now contaminate what we can infer from this indicator.

La Voz: What are your thoughts on what is expected of college students today?

Perhaps the question should be what is the K-12 definition of what it means to be college ready?

Patricia López: Perhaps the question should be what is the K-12 definition of what it means to be college ready? What my public testimony to the legislature in 2009 and again in 2011 stressed was that based on ten years of data (1999 to 2009), we see a clear trend showing that of the students that passed the Algebra I course that then took the end-of-course exam, less than half were able to pass the Algebra

I end-of-course exam. In fact, depending on where the Commissioner sets the pass rate, we can see as few as 30 to 40% of students meet the requirement.

La Voz: And then what happens when we talk about Algebra II?

This trend should be a wake-up call to us all.

Patricia López: This trend should be a wake-up call to us all. Algebra II will be a more difficult exam and will determine college readiness. A likely scenario that we should not be surprised to see will be students that either cannot receive a high school diploma at all or students that fulfill the courses for the Recommended or Distinguished diploma that will be bumped down and receive a Minimum diploma simply because they cannot meet the arbitrarily-set, passing score on one or both of the college-readiness gatekeeper exams—Algebra II and English III.

Particularly since we've already contaminated what students' GPA means, I think all of us should be asking the question, "What then is college readiness?"

La Voz: In your view, what was the best and worst piece of legislation that came out of the **Texas Legislature** this last session?

Patricia López: There were many egregious bills that were passed into law such as **Voter ID**

(SB 14), the **Sonogram** (HB 15) bill, and attack on the **Women's Health Program** (HB 1/SB 1854) are a few that come to mind.

In terms of education, I would have to say the budget. The \$6.6 billion cut to education is hurting everyone. It was also the first time that Texas failed to account for growth in its funding formula, which totals 85,000 new students that will enter public schools. These cuts are already leading to hundreds of teachers across the state losing their jobs, students losing access to programs and supplemental services, and thousands of eligible college students without financial aid.

La Voz: During the years of the **Chicano Movement**, the demand for change was much louder than it is today. Is this reduction in the "sound level" a contributing factor for the direction in which public education is going in **Texas**?

Dr. Valenzuela: To some extent, but let me first say that **Patricia** is doing excellent research and aside from **TEA**, she is probably the most knowledgeable person in the state on our state's new system of accountability.

La Voz: That's a tremendous compliment and I'm glad she is part of this interview. I know that **Patricia** has been one of the hardest working graduate students and community activists that I have seen in a long time here at **UT**.

ABOUT

Dr. Angela Valenzuela is a professor in the **College of Education** at **The University of Texas at Austin**. She is also the director of the **University of Texas Center for Education Policy**.

Originally from **San Angelo, Texas**, **Dr. Valenzuela** earned her undergraduate degree from **Angelo State University** in 1981. She then came to **UT Austin** and earned a masters degree in Sociolinguistics in 1983.

Moving on to **Stanford University**, **Dr. Valenzuela** was awarded a masters degree in sociology in 1985 and a Ph.D. in the same field in 1990. She started her professional career as a lecturer at **Rice University** and then was offered an Assistant Professor position which she held for 8 years.

Dr. Valenzuela came to **UT** in 1999 and is the author of the award winning book, Subtractive Schooling: U.S. -Mexican Youth and the Politics of Caring (1999).

Patricia D. López is a doctoral candidate in the **College of Education** at **The University of Texas at Austin**. She is originally from **Visalia, California** and earned her undergraduate degree from the **University of California at Santa Cruz** in 2007. Lopez also works for the Center for Educational Policy at **UT**.

Continued on page 12

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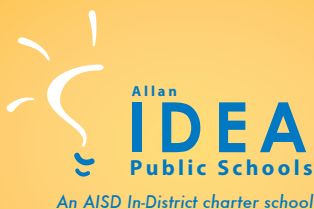


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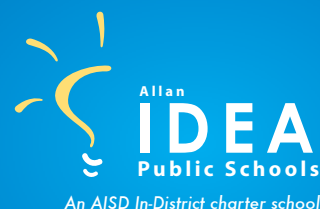
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An Interview with Angela and Patricia: Continued

Dr. Valenzuela: So yes, we see a generation of activists from the 1960s and 1970s that made it and got through during an expanding economy but even those generations and the one after them (my generation) hit the glass ceiling in mobility. Lots of research supports this. It's a complex picture.

On the one hand, we have leadership that has lost touch with the grassroots . . .

On the one hand, we have leadership that has lost touch with the grassroots and on the other, as I look around me, it is still that very leadership, now in its retiring years, that is still fighting those struggles. They're looking behind them to see who is ready to take on the higher-level administrative posts and there aren't many there. We hear this around the country.

I do see our DREAM Act students as that next generation of torchbearers for our cause for equity.

A wrinkle to this analysis is that I do see our **DREAM Act** students as that next generation of torchbearers for our cause for equity. They are the ones that have the education, skills, savvy, networks, the organizational acumen, and courage. Because of limits to financial aid and the predictable fallout from the state's new testing system as **Patricia** said, the pipeline may very well affect them in this transition. And this is layered over their already difficult task of working to get the **DREAM Act** passed. They are not going away though. They are relentless and they are an inspiration to all of us.

La Voz: In **Arizona**, the políticos have made teaching ethnic studies more of a challenge. What is your take on what is going on over there?

Patricia López: It is yet another example of communities continued struggles for civil and human rights. I can't help but think about the kind of political consciousness the youth in **Tucson** are developing as they experience the harshness of the state. What they take from these experiences are some pretty life-long teachings that can be powerful in terms of the kinds of commitments to issues of social justice, equity, and human rights that they are currently forming.

Something that **Angela** and I talk about often is the importance of having a constituency, or a group of supporters. The struggles happening in **Arizona**, whether they be threats to Ethnic Studies or the hostile anti-immigrant legislation, are not solely felt by the communities in **Tucson** or across **Arizona**, they are felt with offense by communities across the country. *Todos somos Arizona* (We are all Arizona) is more than a catchphrase. It's a sign of solidarity, humanity, and dignity.

La Voz: **Angela**, I saw you at the **Save Texas Schools Conference** in July and know that you attended the **Save Public Schools Rally** in **Washington, D.C.** Share with our readers what you see happening to public education across the country.

Dr. Valenzuela: What we are seeing is a strong public defense of our democracy. The public rightfully sees them as under

attack through underfunding, anti-unionism, corporatization, local governance, and our high-stakes-test-driven systems of accountability that is increasingly including teacher testing.

The impetus here is to send a loud message to policy makers that the framework in place is destroying public education

The impetus here is to send a loud message to policy makers that the framework in place is destroying public education and what we need to do is to move away from our current, 19th century industrial framework toward a professional one that requires massive, well-placed investments in teacher preparation and public education. There's a lot of voices in this national conversation but all seem to agree that the direction we're headed primarily only serves the corporate interests that want to profit from school failure.

La Voz: Tell us about this recent grant your center received to "grow-your-own teachers."

Dr. Valenzuela: Sure thing. First, as Associate Vice President for School Partnerships at **The University of Texas**, I head not only the **Texas Center for Education Policy**, but also the **National Latino/a Education Research and Policy Project** (NLERAP). **Patricia**

is **NLERAP's** associate director. **NLERAP** received the **Kellogg Grant** that builds on a previous one by the **Ford Foundation** that involves building a grow-your-own teacher preparation pipeline in five cities in five states. Our sites are in **Dallas, Texas, Sacramento, California, Milwaukee, Wisconsin, Chicago, Illinois, and Brooklyn in New York.**

This initiative is a partnership model that links community-based organizations across these five sites to higher education institutions, and school districts so that we can cultivate Latina and Latino teachers that will not only go back to their high schools to teach but who will also be part of larger community efforts to economically, socially, and politically develop their communities.

While the **Kellogg** grant is helping us to build a formal infrastructure at both regional and national levels, that includes our formation of a **NLERAP, Inc.** 501(c)3 nonprofit, a core goal of this effort is to develop a curriculum that consists of two signature courses that each partnering higher education institution agrees to teach.

You see, our goal isn't just getting more brown bodies into teaching. We also want these students to have a highly developed social justice, community-oriented consciousness and to be the best prepared to teach not only to our "new" Latino demographic but to teach all children well. We have high expectations that these individuals will become leaders in the communities that we are drawing them from.



La Entrevista con Angela and Patricia

Our model taps into the organic cultural, social, economic, and political wealth of our communities. We feel that what's needed for enduring change is to connect the dots at the local level while those of us at the national level attend to the financial, promotional, and operational aspects so that we can remain true to our vision, goals, and objectives.

In time, we'll grow our own teachers up and down the pipeline,

In time, we'll grow our own teachers up and down the pipeline, as well as our own administrators, principals, and superintendents. It's all very exciting and all of our sites are on fire with strong commitments to make this happen.

Lo que necesitamos es dinero. It's a catch-22. You need a structure to get the big bucks and it's hard to have a structure without them. With our team pouring their hearts and souls into this and with talent in our circles at all levels that is so breathtaking, it's hard not to be optimistic.

La Voz: Let's change the direction a bit and ask about what your latest book might be about.

Dr. Valenzuela: I would very much like to bring a number of my writings together into a volume that makes sense of my interests in cultural studies and policy and my own academic history. It will be, in part, a critique of the disciplinary boundaries that can actually hamper our capacities to imagine and thus act politically in the world.

La Voz: Let's bring this interview to a conclusion and share with our readers some lighter questions on the both of you.

Favorite color:

Dr. Valenzuela: Gold

Patricia López: Green

Favorite food:

Dr. Valenzuela: Tamales; I am otherwise a salad freak.

Patricia López: My mom's ceviche.

Last book read:

Dr. Valenzuela: Four Arrows (2006). (Ed.) *Unlearning the Language of Conquest: Scholars Expose Anti-Indianism in America*. Austin, Tx: University of Texas Press.

Patricia López: *Queen of America* by Luis Urrea over the Christmas break. He's one of my favorite writers and the *Hummingbird's Daughter* is one of my fav books.

Favorite quote: Dr. Valenzuela: *"I believe that the very purpose of life is to be happy... In my own limited experience I have found that the more we care for the happiness of others, the greater is our own sense of well-being... It is the principal source of success in life. Since we are not solely material creatures, it is a mistake to place all our hopes for happiness on external development alone. The key is to develop inner peace."*

-- Dalai Lama

Patricia López: *"If you can see yourself as an artist, and you can see that your life is your own creation, then why not create the most beautiful story for yourself?"*

—Miguel Ruiz

Advice to high school students

Dr. Valenzuela: Surround yourself with college-going students that want to be a positive influence in the world.

Patricia López: Love and respect yourself.

Advice to parents

Dr. Valenzuela: Latino parents often get characterized as uncaring. Nothing can be farther from the truth. The issue is whether caring translates into practices that promote student academic achievement. But the central point is that we care no more and no less than all other parents care for their children.

Patricia López: Networks are important.

Advice to politicians

Dr. Valenzuela: Remember that sometimes the most powerful people in the world are frequently not those that hold power in an unofficial basis.

Patricia López: Always ask yourself who is *not* in the conversation.

Last question: If I had one more day in the week, I would . . .

Dr. Valenzuela: Research more and write about my family history and find my relatives both in the U.S. and Mexico.

Patricia López: read more, write more, swim more, and dance more.

La Voz: Well, we want to thank both of you for taking the time to share your insights and perspectives. As many of us know, in the coming months there is going to be many opportunities for people to get involved in their local communities with campaigns and causes. We hope your words of wisdom help our readers shape the discussions

discussions and debates they may find themselves a part of.

Dr. Valenzuela: Thank you. We hope this interview has helped people gain a greater understanding of some of the issues of our times.



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Mini Historias

Coming to America

by A. Martínez

Hace 9 años era muy feliz en mi ciudad natal de **León, Guanajuato en México**. En ese entonces tenía 30 años y nunca me había separado de mi familia pero las circunstancias me orillaron a tomar una decisión de venirme a trabajar a Nuevo Laredo, Tamaulipas.

Tenía una tía materna quien me dijo que había trabajo para mí. Llegué y pasó un mes y nada hasta que me ofrecieron ayudarme a pasar a los Estados Unidos. Ellos arreglaron todo incluso un lugar a dónde llegar que fue con una hermana del esposo de mi tía Ramona, en el pueblito de Gonzales, Texas. Encontré trabajo en un restaurante, mientras trabajaba me cambié de casa con una prima quien tuvo problemas con su esposo y nos cambiamos a Austin.

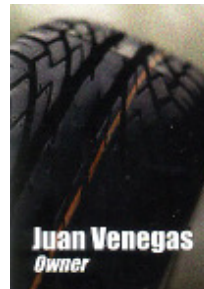
Mi prima tiene una hermana quien nos brindó su casa. La idea nunca fue vivir en **Austin** pero el destino me tenía preparado lo mejor de mi vida. Conocí a mi esposo quien me ayudó a salir adelante y me dio el regalo más hermoso, mi niño Fruyan y ahora mi próximo bebé. Aunque tengo ya una familia aquí no descarto la posibilidad de volver con mis padres y hermanos.

Nine years ago I was very happy in my home in León Guanajuato, Mexico. Back then I was 30 years old and had never been separated from my family. But circumstances had me making the decision to go to Nuevo Laredo, Tamaulipas to find work.

I had an aunt on my mother's side who said there was work for me. I arrived and spent a month doing nothing. Then the opportunity to go to the United States was presented to me. They made arrangement for me to cross and stay with another relative in Gonzales, Texas named Ramona. There I was able to find a job in a restaurant and moved in with another relative who was a cousin. But she was having problems with her husband and we decided to move to Austin.

My cousin had a sister who offered her house for us to stay in. The idea was never to live in Austin but my destiny had prepared me for what was to come. I met my husband who helped me to get ahead and he gave me the best present ever which was my son Fruyan and my next baby which will be born soon. Although I have a family now I will never discount the possibility of reuniting with my parents and brothers one day again.

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Voces de Latinas

Part Five

Voces de Latinas: A Photo Exhibit

The Austin History Center, Austin Public Library, the Ann Richards School for Young Women Leaders, the Emma S. Barrientos Mexican American Cultural Center, Mexic-Arte Museum, and The Nettie Lee Benson Library Collection, University of Texas at Austin have joined together to feature the contributions, achievements and legacies of 102 local Latinas in a photo exhibit entitled ***Voces de Latinas: A Photo Exhibit in Five Parts***. The exhibit offers a mosaic blending of images and biographical narratives of Latinas from the late 1800s to the present that represent all walks of life.

All Latinas portrayed in the exhibit were nominated by the community at large and the images and biographical information were donated to the **Austin History Center** by friends, family members and other community individuals for use in the exhibit.

Each of the partners will exhibit 20 of the images and sponsor a program in conjunction with the **Voces de Latinas** exhibit. The exhibit was on display from September 25 through October 23. The exhibit was made possible in part with a grant from the **Austin Friends of Folk Art**. It is free and open to the public. **La Voz de Austin** will be sharing the **Voces de Latinas** project with its readers over the next four months.

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Elizabeth Avelán

Elizabeth Avelán was born in **Caracas, Venezuela** where her grandfather, **Gonzalo Veloz**, was a commercial television producer. At the age of thirteen she moved to **Houston, Texas**, with her family and later graduated from **Rice University**.

Avelán began her producing career when she co-founded **Hooligans Productions** in 1991 with **Robert Rodriguez** when the two began their feature film project, *El Mariachi*. Made for just \$7,000, *El Mariachi* was the winner of the 1993 Audience Awards at the **Sundance and Deauville Film Festivals**.

In 2000 **Avelán** and **Rodriguez** founded **Troublemaker Studios**, their **Austin**-based production company. **Troublemaker** includes a world renowned visual effects studio as well as music and publishing arms. **Avelán's** producing credits include *The Faculty*, *Once Upon a Time in Mexico*, the *Spy Kids* series, *Frank Miller's Sin City*, *The Adventures of Sharkboy and Lavagirl in 3-D*, *Predators*, and *Machete*.

She served as co-producer on *Desperado* and the *From Dusk Till Dawn* series. **Avelán** is the President of **EYA Productions** and is producing the recently wrapped holiday feature film, *When Angels Sing*, directed by **Tim McCanlies**.

In addition to producing family and genre films that have collectively grossed over a billion dollars, she has played a primary role in developing **Austin** as a thriving film community. **Avelán** is on the board of several organizations, including the **University Of Texas College Of Communication Advisory Board**, **Capital Area Statues**, the *Texas Book Festival*, and **Austin Film Society**. She has six children and resides in **Austin**.



Teresa Herrera Casarez

Teresa Herrera Casarez was born in **Bertram, Texas**, on April 21, 1926. Her family moved to **Austin** when she was 11 months old. During her elementary school years, **Casarez** attended the Mexican school, which was located on 3rd and **Comal Streets**, and **Palm Elementary School**. During her junior high years she attended **Allan Junior High** and

graduated from **Austin High School** in May 1945 with a class that had only three Mexican American students.

From 1945-1952, she was a member of the **Ladies' League of the United Latin American Citizens (LULAC)** and was awarded a scholarship by the organization to attend the **Nixon Clay Business School**.

Casarez credits her education in opening doors for her and allowing her to obtain jobs that would not have been possible without a high school diploma. In 1950 **LULAC** recruited her to work the voting polls at **Palm Elementary School**.

Prior to that year, Mexican Americans had not worked the polls at the school. **Casarez** recalls a comment made by a non-Hispanic elderly woman who mumbled "What is this world coming to? A Mexican American working at the polls!" Drawing on her courage, **Casarez** replied, "Yes Ma'am, I hope that many more will follow me." At the age of 85 **Casarez** continues to attend **San Jose Catholic Church** and being active in the **Catholic War Veterans Auxiliary Post #1805**. She was married to **Pete Ramirez Casarez** for 62 years.



Voces de Latinas



Cat Quintanilla

Born in 1954 in **Austin, Texas**, **Cat Quintanilla** attended public school and in 1981 graduated with a Bachelor of Fine Arts from the **University of Texas**.

As a commercial artist, **Cat** engaged in promotional advertising art and marketing for 25 years. A resident of **Sunset Valley**, **Cat** became active in local environmental groups, boards, and committees, winning recognitions such as City Volunteer of the Year in 1998.

Continuing in city government and gaining leadership skills, **Cat** served seven years as a **Sunset Valley City Council member**. She served as the mayor of the city 1999-2008. While mayor, the citizenry knew her as "Mayor Cat" and her accomplishments numerous. She initiated and established funding for important cultural endeavors, including the local **Sunset Valley Farmers Market** and the largest regional annual Native American Powwow held in the Southwest, known as the **Austin Powwow**.

In 2006 **Sunset Valley Elementary School**, which was predominantly Hispanic, was

facing an academic crisis. She fought to increase awareness of the situation and secured funding for the expertise of the University of **Texas' Dana Research Center**. As a result of this effort, test scores improved dramatically and programs were implemented connecting community volunteers with the school.

Now known as "Stone Carver Cat," she is a full-time artist and adjunct faculty member at the **Southwest School of Art in San Antonio** and continues to provide leadership with service to a multi-city community



Inez Ramos Salas

Maria Inez Ramos Salas was born on October 6, 1930, in **Prilugerville, Texas**. Her parents, **Alfonso Ramos, Sr.** and **Elvira Perez Ramos**, were both from very musical families. As a young girl, **Salas** would sing with her father at special events such as the **Pastorales** or holiday celebrations.

In 1947, at the age of 15, she became a member of the **Juan Manuel Perez and Los Serenateros** band that was comprised of her mother's nine brothers. At the start of her

musical career, she would at times sing 25 songs per performance and travel with the band to places such as **Waco, Elgin, Temple, Seguin**, and other cities within the state.

When performing with her uncles, they were always protective of her and made sure that she maintained the family honor. On September 3, 1950, she married **Juan Salas** at **Our Lady of Guadalupe Catholic Church**. Although **Salas** did not graduate from high school, she did receive her GED in 1972 while working during the day as a teacher's aide at **Brooke Elementary School** and attending classes at night. It was her goal to be a role model for her children and to instill in them the importance of an education.

At the age of 80 it is not unusual to see her on stage performing with her brother **Ruben Ramos**. Her voice still strong and sultry, her love for music remains as strong as when she was a young girl at 15.



Anna Maria Saldaña

Anna Maria Herrera Saldaña was born in Dallas in 1934. Her

family moved to **Austin** in 1945. She attended **Becker Elementary, Fulmore Junior High**, and graduated from **Austin High School** in 1952.

In 1957 she married **Moses P. Saldaña** and had ten children. In 1964 she went to work for the **University of Texas School of Law** as a faculty secretary, making her one of the school's first Hispanic employees. A few years later, she was promoted as Administrative Assistant in the Scholarships & Loan Office, and in 1990 she was appointed **Law School Financial Aid Director** for the School of Law.

After 35 years of service to **UT**, she retired in 1999 and was awarded the **Faculty Service Award** for the 1999-2000 school year, an award that is normally given to a faculty member of the Law School. In honor of her retirement, law students and alumni formed an endowed Presidential Scholarship in her name.

Although, **Saldaña** worked full time, her main priority was always her family, community, and religion. She has been an active member of the **South Austin Neighborhood Association** and the **South Austin Recreation Center**, and since 1945 she has been member of **San Jose Catholic Church** serving as a Lector & Eucharistic Minister among other church duties.



Refugia "Cuca" Sandoval

Refugia "Cuca" Munoz Sandoval was born on July 4, 1912, in **Monterrey, Nuevo Leon, Mexico**. In 1916 her family moved to **Texas** in search of the "American Dream." As a little girl, **Sandoval** attended **East Avenue School**, which at the time was a two room school consisting only of first and second grades. She graduated from **Austin High School** and went to work for her father in his grocery store, which was located at 1103 E. 6th Street.

Sandoval has always been a strong family oriented person. She learned how to maintain a household at a very young age and was there to help her father as he established himself in his grocery, dry goods, and textiles businesses. She was also instrumental in the success of her brother **Flavio, Jr.**, and his "Serve Right" grocery business. When her father sold his grocery store, **Sandoval** went to work with the **IRS** until the age of 75.

Soon to be a centurion, **Sandoval** can recount a wealth of information regarding the history of Austin and the Mexican American Community. The summation of **Sandoval's** life can be measured, not by great accomplishments, material wealth, or greatness, but rather by her acts of kindness and her devotion to family, friends, and community.

Calendar of Events

February 9th, 2012 - Travis County Democratic Party Primary Candidate Forum, 5:45pm – 9:45pm Where: Millennium Youth Center: 1156 Hargrave St. Austin, TX 78702
5:45 pm until finished 6:00 pm program will start
At the Millennium Youth Center, 1156 Hargrave St. Austin, TX 78702

February 14th, 2012 - South Austin Democrats Meeting, 6:00pm – 7:30pm Where: Casa Garcia 1000 S Lamar Austin, TX 78704 Austin, Texas Come join the South Austin Democrats at their monthly meeting. Eat and socialize 5:30pm Program begins at 6:00 Find out what is going on at this year's TCDP Coordinated Campaign

February 16th, 2012 - Re-Elect Constable Adan Ballesteros Fundraiser, 6pm – 9pm Where: McMurtrie Farms, 16611 Edgemere Dr, Pflugerville, 78660 For more information contact Linda Bertram, 632-5954, or bluebohemia@sbcglobal.net Hosted by Pflugerville Pfriends of Adan Ballesteros

February 20th, 2012 - The Barbara Jordan Freedom Foundation Symposium from 1:00pm - 5:00pm at The LBJ School of Public Affairs, Bass Lecture Hall 2315 Red River St Austin, TX 78713 School Discipline: A Pathway to the Juvenile Justice System or an Opportunity for Effective Intervention? See the February issue of La Voz for more details or visit the website: <http://www.utexas.edu/lbj/events/2012/barbara-jordan-freedom-foundation-symposium>

February 23rd, 2012 - Annual Awards Banquet of the Seguin Guadalupe County Hispanic Chamber of Commerce at the **Seguin Events Complex/Coliseum.** The theme for this year's event is "Progress and Prosperity Deep in the Heart of Seguin." U. S. Congressman Charlie Gonzalez will be the keynote speaker. The evening begins with a social hour at 6:00 p.m. followed by a buffet style dinner at 7:00 p.m. Tickets are \$25 each and will be available at P. J.'s Restaurant, KWED, Sterling Salon, J. P.'s Qwik Stop & Bakery, Louis Q. Reyes, III's Allstate Insurance, and the Hispanic Chamber office.

February 25th, 2012 - 8th Annual Viva Seguin Conjunto Festival in Seguin, Texas Address: 921 W. New Braunfels Street Seguin, Texas For more information contact Yvonne de la Roas at (830) 401-0232

February 28th, 2012 - Cine de Oro at the Emma B. Barrientos Mexican American Cultural Center, 600 River St. Austin, Texas 78701. Flores de Otro Mundo (Flowers from Another World) A group of young women travels by bus to a remote village in Spain that is overwhelmingly populated by men. With souls of practicality, the women dream of better lives while the men ache with romantic yearnings. From these different hopes, three relationshipstenuously grow and form in different ways. Directed by Iciar Bollain, 1999. Spanish with English subtitles. 9:30am: Early Bird Screenings for Seniors 7:00pm: Evening Screenings for the Public. All films are free admission. For more info call Linda Crockett at 512-974-3789.

February 29th, 2012 - 26th Annual Heman Sweatt Symposium on Civil Rights at The University of Texas at Austin Event #2: Panel DiscussionMen of Color in Higher Education and the Crisis Facing America: The Asian American Male Experience 5 p.m., John Hargis Hall, 1823 Red River

Word Power

En las palabras hay poder

No one can ever argue in the name of education, that it is better to know less than it is to know more. Being bilingual or trilingual or multilingual is about being educated in the 21st century. We look forward to bringing our readers various word lists in each issue of *La Voz*.

Nadie puede averiguar en el nombre de la educación que es mejor saber menos que saber más. Siendo bilingüe o trilingüe es parte de ser educado en el siglo 21. Esperamos traer cada mes a nuestros lectores de *La Voz* una lista de palabras en español con sus equivalentes en inglés.

Candidates

Candidatos

Waiting

Esperando

Discovering

Descubrir

When

¿Cuándo?

Elections

Elecciones

Are going to take place

Se van a llevar acabo

People

Gente

Still waiting

Todavía esperando

Tomorrow

Mañana

Get going (slang)

Hechar andar

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