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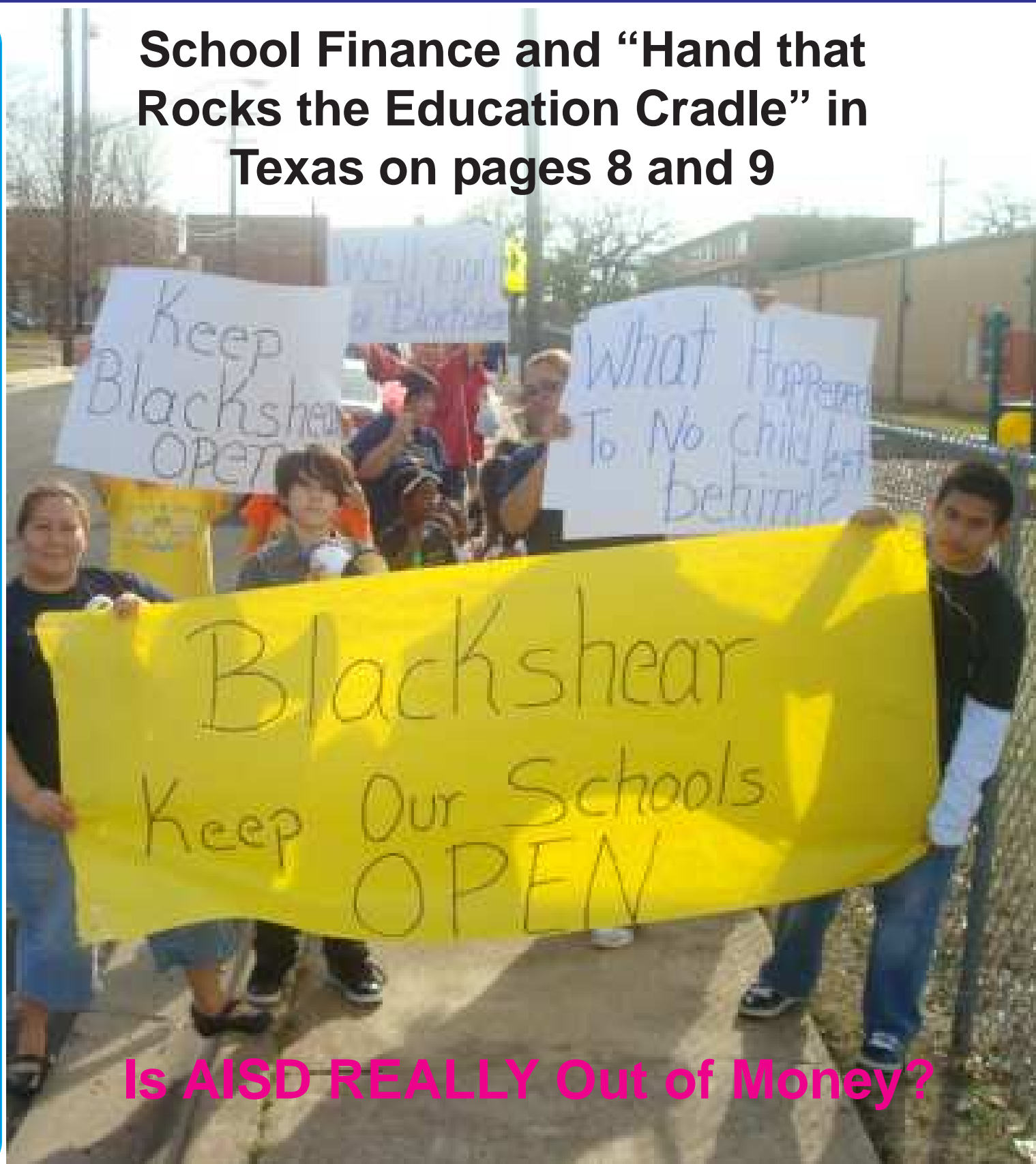
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People in the News



Jose Cortina to Lead Austin Hispanic Firefighters group

Jose Cortina, a Lieutenant with the **Austin Fire Department**, has assumed the role of President for the **Austin Association of Hispanic Firefighters (AAHF)**. **Jose**, who is originally from **Houston**, has been employed by the **Austin Fire Department** and living in **Austin** for almost twenty years. Community service and providing positive role models for the Hispanic communities is just a couple of goals for the **AAHF**. His short-term goals for the **AAHF** is establishing and funding a scholarship fund and building stronger business and community partnerships to deliver the life and safety message and creating more positive change in the community. Visit www.nahfaustin.com to learn more.



Suzanna Caballero Named President of TXCDC

After a well-established, successful career in banking and finance, **Suzanna Caballero** has joined **Texas Certified Development Corporation** as its president. She is responsible for the overall operation and performance of the company.

Prior to joining **TXCDC**, **Suzanna** was senior vice president, manager of business banking for **Wachovia/Wells Fargo** for six years in **Austin**. While there, she and her team of five business bankers led the company in sales production and service recognition.

Suzanna's career in banking started at **Austin National Bank** in 1974, where she worked as a manager in the operation and lending areas. In 1986 she was the founding cashier of **Cattlemen's State Bank**. She earned a BBA in Management from the **University of Texas at Austin** and completed lending training with **Norwest Bank** in 1997.

Along with her two daughters, **Jacquelyn** and **Natalie**, and husband **John**, **Suzanna** likes traveling and completing projects around the house. She's attended every **ACL Music Fest** since 2004 and enjoys the music of **The Eagles**, but her "absolute" favorite thing is an arena-level seat at a **San Antonio Spurs** game.



Hinojosa Honored with Symposium at Texas State Univ.

Rolando Hinojosa, one of the most influential Mexican American authors of the 20th and 21st centuries will be honored at **Texas State University** on February 4th, 2011 with a symposium on his work of over four decades.

Joining **Dr. Hinojosa** is **Dr. Miguel Méndez** from the **University of Arizona** at Tucson. Both men are

of dozens of novels, short stories, poems, and essays, and between them they have received some of the most prestigious national and international literary awards ever given to Mexican American authors. Their works have been published abroad and translated into English and Spanish, as well as other European languages.

The day's events include three sessions, during which nearly a dozen scholars from around the United States as well as from **Barcelona, Spain**, will present papers on and will pay homage to the literary works and influence that **Hinojosa** and **Méndez** have had on Chicana/o literature as well as on the literatures of the United States, Mexico, Europe, and Latin America.



Ernest Pedraza Announces for Constable Position

Ernest Pedraza announced his candidacy for **Travis County Constable Precinct Four** in 2012. **Pedraza**, a Democrat with more than three decades of law enforcement experience, made the announcement in front of a standing-room only crowd at the **Travis County Commissioners Courtroom** inside the **Ned Granger Building**.

Pedraza was introduced by former **Travis County Commissioner, Richard Moya** and stated that after many conversations with friends and family he decided to run for public office. "As *Constable*, I will lead an aggressive expansion of our community based programs, to

ensure the *Constable's office* is ng the most it can to serve its citizens every single day."

Pedraza added, "I am seeking this position because I believe I am the most qualified to serve, and I promise you today, if elected, I will hit the ground running from day one. I would not have made the decision to run if I did not think I had an excellent chance to win. Let me be clear: I am in it to win it. I will not be outworked in this campaign. I look forward to block walking in neighborhoods all across the Precinct; meeting with citizens, hearing how we can make the *Constable's office* work harder and more effective for them."



Juan Tejada Announces the 30th Annual Tejano Conjunto Festival

Camaradas: the **Guadalupe Cultural Arts Center's** landmark **30th Annual Tejano Conjunto Festival en San Antonio 2011** will be held from May 10-15 at the **Guadalupe Theatre** and **Rosedale Park**.

We are currently looking for literature on conjunto music for possible publication in this year's **Tejano Conjunto Festival** magazine. If you know of any writers who may have written about conjunto music, poems, short stories, scholarly articles, interviews with conjunto artists, your favorite conjunto recuerdos, etc., please have them send it to me as an attachment to the following email,

juantejeda@sbcglobal.net

Deadline for submission is March 2. Also, please spread the word on the TCF Poster Contest (see e-mail above) to your visual artist and graphic designer friends. Gracias. en conjunto carnalismo, juan



Gutierrez Speaks at Social Justice Saturday School

Dr. Jose Angel Gutierrez, one of the co-founders of **MAYO** (Mexican American Youth Organization) and **La Raza Unida Party** stopped by the **Social Justice Saturday School** in **Austin, Texas** and spoke about lessons learned over the last 45 years of being involved in social and political change.

Dr. Gutierrez, who is now a Professor of Political Science at the **University of Texas at Arlington** and an attorney at law with offices in **Dallas, Texas**, was also in **Austin** to attend the **TACHE** (Texas Association of Chicanos in Higher Education) conference.

Among the many observations **Dr. Gutierrez** made during his talk was the fact that there is no recipe for organizing people. He stated that while we may know what the necessary ingredients are to get people organized, just having those ingredients present does not guarantee people will step up to the challenge. He noted that the 2006 student immigration protests looked like they were going to lead to other things, but in the end things quieted down y nos se hizo nada.

For more information about the **SJSS** call: (512) 944-4123

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Pensamientos para febrero

As I watch the news about the uprising in **Egypt** I am told that the people over there are tired of the high unemployment, tired of the high food prices and tired of living with uncertainty.

I switch the channel and I see that in other countries people are turning out by the hundreds of thousands to also complain about the situation in their respective country.

Switching the television channel again, I see 20 or so people carrying signs down the street saying Save our Schools. These people are residents of **Austin, Texas**. They appear to be concerned about the possible closing of their children's school.

I turn off the television and wonder for a few minutes if the people on all three television channels in fact share anything in common. I wonder if the breaking point for various groups of people is different.

I wonder if the voters or taxpayers would be upset to learn that the **Austin Independent School District** is in fact NOT really short on the money it needs to keep its schools open. I wonder if they might get mad once they find out where their tax dollars are going. See our story about school finance on pages 8 and 9 for more details.

Cambiando de Tema

On pages 6 and 7 you will find an interview with **Dr. Rene Perez Rosenbaum**. **Rene** and I met in 1978 at **Notre Dame University** where we were both doctoral students in the Department of Economics. I stayed only a short while and then came back to **Texas**. **Rene** stayed for almost 8 years and is now on the faculty of **Michigan State University**. We have been friends for 33 years and have been in each others weddings.

As I was laying out the interview and **Rene** was sending me photos from **Michigan**, I asked if he had any early photos of himself. One of the photos he sent was of

him as a child picking tomatoes in **Ohio**. This is the photo on page 6. As I gazed at the photo and saw his hands blackened by the dirt and grime that goes with picking tomatoes, I thought to myself, who would have thought this child doing farm work would one day grow up and earn a Ph.D in economics?

One of the reasons why **Rene's** story is significant is because one never knows the potential and promise a child holds. When a school teacher faces a classroom of students, he or she has no way of knowing which student may be the one who comes up with a great invention, finds a cure for cancer, or becomes a professor at **Michigan State University**.

ABOUT the photo on the cover: Nora Guerrero, President of Blackshear Elementary School PTA organized a street march on January 31st, 2011 to let the neighborhood know that there are people concerned on the Eastside of Austin about the closing discussion.

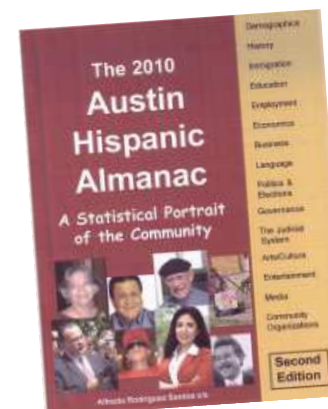
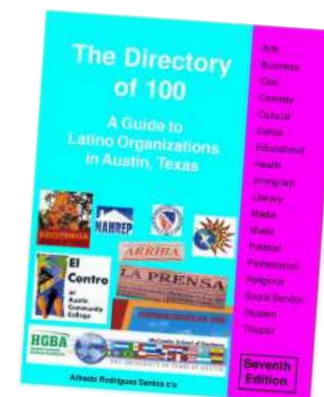


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Tony “Ham” Guerrero Passes Away

Trumpeter Tony “Ham” Guerrero is being remembered as a pioneering musician who shaped the Chicano sound with **Tortilla Factory** and **Little Joe y La Familia** in the early ‘70s.

Guerrero, 66, died on Saturday, January 29 at **North Austin Medical Center** in **Austin, Texas**. He had suffered a heart attack on Jan. 10 and developed pneumonia after falling into a coma.

“We were like brothers,” said legendary singer **Johnny Hernandez** whose friendship with Guerrero dated back to the late ‘60s with the **Latinaires**, the group that became **Little Joe y La Familia**. It was alto saxophonist **Jimmy Flores** who gave Guerrero his nickname. “It was actually ‘Big Ham,’” recalled Hernandez. “Se quedo con ‘Ham.’”

In those days, Guerrero would drive in from **San Angelo** to **Temple** to rehearse. He’d hold the steering wheel of his Ford Mustang with his left hand and practice his trumpet with his right hand, while reading the sheet music on the dashboard. “That’s how dedicated he was,” Hernandez said.

As times changed, so did the music. **Little Joe y La Familia** and the Grammy-nominated **Tortilla Factory** reflected the sounds of the **Chicano Movement** – blues, funk, jazz, rock and traditional polkas. Guerrero’s true gift was finding talent, and he brought jazz arranger **Joe Gallardo** into **La Familia**. “That’s where the big change came,” said Hernandez. “That’s where the sophistication came in.”

Hernandez also credited Guerrero’s political activism. “To the very end, he fought for la onda.” Guerrero had continued to perform and was grooming his son, singer **Alfredo Antonio Guerrero**, to take over **Tortilla Factory**, which is in the running for a **Grammy Award** on Feb. 13. The band was nominated in the **Tejano** category for its latest album, “Cookin.” “He was looking forward to going to the Grammys with me,” said **Alfredo Guerrero**, 39. “He was so happy that all the blood, sweat and tears had paid off.”

Guerrero is survived by his wife of 46 years, **Norma Guerrero**, sons **Alfredo Guerrero**, **Sergio Guerrero**, **Sean Guerrero**, **Anthony Hernandez** and daughter **Laura Guerrero**.



Tony “Ham” Guerrero

Unauthorized Immigrant Population: National and State Trends

Estimates cover total population, births and labor force

As of March 2010, 11.2 million unauthorized immigrants were living in the United States, virtually unchanged from a year earlier, according to new estimates from the **Pew Hispanic Center**, a project of the **Pew Research Center**. This stability in 2010 follows a two-year decline from the peak of 12 million in 2007 to 11.1 million in 2009 that was the first significant reversal in a two-decade pattern of growth. Unauthorized immigrants were 3.7% of the nation’s population in 2010.

The number of unauthorized immigrants in the nation’s workforce, 8 million in March 2010, also did not differ from the **Pew Hispanic Center** estimate for 2009. As with the population total, the number of unauthorized immigrants in the labor force had decreased in 2009 from its peak of 8.4 million in 2007. They made up 5.2% of the labor force.

The number of children born to at least one unauthorized-immigrant parent in 2009 was 350,000 and they made up 8% of all U.S. births, essentially the same as a year earlier. An analysis of the year of entry of unauthorized immigrants who became parents in 2009 indicates that 61% arrived in the U.S. before 2004, 30% arrived from 2004 to 2007, and 9% arrived from 2008 to 2010.

Other key points from the new report include:

- The decline in the population of unauthorized immigrants from its peak in 2007 appears due mainly to a decrease in the number from Mexico, which went down to 6.5 million in 2010 from 7 million in 2007. Mexicans remain the largest group of unauthorized immigrants, accounting for 58% of the total.
- The number of unauthorized immigrants decreased from 2007 to 2010 in Colorado, Florida, New York and Virginia. The combined population in three contiguous Mountain West states-Arizona, Nevada and Utah-also declined.
- In contrast to the national trend, the combined unauthorized immigrant population in three contiguous West South Central states-Louisiana, Oklahoma and Texas-grew from 2007 to 2010.
- Although the number of unauthorized immigrants in the U.S. is below 2007 levels, it has tripled since 1990, when it was 3.5 million and grown by a third since 2000, when it was 8.4 million.

The period covered by this analysis also has been accompanied by changes in the level of immigration enforcement and in enforcement strategies, not only by the federal government but also at state and local levels. Immigration also is subject to pressure by demographic and economic conditions in sending countries. This analysis does not attempt to quantify the relative impact of these forces on levels of unauthorized immigration.

The report, “[Unauthorized Immigrant Population: National and State Trends, 2010](#),” written by Jeffrey S. Passel and D’Vera Cohn, is available at the **Pew Hispanic Center’s** website,

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Oscar and Anne Mauzy Award for Leadership in Education Ceremony



Dr. Angela Valenzuela
Director of the Texas Center
for Education Policy

The **Oscar and Anne Mauzy Award for Leadership in Education** is an award for education leaders in **Texas** that have distinguished themselves as public servants as leaders, practitioners, legislators, community organizers, or advocates. The purpose of this award is to honor the legacy of revered populist giants, Oscar and Anne Mauzy.

The late **Oscar Mauzy**, who passed away on October 10, 2000 served the **Texas Senate** from 1967 to 1987 and was a **Justice of the Texas Supreme Court** from January, 1987 to January 1993. In the legislature, where **Oscar** dedicated 20 years of service, he was a fierce, honest champion for the under-dog and although he tackled many areas of policy, education was near and dear to his heart.

An important moment during his Senate term came when **Oscar** was a deciding vote on whether or not to appoint **Frank Irwin** to the board of regents. He took the opportunity to both meet with **Mr. Irwin** and to set some conditions on his vote. He used the opportunity to advocate for acceptance of African American students and increasing the enrollment of women into the **University of Texas Law School** and many others, statewide. Indeed, by 1987, his own daughter, **Catherine**, graduated from the **University of Texas at Austin Law School** with a graduating class that was over 50 percent women and minorities.

During his 6 years on the **Supreme Court**, **Oscar's** proudest accomplishment was the decision he helped render in the *Edgewood v. Kirby* case that in a 9-0 vote ruled that Texas' system of funding was inequitable. This led to a redistribution of wealth and resources, creating a more equitable system of financing schools. In that decision and in his words, Oscar concluded: "A band-aid will not suffice; the system itself must be changed. ... (L)et there be no misunderstanding. A remedy is long overdue."

Edgewood Independent School District v. Kirby, 777 S.W.2d 391, 397, 399 (Tex.1989)

We are deeply honored to have in our presence, **Anne Mauzy**, after whom this award is also named. **Anne** is a founding member of both the **Texas Center for Education Policy** at the **University of Texas at Austin** and the **Oscar and Anne Mauzy Endowment for Educational Policy Studies and Research** that helps to sustain the work and the mission of the Center. Her contributions to public life are many, as well.

An Interview with Dr. Associate Professor at

Dr. Rene Perez Rosenbaum, Associate Professor at **Michigan State University** has been chosen as this year's alumni of the year at **St. Edward's University in Austin, Texas**. He will be formally recognized later this month at **St. Edward's University Homecoming 2011 Opening Dinner and Awards Ceremony**.

We wanted to take this opportunity to interview **Dr. Rosenbaum** and allow him to share his insight and recollection of the events and people he has encountered in his journey through life thus far.

La Voz: First, congratulations on being named Alumnus of the Year at **St. Edwards University**. When you look back to your years in high school, did you ever imagine that you would be at a major university as a professor?

Perez Rosenbaum: Thanks **Santos**, I am very surprised and deeply honored to be this year's recipient of the **St. Edwards Alumnus of the Year** award. I would like to take this opportunity to thank all those involved in the decision.

La Voz: Describe for our readers some of your early experiences as growing up.

Perez Rosenbaum: Well, I grew up in **Brownsville, Texas**, *en un barrio que le dicen Southmost*. My family and I were migrant farm workers 6 months out of the year while I was in elementary and junior high school. When I was in high school,

we cut back on our work to three months, and worked only one crop. Part of the reason for cutting back was also due to the fact that my family had gotten smaller. One brother was in the **Army** and the others were planning on getting married or had already married and no longer traveled with us.

La Voz: Did you hear much about the social movements that were going on at the time?

Perez Rosenbaum: I was in high school in the early 1970s, and in the Valley I heard about **MAYO** and **La Raza Unida**, and in the migrant steam, up north, we heard about **Cesar Chavez** and about **Baldemar Velasquez**, who was nearby, organizing tomato pickers in **Northwest Ohio**, where we harvested tomatoes and picked apples.



Rene Perez Rosenbaum working in the fields as a child in the mid 1960s

La Voz: Did you think you were someday going to go to college?

Perez Rosenbaum: I did not know I would be going to college when I was in high school, so it is hard to imagine I would be a professor at a major university like **Michigan State University**. The idea of being a professor never entered my mind, although I always liked school.

La Voz: There is a program at **St. Edwards** called **CAMP**. (College Assistance Migrant Program) How did you first hear about this program?

Perez Rosenbaum: I learned about **CAMP** upon my return from **Michigan**, in the fall of 1973. We had been in **Michigan** most of the summer, working on the "pickle" harvest and when I returned home, I discovered a stack of mail from the

St. Edwards CAMP Program. I wrote to **St. Edwards** later that Fall to tell them that I had not gotten mail all summer and had not learned about their invitation to join **CAMP**. They wrote back and told me they would take me in the spring.

La Voz: So you had to wait a semester before going to college?

Perez Rosenbaum: Actually, I came back from **Michigan** in time to enroll in **Texas Southmost College**, in the Fall of 1973. A friend of mine from the neighborhood and I talked about college and we decided to enroll. My senior year the **Pan American Club** at **Brownsville High School** awarded me a \$350 scholarship, which I used to enroll at the local community college.

La Voz: Were you the first in your immediate family to go to college?

Perez Rosenbaum: Actually, My brother, **Lucino Jr.**, was the first in our family to go to college. He is a couple of years older than I. He attended a 2 year business college after high school, but I don't think he got a degree.

La Voz: Describe if you can how you first came to **Austin** in 1974. Did you come on the bus. Did you drive?

Perez Rosenbaum: My brother and sister-in-law **Armando** and **Ramona**, drove me up from **Brownsville** in their car.

La Voz: As a student at **St. Edwards University**, what surprised you the most?

Perez Rosenbaum: What surprised me the most was how welcoming

everyone was that first year. The teachers and **CAMP** staff were very helpful, and a large **CAMP** class made it easy to make friends and get along.

La Voz: Did you feel you were academically well prepared for what you encountered at **St. Edwards**?

Perez Rosenbaum: Well I had always done well in high school and I soon learned that relative to others I was a good student.

La Voz: How is that you decided to attend the **University of Notre Dame**?

Perez Rosenbaum: My economics teacher at **St. Edwards**, **Professor James Koch**, gave me the application to **Notre Dame** and told me to apply. I did not know much about graduate school but I did as he said and applied, although I applied late. **Notre Dame** was the only school I applied to for graduate work. The **Economics Department** at **Notre Dame** accepted me into the Ph.D. program but I did not receive financial assistance so I abandoned the idea of attending.



"Well I had always done well in high school and I soon learned that relative to others I was a good student."

Rene Perez Rosenbaum

Michigan State University

Around the time of my graduation from **St. Edwards**, my oldest sister, **Viola**, came down with breast cancer. I decided it was time for me to go home and help. After graduating from college with a bachelors degree, I went to work in our family flower shop as a sales clerk while **Viola** was out.

Then one day, I received a call from **Roger Skurski**, the faculty advisor for the graduate economics program at **Notre Dame**. He told me a one-year graduate school scholarship was available to me to attend **Notre Dame**. I talked to my parents about it, showed them where **Notre Dame** was on the map. My dad let me borrow his car and gave me \$300 dollars. I left for **Notre Dame** a few days later.

La Voz: Did you know about **Dr. Julian Samora**, the famous professor at **Notre Dame**?

Perez Rosenbaum: I learned from **Dr. Skurski** that the graduate school fellowship had been made available through the efforts of **Dr. Samora** who had got involved with my graduate application. After I arrived

at **Notre Dame** and met **Dr. Samora**, and at his suggestion, I applied for a **Ford Foundation Fellowship**, which I was subsequently awarded.

So, **Dr. Samora** helped me tremendously. As the Director of the **U.S. Mexico Border Studies Program** at **Notre Dame**, he was also a great mentor and teacher to me and countless other Latino graduate students from across the country.

It was **Dr. Samora**, I learned later, that recommended me for the Post Doctoral position at the **Julian Samora Research Institute**, which is how I ended up at **Michigan State University** in the first place. After a couple of years at the Institute I was offered a tenure track position in the **Department of Resource Development** to work on issues of community and economic development of U.S. Latinos.

Dr. Samora was a true intellectual. He inspired me to continue in his path, to use my skills for the good, particularly to bring attention to the social and economic issues and needs of Latinos in this country. I

am fortunate to have spent many hours with **Dr. Samora** during his one year at Michigan State University, after he left **Notre Dame** I feel deeply honored to have the opportunity at Michigan State University to continue his work on the U.S. Latino population.

La Voz: Your dissertation at **Notre Dame** is on the **Ohio** farm workers and their boycott. Tell us how you got interested in this topic.

Perez Rosenbaum: Well, in my classes, we read **Karl Marx** and other radical economists, and my friends were of that tradition, so I switch from Money and Banking, a subfield in economics, to Labor Economics.

This was a major shift for me as I abandoned ideas of pursuing my own self-interest and instead chose to worry about the working class. Around the same time **Dr. Charles Craypo** arrived on campus. He was an institutional labor economist with a strong interest in unions and other institutions in the economy.

During my time at **Notre Dame**, **Dr. Samora** invited **Baldemar Velasquez** to campus. He was organizing tomato workers in **Northwest Ohio** and had declared a national boycott of **Campbell Soup**. I joined a successful campaign on campus to get **Notre Dame** to endorse the boycott.

The **Farm Labor Organizing Committee** was boycotting **Campbell Soup** because it wanted **Campbell Soup** to pay the growers more so the workers could get a higher wage. **Craypo's** theories related to strong and weak union power, hinged on employers' ability

to pay, so I was able to extend his theories to the agricultural sector.

La Voz: After you graduated from **Notre Dame**, where did your academic career take you?

Perez Rosenbaum: My first teaching job was at the **University of Wisconsin-Whitewater**. I was an instructor in the Economics Department, where I taught labor economics. Upon completing my Ph.D., in 1985, I accepted a job offer in the Economics Department at **Radford University** in **Virginia**.

Four years later, I was invited to be a visiting professor at the **Loyola of Chicago Liberal Arts Center** in **Rome, Italy**. That was the year I married my wife, **Mary Beth**, who I took with me on our memorable year-long honeymoon experience. The next year, 1990, I was invited to come to **MSU**, where I have been since.

La Voz: What kind of research are you involved in now a days?

Perez Rosenbaum: I am fortunate to be able to continue my research in agricultural migrant labor. These days I focus on early childhood education, health disparities, and other agricultural labor market outcomes. However, I also do community economic analysis and maintain an interest in the political economy approach to community and economic development.

These days I have tried to investigate ways to strengthen the social economy (in contrast to private and public sector economies). In my class, I introduce ESOPS, nonprofits, cooperatives, community development

corporations, small business, etc., as ways to introduce community economic stability in communities.

La Voz: Do you ever think of coming back to **Texas**?

Perez Rosenbaum: Well, my kids are still in high school, **MSU** is a great place to work, and there is more I want to do in Michigan. **MSU** has been good to my family and me but I have to admit that the thought of returning to **Texas** to spend more time with my brothers and sisters and their families has crossed my mind.

La Voz: What advice have you been given over the years that you would like to pass on to others?

Perez Rosenbaum: My parents always taught me to respect others and to work hard. **Dr. Samora** taught me that the needs of U.S. Latinos deserve attention. Many others, including you **Santos**, have also given me advice over the years. I would like to leave your audience of **La Voz** with a couple of book titles I have enjoyed reading recently. They are: *Nudge* by **Richard H. Thaler** and **Cass R. Sunstein** and *Aftershock* by Robert B. Reich.

La Voz: Well **Dr. Rosenbaum**, we are running out of space so we are going to have to close down this interview. I want to thank you for taking the time to do this interview with us.

Perez Rosenbaum: Thank you very much *y nos vemos pronto en Austin, Texas*.

Note: Rene Perez Rosenbaum and Alfredo R. Santos c/s met as doctoral students at Notre Dame University in the 1970s.



"What surprised me the most was how welcoming everyone was that first year."



"Dr. Samora was a great mentor and teacher to me and countless other Latino graduate students from across the country."

The Austin Independent School Find Out About The Hand

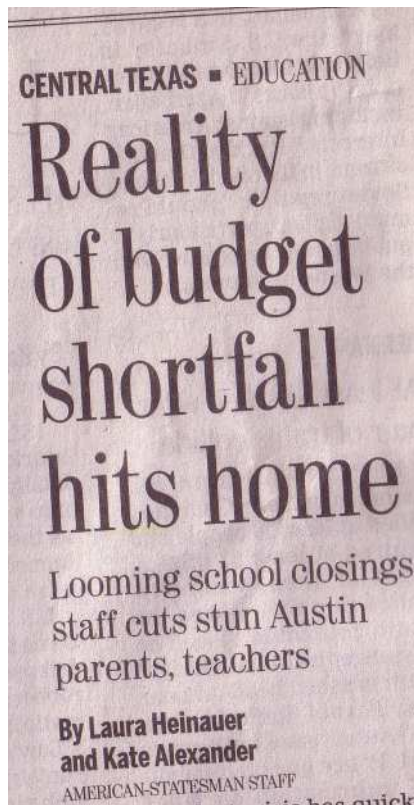
Over the last couple of weeks we have seen the headlines about the “financial crises” in the **Austin Independent School District**. We have heard that several schools may have to be closed because the school district is going to be short something like 20 to 27 million dollars. Then we hear that no, it’s not really 27 million dollars, it’s more like 94 to 113 million dollars.

On January 27th, the headlines in the **Austin American Statesman** stated that another four schools may be on the chopping block. Is the **Austin Independent School District** REALLY short on money? Is the school district REALLY in financial straits? The answer is NO. As taxpayers, we provide the **Austin Independent School District** with plenty of money. There is something else going on here.

Last week, **Alberta Phillips**, columnist for the **Austin American Statesman** wrote a piece titled: “Is ‘invisible hand’ trying to derail Austin school?” **Ms. Phillips** stated:

*“School trustee **Robert Schneider** said the sale of the property has come under consideration by the school board and should be on the table. He said he does not know why it was not among options advanced by the task force. But he and trustee **Cheryl Bradley** don’t blame the consultant or the task force, but rather “an invisible hand” at work. Neither could identify the hand.”*

I can tell you who one of the hands belongs to: **The Texas Legislature**.



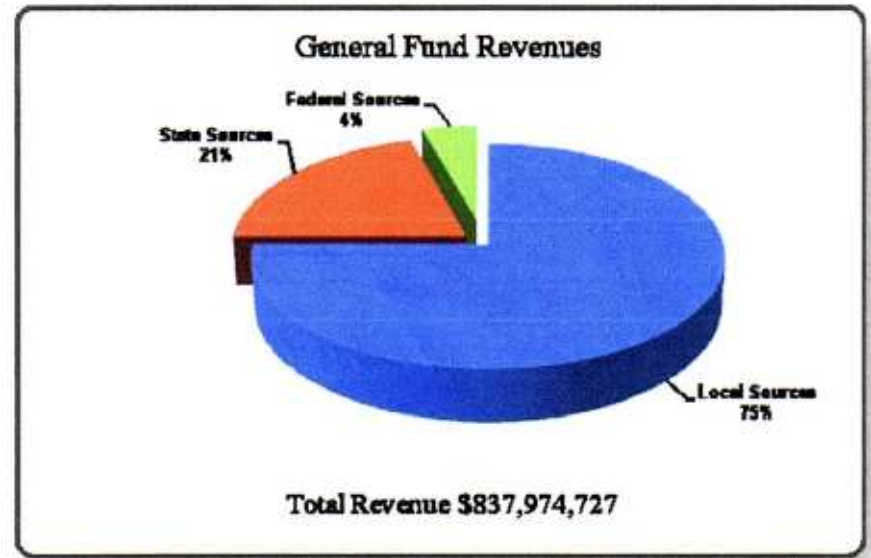
Back in 1984, **MALDEF** (Mexican American Legal Defense and Education Fund) filed a lawsuit against the **Commissioner of Education** in **Texas** on behalf of the **Edgewood School District** in **San Antonio, Texas**.

The lawsuit argued that the state’s methods of funding public schools violated the **Texas** state constitution. The lawsuit eventually made it’s way to the **Texas Supreme Court** which sided with the **Edgewood School District**. The ruling ordered the state to

develop a funding plan that was fair and equitable.

The **Texas Legislature** finally came up with a plan in 1993. This plan was nicknamed the **Robin Hood** plan. It provided that “property rich” school districts provide revenue to “property poor” school districts. In 2005, the **Robin Hood** plan was forced to under go some changes but the basic idea of “taking money from one group and giving it to another remained in effect.

Using various formulas to calcu-



late how much money should be sent back to the state, approximately 324 **Texas** school districts are required to send taxpayer money back to the state. This “recapture” of funds is called Chapter 41. This fiscal year the **Austin Independent School District** will send back \$127,815,376 local taxpayer dollars. (See the charts above.)

The table below shows how much money **Austin Independent School District** taxpayers have sent back to the state of **Texas** under this **Robin Hood** plan over the last 10 years.

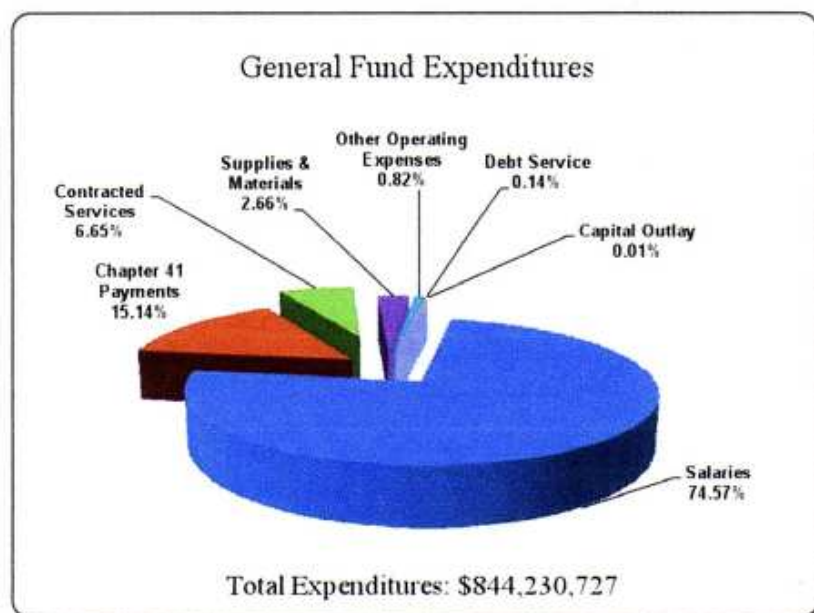
2001	\$29,439,939
2002	\$81,660,775
2003	\$138,676,169
2004	\$149,432,032
2005	\$129,901,263
2006	\$128,096,077
2007	\$131,738,508
2008	\$116,033,475
2009	\$173,029,041
2010	\$111,893,679

So according to the **Texas Education Agency**, **Austin ISD** taxpayers have over the last 10 years, sent back to the state more than one billion dollars! Stated differently, **Austin** taxpayers have plenty of money to fund the education of their children. The real problem is that the state is taking it away under the **Robin Hood** plan.

Now when “we had the money” to give, it might have been OK. But today, we don’t have the money and so it’s not OK! All this talk about closing schools and cutting personnel is a diversion. It is smoke and mirrors to keep people from looking at where the real solution lies. It lies at Congress and 11th Street.



District is NOT Short on Money That Rocks the Cradle



What Our Focus Should Be

While talk about consolidating school districts carries with it political considerations, the **Robin Hood** plan as developed and approved by the courts is no longer sustainable. It is not fair to ask taxpayers for money and send it away to other school districts and then force school districts to consider closing their own schools and laying off their own teachers. Austin taxpayers do not need to be fighting among each other as to which neighborhood school is the most worthy. We don't need to be down at the local school board meetings with signs protesting the laying off of librarians. We need to come up to 11th street and Congress. The **Texas Legislature** needs to be brought into this discussion. They are the hand that rocks the cradle.

The Other Part of the Solution

Now here is another part of this issue that deserves our attention. A quick look around the state of **Texas** shows there are about 1,027 school districts. With most school districts comes a superintendent, a superintendent's secretary, a human resource person, a curriculum person and so on and so forth.

A more careful examination of the 1000 plus school districts in **Texas** shows that there are some with less than 200 students. According to the **Texas Education Agency**, the **Damon ISD** in **Brazoria County** has 168 students. **Chester Independent School District** in **Tyler County** has an enrollment of 183 students. **Grady ISD** has 206 students, **Zepher ISD** in **Brown County** has 211 students. Is it time to look at these small school districts and ask if there are opportunities for consolidation? Is it possible to save money by joining school districts?

Small towns with small school districts are not the only ones that deserve a second look as we try to find creative ways to deal with the "financial crises" in **Texas**. Look at **San Antonio, Texas**. It has no less than 10 public schools districts.

Why does **San Antonio** have so many school districts? **Houston, Texas**, has one school district with over 200,000 students. **Dallas, Texas**, has one school district and educates close to 156,000 thousand students. Given the "financial crises" of school districts in **Texas**, is it not time to consider consolidating school districts in **San Antonio**?

On the right is sampling of **Texas** school districts with their respective student enrollments. Before we start asking the people in **Austin, Texas** to close their schools, let's look at small school districts around the state and ask if there are opportunities to consolidate.

Sampling of Texas School Districts by Student Population

86	Benjamin ISD	Knox County
168	Damon ISD	Brazoria County
183	Chester ISD	Tyler County
183	Karnack ISD	Harrison County
206	Grady ISD	Martin County
211	Zepher ISD	Brown County
217	Utopia ISD	Uvalde County
223	Lingloville ISD	Erath County
227	Blanket ISD	Brown County
237	Aquilla ISD	Hill County
281	San Perlita ISD	Willacy County
283	Yantis ISD	Wood County
297	Abbott ISD	Hill County
329	Baird ISD	Callahan County
359	Sturger ISD	Tyler County
497	Detroit ISD	Red River County
510	Bovina ISD	Parmer County
591	Bland ISD	Hunt County

SOURCE: Texas Education Agency, 2009 AEIS Reports

The Austin Independent School District is committed to providing a transparent view to the public of District financial information. Austin ISD is the fifth largest in the state and the 38 largest school district in the nation.

2010-2011

General Operating Budget:
\$716,415,351
Chapter 41 :
\$127,815,376

Debt Service Budget:
\$91,058,764

Food Service Budget:
\$38,708,409

Student Enrollment:
85,674

AISD Employees:
11,694

Campus Level/No. of Campuses:

High Schools	15
Middle Schools	18
Elementary Schools	80
Special Schools	5

Feria Para Aprender



ABOVE: Parents flocked to the College Zone at the Feria where they could learn more information about financial aid and scholarships from universities around the state.



LEFT: At the press briefing, a young woman Marissa Doster tells her story of growing up with parents who were unfamiliar with how to navigate her through the US education system. She says she wished a Feria would have been available to help her parents guide her. Marissa is graduating this May with a biology degree and a minor in chemistry. Her hope is to go to medical school

BELOW: The lines started forming even before the doors opened.



ABOVE: The Feria brought community leaders from all over, including The Honorable Mexican Consulate **Rosalba Ojeda**, Univision GM **Javier Ramis**, Greater Austin Hispanic Chamber of Commerce **Andy Martinez**, AISD Board President **Mark Williams**, **Susan Dawson** of E3 Alliance, who participate in the ribbon cutting with Feria founder **Sylvia Acevedo**.

For more information about La Feria para Aprender call:
(512) 576-0219



ABOVE: NASA Astronaut **Jose Hernandez** talks with parents and children about life as the child of migrant workers to becoming one of the first Hispanics to go to space.

PROMESA Graduation



ABOVE: Students from the PROMESA program at Perez Elementary School. From left to right top row: Dr. David Kaufman, Principal of Perez Elementary School, Maria Lechuga, Erica Guajardo, Ruby Chacon, and Edgar Chacon. Next row Remedios Piñeda, Monica Lopez, Maria Linares, Yesenia Cervantes and Sonia Guerrero. At the front is the creator of the PROMESAS Program, Jill Ramirez.



ABOVE: Students from the PROMESA program swear publicly that they will make sure their children will do all they can to be successful throughout their school years.



Por los últimos siete semanas, 10 padres de estudiantes de la escuela **Perez** han estado asistiendo a una serie de clases que les ayudará preparar a sus hijos para cuando entran al pre K.

Las clases son parte de un currículo escrito por **Jill Ramirez** y patrocinado por el Departamento de Lenguaje Dual del distrito escolar de **Austin**. Los padres en estas fotos se graduaron del programa, llamado **PROMESAS**, el 28 de enero de 2011.

Las ceremonias de la graduación, que se llevaron a cabo en la cafetería de la **Perez** incluyeron una plática por **Sam Guzman**, miembro de la mesa directiva del distrito escolar de **Austin**. **Guzman** les dijo a los padres que no se dejaron de vigilar el progreso educativo de sus hijos para que ellos pudieran ver muchas más ceremonias de graduaciones.

Ramirez, que actuó como la vocera de ceremonias, llamó a cada graduado para que se pasara al micrófono a leer un poquito de libros que ellos mismos construyeron como parte de su proyecto de graduación. Al tomar el micrófono, cada padre tomó la oportunidad para presentar a sus hijos quienes fueron proyectadas de un foto en una pantalla grande. Los padres también anunciaron la audiencia en que año su hijo iba a graduar del la preparatoria.

La parte final de la graduación fue cuando la maestra **Ramirez** pidió a los graduados que se levantara su mano para prometer que ellos mismos iban a asegurar que sus hijos encontraron éxito durante sus años escolares.

For the last several weeks, 10 parents of students at **Perez Elementary School** in deep **Southeast Austin**, have been attending a unique series of classes designed to help them better prepare their children for Pre-K.

The classes are part of a curriculum written by **Jill Ramirez** and sponsored by the **Austin Independent School District Dual Language Program**. The parents in these photos graduated from the program, called **PROMESAS**, on January 28, 2011.

The graduation ceremonies, which were held in the cafeteria at **Perez Elementary** included a keynote talk by **Austin Independent School District Trustee, Sam Guzman**. **Guzman** urged the parents to stay the course and do all they could to make sure their children would be able to see many more graduations ceremonies.

Ramirez, who acted as the mistress of ceremonies, had each graduate come up and do a short reading from chapbooks they constructed as part of their capstone project. As each parent took the stage and prepared to read, they pointed out their children from photos that were projected overhead and told the audience the year in which each child would be graduating from high school.

A final part of the graduation ceremonies was when **Ms. Ramirez** had all of the graduates raise their hands and promise to see to it that their children would be successful throughout their years in school.



For more information about the PROMESA Program, contact **Jill Ramirez** at: (512) 484-1507

Ideas on How Austin ISD Can Save Money

by Alberto C. Gonzalez

While recent AISD budget discussions and heated community debates over facilities use have dominated recent headlines and airtime, common recommended solutions or alternatives are often based on a subtraction or deletion model.

While some may argue that there is not a revenue problem but a spending issue, such a perspective is not fully grounded in reality. Both perspectives can actually be true especially as additional requests and demands clearly exceed current and projected levels of revenue. The following recommendations are designed to add to the budget rather than to focus solely on what must be eliminated.

These recommendations are also intended to spark additional discussions and/or debate as we call upon city and district leaders to consider additional, possible solutions other than pitting neighborhoods and communities against each other and thus creating even more division and tension in our fair city. Are these ideas feasible? Are they even legal? How soon can we have responses and results? Let's, at least, find out.

Proposed sources of revenue for AISD:

1. Begin advertising on school busses. Other schools in **Texas** have such programs as does **Hutto ISD**. The contracts allow for school districts to have full control over what ads are placed on vehicles. Advertising campaigns could be expanded to

football stadiums and other athletic facilities whenever possible.

2. Ensure that all taxes due AISD have been paid in-full. And if they have not been fully paid and collected, why not.

3. Expand and further promote the "Attend School Campaign": To include coordinated efforts with all PTAs, CACs, all Chambers of Commerce, and parents, especially parents of high school students. Additional efforts to include donated radio and television time to involve all market demographics including Spanish language stations and all print media. An increase in student attendance of only 1%, according to AISD, results in a benefit to the district of approximately \$5.6 million.

4. Create a teacher reward/incentive program to improve daily teacher job attendance. For 2009-2010, according to AISD, the district paid out \$14 million to substitute teachers to cover teachers absences. The best performing campuses could be rewarded along with recognition for best individual efforts. Rewards could include dinner for two at local restaurants, a weekend stay courtesy of local hotels such as The Driskill or the new W Hotel, or downtown Hyatt. Past efforts by the District did

include financial bonuses at the conclusion of the year. Those programs must be reviewed and possibly resumed in order to save payments to substitutes. Improved attendance for teachers and students saves the district money and therefore, teaching positions.

5. With the help of the Mayor, City Council and City Manager, who have sought to weigh in on the budget and facilities discussions in AISD, all future contracts with the Austin City Limits Music Festival and with all the various South by Southwest festivals (film, music, technology) must include provisions which provide for a direct economic benefit to the school district. These major commercial enterprises receive abatements, discounts, and waivers at the expense of Austin tax-payer dollars (who also pay property tax dollars to AISD).

6. Future contract discussions for Formula 1 Racing on the part of County Commissioners must include a direct, guaranteed financial benefit to school districts in Travis County. August 5, 2010 Austin American Statesman estimated revenue of \$300 million to the central Texas area. According to the backers and supporters of Formula 1 Racing, education was listed as one of the beneficiaries of the major influx of dollars to the area. How is that slated to occur?

7. In an effort to preserve more teacher and staff positions, all contracts with external non-profit organizations must be thoroughly reviewed and evaluated in order to determine and eliminate possible duplication of efforts and programs. Does AISD have performance measures for external-based programs? What impact or significant differences do these programs have on student performance or progress? The question that also needs to be considered is whether some of these external designs are, in fact,

more successful and less costly than some district programs currently in place.

8. Can AISD offer a percentage buy-out to retiring teachers? As some teachers plan their impending retirement from the district, some may choose to take paid leave and not return to the classroom. The district is thus forced to pay substitutes to cover the remaining time of the retiring teacher. Any savings could be used to defray the cost for the subs.

9. This recommendation actually involves an investment of the part of AISD. An account should to be established (beginning with seed money of \$ 1 million) in order to assist more students to become involved in band or orchestra at the beginning at the middle school level or even earlier. Research supports that students who learn and study music perform better on tests, achieve higher grades, and benefit from the discipline and team work instilled as a result of working and performing with other students. In middle school and high school, attendance improves as the students now have a vested interest in the success and prestige of their particular school. Unlike other extracurricular activities in high school, being in marching band is not free or inexpensive. More students in music leads to greater student involvement, which leads to better attendance, which provides more dollars to the district, which creates more jobs. This solution provides a valuable investment in the future of our children and thus in the future of our community.

Submitted by:

Alberto C. Gonzalez
AISD Parent, Taxpayer, and Voter
Austincomm4edu@aol.com

"We earned one year of college in high school through Early College Start."

Anna R.,
UT-Arlington nursing student

David R.,
UT-Austin math graduate

i am acc

austincc.edu

AUSTIN COMMUNITY COLLEGE DISTRICT
Start Here. Get There.

Travis High School Stories

Why I Dropped Out

Desaray Garza

Some of you might know me, others of you may not. It doesn't really matter, what I am about to share with you is a story that is all too familiar to young Mexican Americans around the country. I dropped out of **Travis High School** here in **Austin** in 2009.

Before I decided to call it quits, I thought about what I was going to do. I knew I would be disappointing a lot of people. I knew there were people who were going to give me hell, but to tell you the truth, I didn't care.

There were no pressing issues in my life. I wasn't pregnant. I wasn't planning on running away with a boyfriend. I just didn't care about going to school. The way I dropped out was simple, I just stopped coming to school. The days went by and watched TV. I slept late. I stayed up late. My grandmother, whose house I was living in grew up in Taylor, Texas. Whenever she would see me sleeping in my room she would come in and ask why I wasn't going to school. She would say, "*Desaray, levantete!*" (Get up). I would mumble something and just roll over. Then she would say, "*If you are not going to go to school, you are going to clean this house! Huerca,*



vale más que te lavantes or I am going to call the school and tell them que aquí estas nomas planchando oreja"

School let out for the summer and I just chilled the entire time. When August came around and school started back up, my friends who I had been hanging with all summer left me as they got back into a school schedule.

Then one day there was a knock on the door. It was **Mr. Seijas** from **Travis High School**. My grandmother is the one who answered the door. I came to the door and he told me he was the dropout prevention specialist from school. He said that this was the fifth time he had come to my house. He said, "*Desaray, we want you to come back to school.*" When he said that, I thought to myself, nobody outside my family has ever said they wanted me to do something. Now here was this man asking me to come back to school.

He asked me why I had stopped attending school and I thought for a moment before answering him. I said I stopped going to school because I just didn't care. I will tell the rest of my story in the next issue of this newspaper.

The Light of My Life

by Nereyda Vazquez

I was born on October 11, 1992 and baptized as **Nereyda Vazquez**. I just turned 18 years old and I'm a proud parent of a 3 month baby boy. Some people may say that I'm too young to have a baby, and they are right. I haven't finished school, I didn't get to have a life of my own and go out. Sometimes I think to myself and ask what would I be doing right now if I didn't have my baby?



When the baby was born my mother was the one who was by my side all of the days and nights I was in the hospital. My father never came to see me. Yes, I feel sad knowing that I disappointed him. I ask God to please help me understand my daddy. I hope some day he will come to know and love his grandson. After the baby was born, my mom helped me and would take care of him while I was in school.

I was never a good student in school. Like many other students, I would skip classes. I had family problems at home and there were a lot of bad influences all around me. I was a junior in high school when I found out I was pregnant. When my dad found out, he was mad. I ended up running away from home because my dad didn't want me in the house anymore. When I left I could hear my mom screaming, "Don't leave! Please mi'ja, don't leave me!" But I wouldn't listen. I was mad. I was tired of being locked up in my room every day and all day. The night I decided to leave, I called my boyfriend to come and pick me up at a friend's house. On my way over to my friend's apartment, my phone kept ringing. I didn't want to answer it because the caller id said "mommy." I didn't want to hurt here by telling her I wasn't coming home. I didn't realize I hurt her the moment I walked out of the house.

Later on that week me and my boyfriend decided to live and stay together. I didn't know what I was going to do. I wasn't ready to be a mother. I wanted to go to school and graduate. I wanted to have a job and go out with friends. But now all that was over for me. As the months passed, I went to the doctor regularly and patched up my relationship with my mother. I got back into school and realized that fun and games were over. I had to get serious and apply myself to my studies. I went to school all day and began getting 80s and 90s in my classes. Sometimes I would even get 100s!

Then one day my mom and I had a big fight. I ended up calling the police and they took my mom to jail. It was my fault. I didn't think the police would actually take her away. I stopped going to school. I began to fall into a depression and thought about suicide. Things began to look very dark for me. As I looked at my baby and he looked back at me and smiled I realized I had to snap out of it. I had to find the strength to grow up and take responsibility. I was a parent now. I also realized that God doesn't give you challenges you can't handle.

The year 2010 is over and I still didn't have anyone to watch my baby. Then one of my friends said she was done with school and that she could help me with my baby. I was so relieved. I decided to give school one more chance. I went back and signed up for classes. I look back at the way I was when I was younger and I think of running back to my parents and telling them I am so sorry for all the pain that I have caused them. I have a son now and I know that I will pay for my wrongs. I just hope that I can be the best mother I can be and teach him right from wrong so he won't trip on the same rocks I tripped on. I never thought a baby would impact my life the way my son did.

Adults sometimes think that kids have nothing to worry about but that's not true. People judge us because we are teenage mothers and some of us are single. To me being a single mom is a challenge, but I know I can do it. My son is my strength and I am ready to move forward.

Quality Vision Eyewear

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Eyeglasses

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Marco, lentes y
transición
para visión
sencilla

\$99



Eye Exam

\$30.

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Mon - Fri 8:30am until 5:30pm
Saturday from 10am until 3:00pm

Su amigo el oftalmólogo
Valentino Luna,
con gusto lo atenderá

462-0001

Calendar of Events

February 9th, 2011 - Leading the Nation: A Texas Retrospective on Educational Reform, hosted by the **Texas Center for Education Policy** at the **University of Texas at Austin**. This is a statewide educational conference and legislative awards ceremony that honors the legacy of revered populist giants, **Oscar** and **Anne Mauzy**. As we all know, Texas has led the nation in education reform and this conference provides an opportunity to reflect on accomplishments as a state, together with emergent, trends, challenges and directions. There will be a nominal conference fee of \$30. The event will be held at **Austin Hilton Downtown**. Seating is limited so call or e-mail **Angela Valenzuela**, Director, at (512) 471-7055 or tcep@austin.utexas.edu now to reserve a seat.

February 9th, 2011 - Power Networking Breakfast hosted by the **Greater Austin Hispanic Chamber of Commerce**. This event will take place at **La Palapa Restaurant** located at 6640 East Highway 290 in **Austin, Texas 78752**. The Power Networking Breakfast consists of fast paced eight minute networking rounds where you will meet business professionals from various industries. Program moderator **Flynn Nogueira** will provide helpful tips and facilitate each round of networking so that you can make the best business contacts possible. For more information call: (512) 476-7502 The event is sponsored by

February 12th, 2011 - Social Justice Saturday School at UT Austin from 11:00am to 2:00 pm For more information contact **Alfredo Santos c/s** at (512) 944-4123

February 15th, 2011 - Center for Mexican American Studies Research Fellow Plática: Nicole Guidotti Hernandez in the Quadrangle Room (UNB 3.304) in the Texas Union at the **University of Texas at Austin** 5:30pm to 7:30pm Title of the talk: "Saved by the Peineta or Not: Petra Santa Cruz de Stevens and the Politics of Gender, Sexuality and Race."

February 16th, 2011 - Austin 21st Century Forum at **El Sol y La Luna** 600 East 6th Street in **Austin, Texas**. This event is organized by the **Greater Austin Hispanic Chamber of Commerce**. The **GAHCC** is partnering with **Austin Energy** to host this monthly breakfast forum that will feature speakers and a session for open discussion. The topics of these sessions will cover the benefits, economic impact and opportunities for sustainable business practices.

February 17, 2011 - Abriendo Brecha is an annual conference held at the **University of Texas at Austin** dedicated to activist scholarship - that is, research and creative intellectual work in alignment with communities, organizations, movements and networks promoting social and economic justice. Some themes for this year's conference include struggles over land, resource distribution, gentrification, prisons, cross-racial alliance and immigrant rights. Location: Texas Union Contact: **Tiffany-Kay Chizuko Sangwand** 512-495-4579 Sponsor: **Division of Diversity and Community Engagement** Admission: Free

February 18th, 2010 - Book signing and lecture by **Dr. Emilio Zamora**, professor at **The University of Texas at Austin**. Location: **Austin Community College Riverside Campus, Building "G"**. Event is sponsored by the Latino/Latin American Studies Center at ACC and the Tejano Genealogy Society of Austin. Event starts at 7:00pm For more information please call: **Dan Arellano** at (512) 826-7569

February 19th, 2011 - Social Justice Saturday School at UT Austin from 11:00am to 2:00pm. For more information contact **Alfredo Santos c/s** at (512) 944-4123

February 23rd, 2011 - V-DAy Austin Español - Los Monólogos de la Vagina de Eve Ensler a beneficio de Latinitas en el **Emma S. Barrientos Mexican American Cultural Arts Center**. Las puertas abren a las 7:00pm La obra empieza a las 8:00pm Admisión: \$15 Para más información llame a: **Verónica Hernández** (512) 992-6996

February 26th, 2011 - Social Justice Saturday School at UT Austin from 11:00am to 2:00pm. For more information contact **Alfredo Santos c/s** at (512) 944-4123

March 2nd, 2011 - Deadline for submission of artwork for Tejano Conjunto Festival Poster Contest. Also, please spread the word on the TCF Poster Contest to your visual artist and graphic designer friends. Gracias. en conjunto carnalismo, juan

March 3rd, 2011 - Austin Interfaith Southeast Neighborhood Community Meeting 6:30pm to 8:00pm at Wiedan Elementary School. For more contact **Ofelia Zapata** at (512) 669-0809

Word Power

En 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 de Austin**.

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 de Austin** una lista de palabras en español con sus equivalentes en inglés.

Pues aquí estamos otra vez	Well, here we are again
preocupados por lo que va	worried about what may
pasar con las escuelas	happen to the schools
Los políticos van a tener que	The politicians are going to
hacer una decisión sobre los	have to make a decision about
fondos que van a	the funds they are going
repartir a las escuelas	distribute to the schools
¿ A quien van a escuchar?	Who are they going to listen to?
Se me hace a mi que van a	I think they are going to
escuchar a los salieron a votar	listen to those who voted
Ellos saben muy bien quien	They know very well who
salio a votar	came out to vote

DareCo Realtors

Thinking of buying a house, then think of me. I have been in the real estate business for more than 20 years. I can help you realize your dream of owning your own home.



Dan Arellano

(512) 826-7569

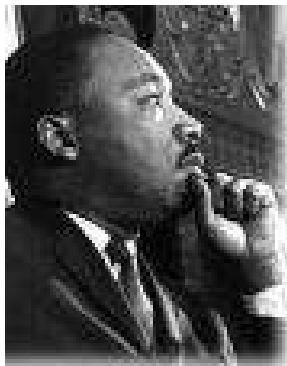
darellano@austin.rr.com





Dorothy Day

The 2011 Social Justice Saturday School in Austin, Texas



Rev. Martin Luther King, Jr.

Before **Rosa Parks** refused to move to the back of the bus in December of 1955, she spent time at the **Highlander Folk School** in **Mount Eagle, Tennessee** learning about the history of social protest. Before **Cesar Chavez** began organizing farm workers in **California** and undertaking the table grape boycott in the 1960s, he spent time at **Saul Alinsky's Industrial Areas Foundation** in **Chicago** learning how poor people can build power in their communities. Even **Dorothy Day**, the founder of the **Catholic Worker Movement**, went back to "school" to learn about the gospel of social change.

In January of 2011, the **Center for Mexican American Studies at The University of Texas at Austin**, **Austin Voices for Education and Youth**, **Austin Community College's Center for Public Policy and Political Studies**, and the **Mexican American Center for Community and Economic Development** have joined together to sponsor the fifth annual **Social Justice Saturday School**. This 7 week program at **The University of Texas at Austin** will provide high school students with opportunities to learn about the social change process and how to organize and improve their schools and neighborhoods.



Cesar Chavez



Saul Alinsky



Students pay close attention to each guest speaker during the sessions at Lanier High School

Students who attend the **Social Justice Saturday School** will take short courses in:

1. Social Movements in History
2. Economics & the Origins of Poverty,
3. Agenda Setting in the Community
4. The "ins and outs" of Texas prisons and jails
5. The Use of Public Narratives: The Story of You, Us and Now
6. Understanding the Education Pipeline
7. Superman was an Illegal Alien: Immigrations and the story of America

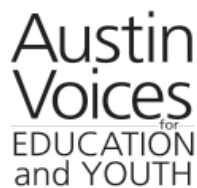
Students will also have numerous opportunities to hear guest speakers, watch documentary films, and participate in class discussions, debates and skits.

Alfredo Rodriguez Santos c/s will be directing the Social Justice Saturday School and believes that those students who participate in this project will come away with a unique understanding of how they too can become creative community activists.

**January 22nd, 2011 to
March 5th, 2011 at
The University of Texas at Austin**

TO APPLY to the 2011 Social Justice Saturday School please fill out an application (www.mexicanamericancenter.com) and send it to maced1234@sbcglobal.net or mail it to:

If you have any questions about the Social Justice Saturday School please call:
(512) 944-4123 or (512) 450-1880



Sponsors





Latinitas Benefits from V-Day Austin Español's 5th Anniversary Performance



V-Day es un movimiento para eliminar la violencia contra mujeres y jovencitas/niñas el cual crea consciencia y recauda fondos a través de producciones benéficas de la tan premiada obra Los Monólogos de Vagina de la Dramaturga/Fudadora Eve Ensler. En el 2008 marco el décimo aniversario de V-Day y a causa de esto V-Day ha introducido dos eventos nuevos. Un Recuerdo, Un Monólogo, Un Deliro y Una Oración: Escrituras de Violencia Contra Mujeres y Jovencitas, y el documental de V-Day Hasta Que La Violencia Termine. En el 2010, más de 5,400 eventos de V-Day se llevaron a cabo en los Estados Unidos y alrededor del mundo. En once años el movimiento V-Day ha recaudado más de \$76 millones y educado a millones acerca de el problema de la violencia en contra de mujeres y los esfuerzos para eliminarla., creó campañas de Auncios de Servicio Público a través de los medios de información para brindar educación internacional lanzó el programa Karama en el Medio Oriente, abrió refugios clausurados, y patrocinó más de 5000 programas comunitarios de anti-violencia y albergues en Kenya, Dakota del Sur, Egipto e Irak. La 'V' en V-Day significa Victoria, Valentín y Vagina.

According to the **Women's Self Defense Institute** among 13 to 18 year old teens who have been in a relationship, 15 percent said they've had a partner hit, slap or push them. Four percent of teens agreed that it is okay for someone to hit their partner if they really did something wrong or embarrassing. More Hispanic teens (13%) reported that hitting a partner was permissible.

Focusing on domestic violence prevention, **V-Day Austin - Español** will partner on its 5th anniversary with **Latinitas**, (www.latinitasmagazine.org) the first digital magazine made for and by young Latinas with outreach that empowers young Latinas using media and technology.

Performances will take place on Wed., Feb 23 through Friday, Feb 25th at the **Emma Barrientos Mexican American Cultural Center** (600 River St.) Tickets cost \$15 and doors open at 7pm with a musical performance.

V-Day Español is the Spanish language version of **Eve Ensler's** award winning play, "The Vagina Monologues". In eleven years, the V-Day movement has raised over \$75 million and reached over 300 million people. In 2010, over 5,400 V-Day benefit events took place, produced by volunteer activists in 130 countries around the world, educating people about the reality of violence against women and girls both locally and globally. Sometimes poignant, often hilarious, V-Day Austin Español will be one of thousands of events around the world channeling creative energy into making a difference as part of the V-Day Campaign.

"The girls enrolled in our after school programs and camps will not only benefit from proceeds of the event, but will create their own digital media campaigns this semester focused on teen violence prevention," said **Laura Donnelly Gonzalez**, Latinitas Founder.

She added, *"We learned during multi-media lessons such as Advice Column writing, the majority of Latinitas club participants had experienced or witnessed domestic violence at home and some in their own romantic relationships such as a boyfriend dictating what they wear or obsessively wanting to know where they are. Our girls need V-Day awareness as much as adults do."*

To order tickets online go to: <http://www.brownpapertickets.com/event/154973> or call **Verónica Hernández**, 512.992.6996. To schedule an interview with Latinitas staff or students or V-Day performers, call 512.447.4440 x137.

