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People in the News



Anna Maria Chávez Selected Chief Executive Officer of Girl Scouts USA

Girl Scouts of the USA (GSUSA) announced that **Anna Maria Chávez** has been appointed to the top post at the iconic organization. **Chávez's** appointment as the 19th chief executive of **Girl Scouts**, among the largest and most widely recognized nonprofits in the country, comes as the organization readies to launch a national celebration as part of its 100th anniversary designed to honor its legacy and create urgency around girls' issues.

"Girl Scouts is the premier leadership organization for girls with a trailblazing legacy that stretches nearly 100 years," said **Chávez**, who currently serves as chief executive officer of **Girl Scouts of Southwest Texas**. *"The country has never needed Girl Scouts more than it does today. What girls are accomplishing in Girl Scouting is inspiring. I have seen it firsthand in Texas, and I intend to tell that story far and wide."*

Chávez grew up in a Mexican-American family in the small town of **Eloy, Arizona**, and later in Phoenix. She holds a law degree from the **University of Arizona College of Law** and a bachelor's degree in American history from **Yale University**. Bar admissions include the U.S. District Court for the District of Arizona, **Arizona Supreme Court**, and U.S. Supreme Court. Her husband **Robert** is a financial industry executive and they have a son, **Michael**.



Sandra Tenorio Elected Chair of Tejano Democrats

Longtime political activists, **Sandra Tenorio** of **Buda, Texas** was elected Chair of the state-wide **Tejano Democrats** organization. She is the first female to hold that position in the organization's history.

Tenorio, who has also served as mayor of **Kyle**, has been a **Tejano Democrat** member since the organization's founding in 1993, and has served as chair and vice chair of the group's **Austin** chapter. She follows former **State Sen. Gonzalo Barrientos** as chair of the statewide organization.



Rodriguez Named Managing Director of Mexic-Arte Museum

Frank M. Rodriguez, who has served as **Mexic-Arte's Director of Finance** has been promoted to the newly created position of Managing Director.

As part of the executive team, **Rodriguez** said, *"I look forward to working with the staff and the board to tackle the challenges that lie ahead. I have no doubt in my mind that we have the ability and resources to reach all the organizational goals that we have set for ourselves."*

Prior to his association with **Mexic-Arte**, **Rodriguez** worked for the **City of Austin** as the City's budget director. **Frank** started his public service career after completing the **Urban Studies Graduate Program** at **Trinity University**. He currently serves on the board of **Central Health**.



Debbie Russell Appointed to Del Valle ISD Board

Members of the **Del Valle Independent School Board of Trustees** appointed **Debbie Russell**, a local volunteer for the **American Civil Liberties Union of Texas** to fill a seat vacated by **Claudia Yanez**, who resigned recently citing personal reasons.

For the last couple of years, the **Del Valle School District** has been constantly questioned about its practices and policies by community activists. When **Richard Franklin** was elected to the board, the questioning increased and some school board members became very nervous.

Recently, the superintendent tendered his resignation as did the

assistant superintendent. Now with **Russell** on the board, other long time school board members have indicated that they will not seek re-election.

Russell, 42, will serve out the rest of **Yanez's** term which ends in May, 2012. **Richard Franklin** said he was happy with the change. *"This is a signal that there are bigger and brighter things ahead, that we can make some needed changes, and I think those will be welcomed by the members that remain."*



Celeste Villarreal Elected to Post with Hispanic National Bar Association

Celeste Villarreal, an **Austin** attorney, was elected Vice-President of External Affairs for the **Hispanic National Bar Association (HNBA)** at their Annual Convention in **Dallas, Texas**. The **HNBA** is a national membership organization whose mission is to represent the interests of the more than 100,000 Hispanic attorneys in the United States.

Villarreal, who spent almost 25 years working in the media, graduated from **The University of Texas at Austin** in 1982 and earned her law degree from **Texas Tech University** in **Lubbock, Texas** in 2005. In addition to her private practice she is also a part-time Municipal Judge for the city of **Austin**.



Vale Appointed to Charter Revision Committee

Kathleen Vale was recently appointed to the **City of Austin's 2012 Charter Revision Committee** by **Austin City Councilmember Mike Martinez**. **Vale**, who is originally from **San Antonio, Texas** is a graduate of **The University of Texas at Austin** and works in the **Chief Engineers Office, Air Quality Division** at the **Texas Commission on Environmental Quality**.



Garza Appointed to Charter Revision Committee

Joining **Kathleen Vale** on the **City of Austin's 2012 Charter Revision Committee** will be **Delia Garza**. Born and raised in **San Antonio, TX**. She is the daughter of a migrant farm worker, who later became a District Chief in the **San Antonio Fire Department**. **Garza** followed in her father's footsteps and served as an **Austin Firefighter/EMT-B** for 6 years right after graduating from **Texas A&M** in 1999. She then went to law school at **Gonzaga University** and graduated in 2010. She currently works for the **Attorney General's Office, Child Support Division**.

PRODUCTION

Editor & Publisher
Alfredo Santos c/s

Managing Editors
Yleana Santos
Kaitlyn Theiss

Graphics
Juan Gallo

Distribution
Tom Herrera

Contributing Writers
Desaray Garza
Monica Peña
Franco Martinez

PUBLISHER'S STATEMENT

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Como lo veo yo

Well, the President gave a speech the other day. Some people stood up and clapped and others just sat there in silence. With a Presidential election coming up next year, the first question about the President's speech is a serious one: Is it too late?

Has the number of unemployed people and those who have given up looking for a job (which are not counted in the unemployment data) gone on too long to do any good for anything the President proposes?

We shall see. It is clear that there are those who oppose President Obama and anything he tries or suggests. Some of them cannot stand the fact that a Black man sleeps in the White house. Some accuse him of being too close to big business. In short, people were all different perspectives have issues with the President.

But one of the most important things he did say in his speech is that as Americans, we have to put country before ideology. We have understood that if we do not hang together as a country, we will indeed hang by ourselves.

Editorial



Alfredo R. Santos c/s
Editor & Publisher

UNIVISION RADIO AUSTIN'S ANNUAL "FIESTAS PATRIAS" FAMILY FESTIVAL RETURNS WITH FREE ENHANCED HEALTH FAIR

WHAT: Univision Radio Austin will honor *Dia del Grito* and Mexican's Independence Day with the free annual "Fiestas Patrias" family festival presented by South Texas Ford Dealers. As part of the celebration, Fiestas Patrias will include carnival rides, Roy Lozano's Ballet Folklorico, Los Musilocos and a Texas Parks & Wildlife activity zone, which will have a rock climbing wall. Moreover the Texas Parks & Wildlife will provide local and state park information available in both English and Spanish.

In addition to family activities, attendees will have access to "La Feria de la Salud- Salud es Vida" (Health Festival) which in collaboration with El Buen Samaritano's Viva la Salud initiative will provide free health screenings such as BMI, glucose, blood pressure, cholesterol and much more.

WHO: Music from well-renowned artists such as La Dinastia de Tuzantla Michaacan, K-Paz de la Sierra, La Leyenda, Alex Rivera, and many more.

WHEN: Sunday, September 18, 2011- from 11 a.m. to 6 p.m.

WHERE: Travis County Exposition Center. 7311 Decker Lane, Austin, TX 78724

ADDITIONAL INFORMATION:

Univision Radio Austin's La Que Buena 104.3 FM and La Jefa 107.7 FM invite families from throughout the state of Texas to experience culture, entertainment and pride while taking part in the largest "Fiestas Patrias" celebration in Austin. Entrance into the "Fiestas Patrias" family festival is free to all participants.

For additional information, please visit www.lajefa1077.com or www.laquebuena1043.com.



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It is with great excitement and enthusiasm that I finally get to make an announcement that has been in the works for over 2 decades. The Camarillo Group is open for business!

For over 20 years I've worked on numerous campaigns, amassing and perfecting my extensive experience in political consulting. In fact, I've worked for and alongside many of you during this time. Along the way, I've made wonderful friends and many important contacts and connections that will continue to be strategic allies as I serve my clients.

The Camarillo Group will provide grassroots fundraising, event production & planning, campaign strategy, political consulting and community outreach. Now, as the political season unfolds, I am ready to roll up my sleeves and get to work. Call me or Email me. I am looking for client referrals and hope to have the chance to visit with you soon.

Phone: (512) 784-5810 Email: sylvia@thecamarillogroup.com
P.O. Box 9632 Austin, Texas 78766

Letters to the Editor

On Lloyd Doggett

Dear Mr. Santos:

I have read editorial of the August 2011 La Voz regarding the Lloyd Doggett and Joaquin Castro 2012 primary election for the new 35th Congressional district which covers a good part of the East and Southeastern Travis County as well as a large part of San Antonio and areas in between these metropolitan cities.

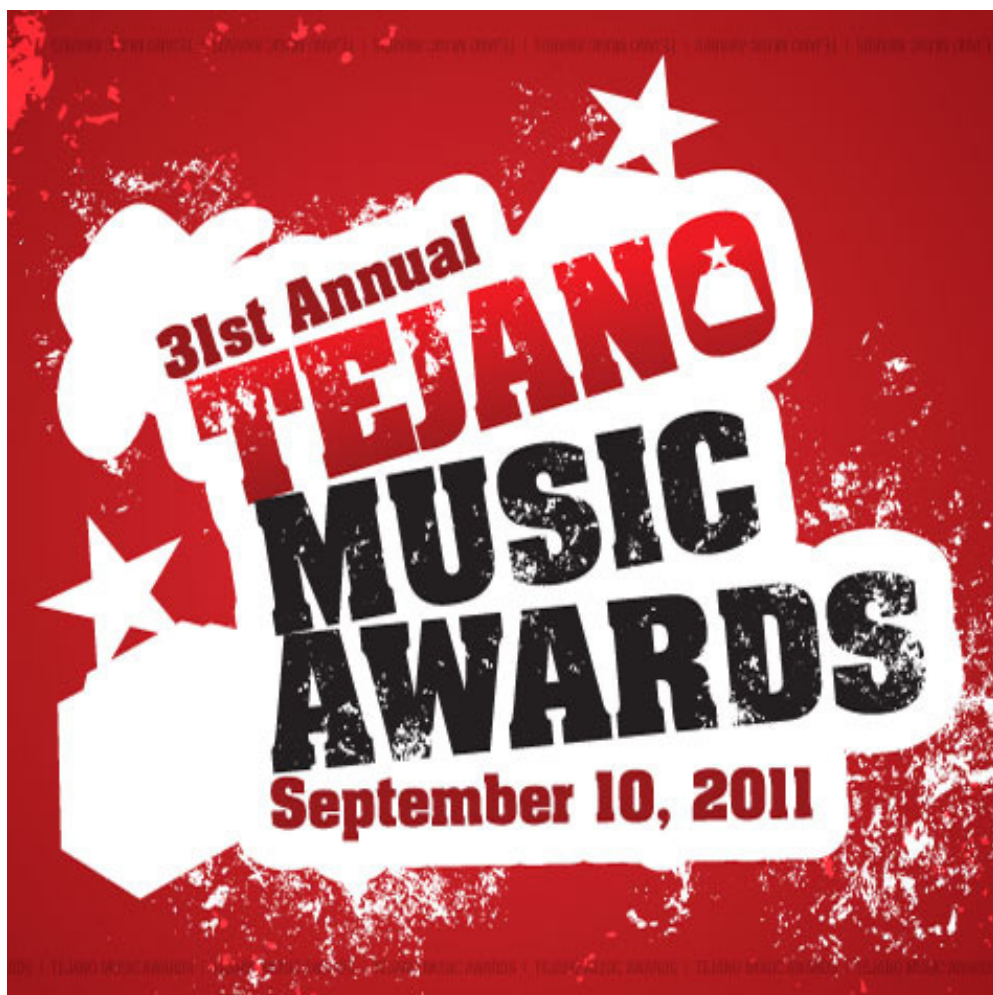
The issue here is the redistricting map drawn up by the Republican majority in the Texas Legislature. I think that a person could logically argue that the intent was to cause a major problem for Lloyd Doggett when he ran for re-election. He could neither run in a district that elects conservative Republicans where his chances of winning would be next to none or to run in a new district which traditionally elects candidates with his philosophy and voting record.

Also, it appears that the Republican majority hoped that such a map would cause problems among the Democrats because of region and ethnicity. The areas are somewhat alike in that both have working class voters whose needs favor a progressive candidate. So instead of having two different regions being able to elect two U.S. Representatives whose needs are about the same, the new districts will allow only one area where two like minded candidates would have to run against each other for just one District which is District 35.

The part of your editorial that I question is where you think it would be logical for Congressman Lloyd Doggett to run in an area "the republicans have cut and carved up just like they did in 2003." Also keep in mind that after he won the primary in 2004, Doggett then had to face the Republican Rebecca Armendariz-Klien in the general election. Doggett had a winning percentage of 67.60% that November.

So Lloyd Doggett is a proven hard working public servant who will hang in there when he knows he is right and should continue to be our congressman. His leadership in the Budget and Ways and Means Committee makes him better able to serve hard working citizens. All families should be able to educate their families and all families who are willing to struggle should be able to thrive and have a place in our community.

Tom G. Herrera



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Proyecto Defensa Laboral

E-mail: info@workersdefense.org

Phone: (512) 391-2305

Fax: (512) 391-2306

Mailing Address:

Workers Defense Project
5604 Manor RD
Austin, TX 78723

THE PLIGHT OF THE MISEDUCATED: IN SEARCH OF AN IDENTITY

By Richard G. Santos
richardgsantos@yahoo.com

I used to tell my students and now tell audiences when the occasion arises, that U. S. history is written and taught in black and white images from the East Coast and east of the **Mississippi**. This automatically means that the anti-Spanish, **anti-Mediterranean Black Legend** is subtly taught to students who do not know they are being brain washed.

Without them knowing, they are mis-educated to believe that everything Spanish, Mediterranean and Roman Catholic is inferior to the **White Anglo Saxon Protestant** (WASP) culture. The history text books reflect this approach as all Spaniards are depicted as blood thirsty, gold hungry, murdering Catholics who killed and/or enslaved the Native American cultures.

The textbooks and WASP perspective on history, never teach or discuss Spanish legislation such as **Las Nuevas Leyes** of the 1540's or the more important **Recopilacion de Leyes de Indias** of the mid 1600's, that recognized the civil rights of the Native Americans as citizens of the **Spanish Empire**.

Other than listing and illustrating the textbooks with photographs of the Franciscan missions, the textbooks never discuss the evangelization program of the Spanish Catholic Church and the Religious Orders (ie. **Franciscans, Dominicans, Jesuits** et. al.) who through bilingual education assimilated many Native American cultures to Spanish North American society.

Simply put, at one point a Spanish speaking Native American was baptized a Catholic, given a Spanish name, and socially transferred from being considered a government protected neophyte to a Spanish citizen. Once assimilated, the Spanish speaking, Roman Catholic Native American had all civil and religious rights within Spanish society.

The socio-political-economic limitations experienced by the assimilated Native Americans were ruled by the Spanish caste system. Both Spanish Church and State identified 28 social castas with the Spanish-born citizen at top of the social structure. They

were called **Gachupin**. Spanish citizens born on the Iberian peninsula (ie. Spain, Portugal, Viscaya, Navarre, Provance, Galicia) were called "peninsular". These first two groups represented the ruling class of the Spanish Empire. They were the viceroys, generals, admirals, archbishops, bishops and religious missionaries who tried their best to enforce Spanish law and policy.

They were the second class citizens of the Spanish Empire

A person born in the New World of European stock without Native American, Asian or Black ancestry were called **espanoles** or **criollos**. They were the second class citizens of the Spanish Empire. As such they were the military officers from colonel down to alferes (lieutenants), vicars, monsignors, parish priests, local merchants, cattle barons, hacendados (large property owners) and encomenderos who were vast property owners charged with the protection, maintenance and religious instruction of the Native Americans on their estates.

The founding families of townships and communities of **Nuevo Leon, Coahuila, Tamaulipas** and **South Texas** were **espanoles** and **criollos** of **Spanish-Portuguese-Italian Sephardic Jewish, Basque**, as well as devout "Old Christians" and converso "New Christians" ancestry. The only exception were the 15 families (59 people) from the **Canary Islands** who founded the **Villa San Fernando de Bexar** (now San Antonio) in 1731. However, they themselves were of Sephardic, Old Christian and New Christian background.

The children of a union of a European and Native American were the third class citizens.

The children of a union of a European and Native American were the third class citizens. Originally (1500's to mid 1600s) if the father was of European stock and the mother Native American, the children were called "**castizos**". If the father was Native American and the mother of European ancestry, then the children were called "**mestizo**".

By the late 1600's the term and social designation of **castizo** was dropped and all children of such unions are commonly referred to as **mestizos**. This was probably brought about by the marriages of **castizos** and **mestizos** which did not produce an alternate social identification tag. This social

casta represented the majordomos, clerks, domestics, ranch hands, cattle hands, farmers, masons, and local militia members.

The fourth class casta

were the Native Americans divided into two groups. First and foremost were the Spanish-speaking, Roman Catholic, "mission Indians" and their land-owning descendants. They represented the manual intensive labor force of the Spanish American colonies.

The totally assimilated Native Americans (such as the Tlaxcaltecs) were usually referred to as "gente de razon" as they were frequently employed as colonists in new areas to serve as an example to the local Native Americans of the benefits of becoming a Spanish-speaking, Roman Catholic, land-owning person who dressed and lived like their mestizo and criollo neighbors. The 200

Tlaxcaltecs who founded **San Esteban de Tlaxcala** opposite the river from **Saltillo, Coahuila** in 1598 are a good example. Some of their descendants were among the settlers of the third founding of **Monclova, Coahuila** in the 1680s and the original Villa de Bexar in 1716 - 1718 (now San Antonio, Texas).

Not all Native Americans went through the missions. On October 12, 1837, **Jose Francisco Ruiz** presented a Resolution to the **Senate of the Republic of Texas** stating "the people called **Lipan** (Apache), **Karankawa** (Texas Gulf Coast) and **Tonkowa** (south central Texas from **Waco** to **Atascosa, Wilson, Medina** and **Frio counties**) your committee considers part of the Mexican Nation and are no longer to be distinguished from that Nation. They occupy the western part of Texas".

In 1837, "**West Texas**" began at the **Colorado River** and extended to the **Rio Grande**. Hence, the Native Americans family clans of diverse tribes and nations not killed by the recently arrived settlers from the United States, were socially and legally declared "Mexican" but not Mexican citizens. Many eventually moved into the communities of **South Texas** where in time they became part of the **Tejano** and **Mexican American** population.

It is unfortunate that the standard **U. S.** and **Texas** history textbooks do not include any of this historical information and insights as it is very important to understanding the cultural diversity of the **Tejano** and **Mexican American** population of **South Texas**. Not knowing any of this and brainwashed with the **WASP Black Legend** version of **U. S.** and **Texas** history, many reach out for a false identity they consider more positive than their cultural identity, or succumb to an inferiority complex due to not knowing their respective family background.

This article was first published in the Zavala County Sentinel31 August - 1 September 2011



This month’s La Voz interview is with Ty Davidson, Principal of Travis High School in Ausitn, Texas.

La Voz: Now that you have completed your first year as principal of **Travis High School**, what would you say was the most challenging aspect?

Davidson: I have to say that supporting the students, families and staff was the easiest part. **William B. Travis** is school community rich in tradition, with parents, guardians and alumni that are highly supportive.

When it comes to instruction on both academic and social/emotional issues, our staff is second to none. We care deeply about the lives of our students inside and outside of the classroom. We had a successful year as an Academically Acceptable campus, without the use of the **Texas Projection Measure (TPM)**, but we did have our challenges.

Number one on my list would be our “300 Strong” campaign. The **Class of 2011** accepted a

challenge I presented them, which was to have 300 seniors graduate. I am happy to say that over the course of the school year and summer, they met the challenge.

La Voz: What would you say are the three things you are going to focus on this academic year?

Davidson: We are going to focus on solidifying our campus culture of a commitment to no excuses, rigorous instruction and the amount of time students spend on academics.

La Voz: Toward the end of the last academic year, **Travis High School** and **Eastside Memorial** were notified about some new programs that would be implemented during the 2011-2012 academic year. Share with us what this is going to involve.

Davidson: The staff, students and community of **Travis High School** believe in the expertise and dedication within our four

An Interview with Principal of Travis



William B. Travis High School 1211 Oltorf Austin, Texas 78704

walls. With that being said, we also communicate our needs as a campus. When we feel that we need to modify current strategies, we look for research based practices.

include strategic tutoring in the mix for our incoming 9th graders. The program will provide tutors for students in Math.

La Voz: In reviewing this past

year’s academic performance, how did **Travis High School** do?

Davidson: We were an Academically Acceptable campus. When you look at

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In recent years, we have implemented site based professional development, campus wide English Language Learner instructional strategies and data digs. At the end of the last academic year, we decided to

*“The staff, students and community of **Travis High School** believe in the expertise and dedication within our four walls.”*

*“I enrolled and graduated with a 4.0 from **Texas State University** with a masters degree in educational administration.”*

Ty J. Davidson High School

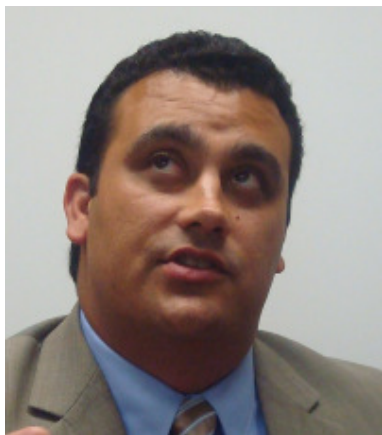
individual data, we increased in every cell in every grade for Math, Science surpassed the 70% threshold and Social Studies were an exemplary department.

Without the use of the **Texas Projection Measure (TPM)**, we feel we had a great year, but we are committed to do better this year.

La Voz: Given the budget challenges that have been going on around the state, what sort of changes took place at **Travis High School** in terms of staffing?

Davidson: Like most schools across the area, we had a decrease in our staffing, but the staff is committed to continuing our success and preparing our students for college, career and life.

La Voz: Is **Travis High School** participating in any unique or special grant programs this year? If so can you describe them?



"It was blue, but now it is red and grey!"

Davidson: **Travis High School** is the recipient of several grants. The majority of them are based on our Title I status. All grants have parameters we must follow.

La Voz: Let's change up the direction of this interview and share with our readers a bit about your background.

Davidson: I was born and raised in **Brownsville, TX**. Upon completion of high school, I moved to **Austin** to attend **The University of Texas** where I earned an Honors degree in Sociology.

Here I learned not only that I enjoyed working with kids, but that the time helping them was a rewarding experience.

In need of spending money, I took a job as an after school daycare supervisor. Here I learned not only that I enjoyed working with kids, but that the time helping them was a rewarding experience. I entered a certification program and after a few years of teaching in **Brownsville, Round Rock** and **Austin**, I was approached about entering graduate school for educational administration.

I enrolled and graduated with a 4.0 from **Texas State University** with a masters degree in educational administration. I became an assistant principal, Academic Director and then the district's inaugural Principal

Intern. When the opportunity came to lead **William B. Travis High School**, I jumped at the chance. I knew I'd be part of a supportive community with students that are second to none.

La Voz: When you think back to your educational experiences, did you have any mentors that stand out in your mind? If so, who were they and what did they do?

Davidson: Although he was never my school teacher, my father was my greatest mentor. Although he was an attorney by trade, my father used his experiences as a teacher, coach, professional baseball player, veteran, and demolition derby driver to guide me throughout my upbringing.

There isn't a day that goes by that I don't use the knowledge he bestowed on me. Much of his advice was short and sweet and he didn't have to say much to get my attention, but those words live on as I raise my own two boys and work to improve the success of the students I encounter on a daily basis.

In addition, I learned humility from my mom Leonor, an open-mind from my sister Lori and patience from my wife Monica.

In addition, I learned humility from my mom **Leonor**, an open-mind from my sister **Lori** and patience from my **wife** Monica.

If I think back to all the educators who helped mentor me, I'd be remiss to not mention **Ms. Flores, Ms. Cohorst, Ms. Manatou, Ms. Ayala** and **Mr. Coyle**. As an educator, **Ms. Garcia, Ms. Valdez, Mr. Grady, Mr. Sormani, Dr. Estarda-Thomas, Ms. Kopp, Mr. Shapiro, Mr. Riddick** and **Mr. Oropez**. And of course, I'd be nowhere without my current leadership team at **Travis**.

La Voz: Let's change up the questions and ask you the following:

Favorite color: It was blue, but now it is red and grey!

Favorite food: Tacos (taquitos) al carbon, with some cebolla, cilantro, aquacate and queso fresco.

Favorite music: Rock n' Roll

Last book read: Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful



Indian Tribe in American History by S. C. Gwynne

Proudest accomplishment to date: The birth of my two boys, Gage and Cade Davidson.

La Voz: Tell our readers something about you that we would have never guessed.

Davidson – I walked on as a football player at the **University of Texas at Austin** or that I love to fish, but don't eat seafood.

La Voz: Is there anything we missed that you would like to share with our readers?

Davidson – A quote: "There are 86,400 seconds in a day. It's up to you to decide what to do with them." — Jim Valvano

La Voz: Thank you for taking the time to share your thoughts with our readers.

Davidson: Thank you.

Ty J. Davidson
Principal
W.B. Travis High School



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Alfredo R. Santos c/s

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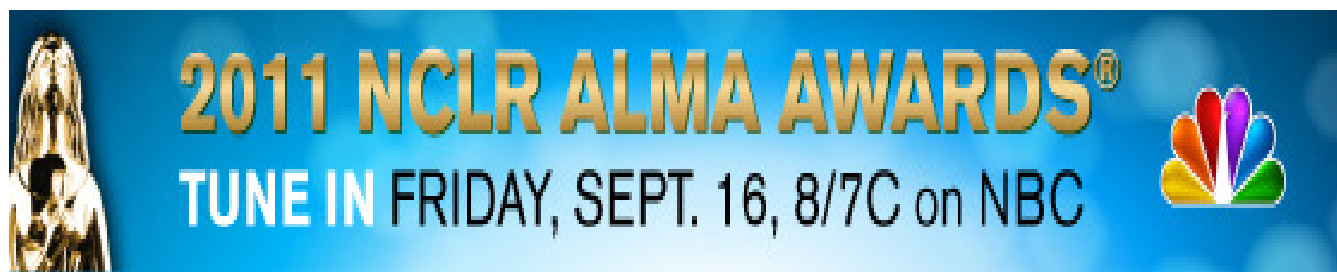
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In the Community



ABOVE: State Representative Eddie Rodriguez with Efrain De La Fuente who is running for a District Judge position in Travis County.



ABOVE: Rep. Joaquin Castro, Terrysa Guerra, Luis Rodriguez, and Daniel Estrada at the HABLA mixer on August 30th at Takoba's on 7th Street in Austin, Texas.



★★★★★ **PSYCHIC** ★★★★★

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\$10 LOVE READING SPECIAL!

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African American Youth Resource Center

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The African American Youth Resource Center (AAYRC) is a response to the broad critical needs often unmet among youth and families of color in this community. AAMB Harvest Foundation and key community stakeholders have come together to build and deliver a high quality community-based system of support to minimize the local disparity of this demographic.

Resources and Programs for the Whole Family

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AUSTIN VOICES FOR EDUCATION AND YOUTH - School and Community-based Services

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CHANGING EXPECTATIONS CORP - STEM Academic Support

CHRONIC DISEASE EDUCATION - CITY

CITY OF AUSTIN HEALTH AND HUMAN SERVICES DEPARTMENT

GIRLS INC.-AUSTIN - Female-directed Services

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MOBILE VAN HEALTH SCREENINGS -CITY -

PARACLETE COUNSELING SERVICES.—Spiritual Wellness

PROFESSIONAL COUNSELING SERVICES— A-Z Counseling Services

SANDE PROJECT -CITY—Health Wellness

SICKLE CELL EDUCATION -CITY—Health Wellness

STD EDUCATION - CITY—Health Wellness

TOBACCO PREVENTION -CITY—Health Wellness

UT- DEPARTMENT OF DIVERSITY AND COMMUNITY ENGAGEMENT

YOUTH EXCELLENCE & SPORTS - Health Wellness

WIC - Mom-2-Mom - CITY—Women and Girls Services

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En la comunidad



ABOVE: Latinos for Lloyd at El Sol y La Luna on Monday August 29, 2011.



LEFT: Diana Maldonado with John Trasviña at the National Hispanic Professional Organization breakfast at Casa Chapala on Wednesday August 31, 2011. Trasviña is an Assistant Secretary for Fair Housing in the Obama Administration.

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by
Alfredo Rodriguez Santos c/s

Here in **Austin, Texas** y otros pueblos en el estado, some students go to school to learn and some students go to school to disrupt the learning of others. *Eso es la pura verdad. Tal vez algunos de ustedes no estan de acuerdo,* but disruptive students are making it next to impossible for teachers to teach and for students to learn.

A lot of school district officials don't like to talk about the students who disrupt clàsses. But the fact of the matter is that there are students in the public schools who are assaulting teachers, harassing students, committing felonies and fighting with other students. These students, through their actions, are pulling down test scores and creating unsafe environments for other students.

The **Austin Independent School District** states in its latest strategic plan, *"With our limited resources, we need to be focused on the goals and strategies that will best prepare all our students for college, career and life in the globally competitive economy."* This is a good and well meaning statement, but in order for this statement to come true, something has to be done about those about those who come to school and refuse to get with the program.

One of the first things that people need to understand is just how big a problem disruptive students are in the **Austin Independent School District**. The **Disciplinary Report Card** on these two pages provides a snapshot of the most recent disciplinary activity in the district. During the 2009-2010 academic year, there were a total of 27,573 disciplinary incidents.

A disciplinary incident occurs when a student violates a rule as defined by Chapter 37 of the **Texas Education Code** or a policy adopted by the **Board of Trustees** of the school district. A single student through their conduct can generate multiple disciplinary actions. According to the **Texas Education Agency**, a total of 9,564 students in the **Austin Independent School District** were responsible for the 27,573 disciplinary incidents during the 2009-2010 year. (Table # 1)

Table # 2 contains the types of incidents that students were involved in during the 2009-2010 academic year. As the table shows, student violations of the local code of conduct accounted for 20,273 of the 27,573 incidents. Another 1,847 incidents were for fighting or mutual combat.

Austin Independent Disciplinary

Table # 1
Reported Disciplinary Incidents in 2009-2010

Total number of students who were enrolled in the Austin Independent School District during the 2009-2010 school year.	90,848
Total number of disciplinary incidentdts committed during the the 2009-2010 school years	27,573
Total number of students involved in disciplinary incidents during the 2009-2010 schoo year	8,949

Source: Texas Education Agency, Disciplinary Data Products, 2011

Table # 2
Types of Disciplinary Incidents in 2009-2010

Type	Count
Conduct punishable as a felony	40
Controlled Substances/Drugs	752
Alcohol Violation	82
Public Lewdness/Indecent Exposure	19
Retaliation Against a District Employee	-
Title 5 Felony Off Campus	29
Non-title 5 Felony Off Campus	17
Illegal Knife	8
Prohibited Weapon	12
Violation of Local Code of Conduct	20,273
Criminal Mischief	38
Emergency Placement	390
Terroristic Threat	35
Assault - District Employee	72
Assault - Nondistrict employee	181
Aggravated Assault - Non district Employee	5
Tobacco	74
School Related Gang Violence	50
Felony Controlled Substance	18
Fighting/Mutual Combat	1,847
Truancy - Parent Contributed to	7
Truancy - 3 unexcused	10
Truancy 10 unexcused	86
Non-illegal knife	100
Other	3,428
Total	24,145

Source: Texas Education Agency, Disciplinary Data Products, 2011



School District Report Card

Table 3
Disciplinary Actions by
Students Status

Status	Count
Mandatory in School Suspensions	37
Mandatory Out of School Suspensions	1,137
Discretionary in School Suspensions	11,931
Discretionary Out of School Suspensions	11,795
Economically Disadvantaged Students Suspended In School	9,632
Economically Disadvantaged Students Suspended Out of School	9,848
At Risk Students Suspended in School	9,548
At Risk Students Suspended Out of School	10,371

Source: Texas Education Agency, Disciplinary Data Products, 2010

Table 3 provides information on the number of students who were disciplined by status. Tables 5 and 6 look at suspensions by race and ethnicity. As can be seen from the tables, Hispanics and African Americans represent the largest group being disciplined.

The good news though comes from looking at disciplinary data over time. In Graph # 1 below, it is observed that the number of disciplinary incidents in the **Austin Independent School District** begins to decrease in the 2006-2007 academic year. The graph also shows that the number of disciplinary incidents continues to decrease for the next three academic school years as well. The second line in the graph shows the number of students who were involved in disciplinary incidents. This number is also showing a decline.

Table 5
In School Suspensions
by Race/Ethnicity

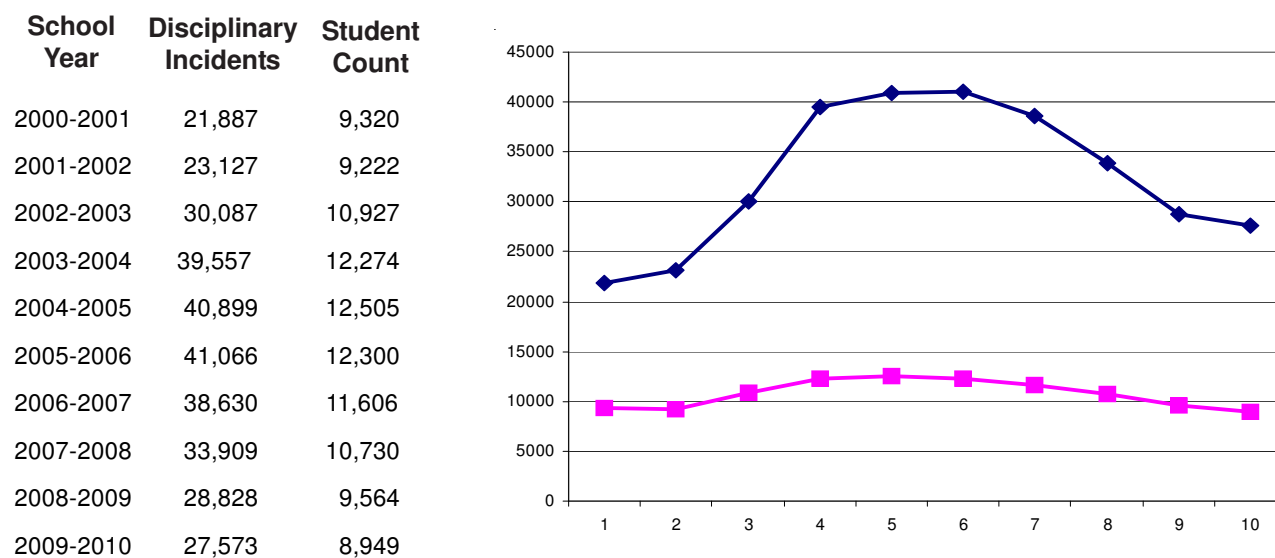
Group	Count
African American	2,874
Asian	51
White	1,189
Hispanic	7,841
Native American	13
Total	11,968

Table 6
Out of School Suspensions
by Race/Ethnicity

Group	Count
African American	3,697
Asian	54
White	1,214
Hispanic	7,932
Native American	35
Total	12,932

Source: Texas Education Agency, Disciplinary Data Products, 2010

Graph # 1
Disciplinary Incidents in AISD from 2000 to 2010



Source: Texas Education Agency, Disciplinary Data Products, 2010

Sample of Disciplinary Actions and Codes

A *disciplinary action* is the action taken by the administration as a consequence of an *offense committed by a student*. The table below lists the disciplinary actions and their corresponding codes.

Code	Translation
01	Expulsion (TEC §37.007) without placement in another educational setting as a result of a formal expulsion hearing [TEC §37.009(f)]. (This code does not apply if a student continues to receive educational services during the term of expulsion.)
02	Expulsion (TEC §37.007) with placement in a juvenile justice alternative education program (JJAEP) as a result of a formal expulsion hearing [TEC §37.009(f)].
03	Expulsion (TEC §37.007) with placement in an on-campus disciplinary alternative education program (DAEP) as a result of a formal expulsion hearing [TEC §37.009(f)].
04	Expulsion (TEC §37.007) with placement in an off-campus DAEP as a result of a formal expulsion hearing [TEC §37.009(f)]. (Do not use this code when a student has been placed in an DAEP, but not expelled.)
05	Out-of-school suspension (Suspension may not exceed three days under TEC §37.005.)
06	In-school suspension (TEC §37.001) (NOTE: For students eligible for special education and related services, this includes any setting that has not been addressed by an admission, review, and dismissal committee within the placement determination of the student's current IEP.) (Suspension may exceed three days under TEC §37.005.)
07	Placement in an on-campus or off-campus DAEP (TEC §37.008) as a result of a conference [TEC §37.009(a)], rather than a formal hearing as required for expulsion.
16	Truancy (failure to attend school) charges filed in Juvenile Municipal or Justice of the Peace court and a fine was assessed
17	Truancy (failure to attend school) charges filed in Juvenile Municipal or Justice of the Peace court and no fine was assessed
25	Partial day Out-of-School Suspension
26	Partial day In-School Suspension
27	Mandatory disciplinary action not taken by district as a result of ARD committee manifestation hearing determination, made in accordance with IDEA for a student receiving special education services, that the student's behavior is linked to the student's disability.

There are a total of 61 different codes.

Organizational Profile

by Monica Peña

Nora Comstock and Las Comadres Para Las Americas

Launched informally in April 2000 in Austin, Texas, Las Comadres Para Las Americas has evolved from informal face-to-face gathering of Latinas to a grassroots internet-based group that meets monthly to build connections and community with other Latinas. Nora Comstock, Ph.D., President and CEO of Las Comadres Para Las Americas used her technological background to transform the informal in-home gatherings into the national and international Las Comadres network used in cities all over the US and internationally to engage Latinas in dialogues about education, employment, culture, resources, and so much more. Today Latinas are connected with other Comadres by email networks, teleconferences, and monthly potluck events in approximately 100 cities and 37 states with membership over 10,000 strong and growing. Internationally there are networks in San Juan, Puerto Rico and London, England. Several cities in Canada are in process of forming networks.

Nora Comstock received her Ph.D. from The University of Texas at Austin in Educational Administration with an emphasis on community college management and a B.A. in History with a specialty in Latin America. While continuing her career Comstock longed for something much more, “I was lonely for that special feeling that Comadres have for each other. I missed my culture and I was afraid I was losing the connection because I was not involved in it. I would attend Latino business networking events and leave still feeling lonely. I needed my Comadres.” With a passion for building community and sharing resources, Comstock continues to increase the value of Las Comadres Para Las Americas by working diligently to make expansion of programs to offer Comadres.

Austin Comadrazos, potlucks held in a different home each month, now have a country theme where Comadres get a quick glimpse of a different Latin country each time. The host shares insight about the culture which may cover slang words, clothes, authors, anthems, and customs of the selected country. Past gatherings have also included incredible empanadas from Argentina and arepas from Venezuela.

Monthly selections of English-language works written by Latino authors are discussed and teleconferences are scheduled for conversations with authors of the selected works and other special guests for Las Comadres and friends National Latino Book Club. “We created Las Comadres and Friends National Latino Book Club and Teleconference Series to provide more exposure in our Latino community to the many talented writers who tell our stories and situations: the good, the bad, the beautiful and the ugly. It is all there. If we are not aware of the work of Latino authors, we cannot support them and the publishers who publish their work,” explains Comstock.

The Texas Public Policy and Candidate Training Program (TPP-ACT) was created in response to the startling small number of Latinas involved in the political process statewide while Latinos are one of the fastest growing groups in Texas and throughout the country. The program empowers Comadres in Texas cities to participate in the political process through servant leadership, campaign training, and education on the resources to increase the number of Latina leaders in Texas.

Las Comadres Para Las Americas continues to grow on a daily basis as Latinas build personal and professional relationship with one another. For more information on the group visit www.lascomadres.org



Jóvenes Lideres... ¿QUE VAN A HACER ESTE VERANO QUE VIENE?

¡Participe como voluntario en AMERICA LATINA!

Amigos de las Américas (AMIGOS) es una organización internacional, sin fines de lucro, que fue fundada en el año 1965 y que provee oportunidades de liderazgo juvenil y servicio comunitario en América Latina. Los voluntarios de AMIGOS viven con familias en aéreas rurales y semi-rurales durante el verano (Junio a Agosto) y colaboran con esfuerzos comunitarios que promueven la salud, la conservación del medio ambiente, y la educación. Los participantes tienen que tener 16 años y 2 años de idioma español como requisito para participar en el programa.

Para más información sobre cómo participar en el Programa del Verano 2012 de AMIGOS DE LAS AMERICAS, asista a una de las siguientes sesiones informativas:

- Domingo, 23 de octubre, de 5:00 a 6:00 p.m. en: Trinity United Methodist Church, 4001 Speedway, Austin, 78751; y
- Miercoles, 26 de octubre, de 7:00 a 8:00 p.m. en: George Washington Carver Branch Library, 1161 Angelina St., 78702; y
- Jueves, 27 de octubre, de 7:00 a 8:00 p.m. en: JCC – Jewish Community Center en Dell Jewish Community Campus, 7300 Hart Lane, 78731.

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Para mas información, visite el sitio de web de AMIGOS Austin Chapter website www.austinamigos.org o comuníquese con Ann S. Graham annsgraham@gmail.com



“In the 21st century, the best anti-poverty program around is a world-class education. And in this country, the success of our children cannot depend more on where they live than on their potential.”

- President Barack Obama, 2010 State of the Union Address

EDUCATION IS THE NEW BROWN CURRENCY

by Kathleen O. Vale

I am a proud sixth-generation female member of a Mexican-American family whose roots begin in **San Antonio, Texas**, meander back to **Rio Grande City, Texas** (in **Starr County**, on the Mexican border), continue the trans-national stretch across the **Gulf of Mexico** to **Tampico, Mexico**, and ultimately reach all the way back to **Gottenburg, Sweden**, two centuries ago.

Coming of age in **San Antonio** during the tumultuous social period of the 1960's and 1970's, my parents raised me and my brothers and sisters to believe **America** was the global leader of equal opportunity, a haven for immigrants from all nations, and a stepping stone for upward social mobility. **President Obama's** powerful statement underscores my belief that equalizing the public education system is a vital interest to our Latino communities, and to our city, state and country as a whole.

With a new school year beginning, my thoughts turn again to a standing passion of mine: the success of Latinos in public education through college. I have lived and worked continually in **Austin** since 1984. I received my undergraduate degree from **UT Austin**. Both of my children were educated K-12th in **AISD** schools, including **Kealing Middle**

School and **LBJ/LASA High School**, both in **Austin**. My son will graduate from **Swarthmore College** in May 2012 and my daughter begins her college journey this year as a **UT Plan II** freshman.

Next month I start a year-long commitment with the **Austin Independent School District** participating in 'Up-Close,' a roundtable of community members who will meet twice monthly to more fully understand the different elements, goals, issues, and challenges within our large, urban school district.

Even though my own children are out of **AISD**, I volunteered with this group because I am very concerned with the most current statistical data which conveys an alarming disparity in access, performance, retention and graduation rates between minority and non-minority students. If we address this challenge to reform, strengthen and equalize public education for all of **Austin's** youth, we have the opportunity to galvanize the city to protect equity and equality as core **Austin** values, while strengthening our economic competitiveness in the rapidly evolving marketplace.

yet there are silent, dangerous fault lines in our national fabric.

The United States is the world's only superpower, yet there are

silent, dangerous fault lines in our national fabric. Only 48% of Hispanic Americans graduate high school, compared to the 75% graduation rate of Anglo Americans. These disparities have lifelong impact, relating directly to upward social mobility and a young person's ability to achieve the "American Dream." Hispanic Americans with a high school diploma will earn an average annual salary of \$22,000, but this will rise to \$37,000 with a college degree.

A mighty wave of Latino youth is being rapidly and dangerously left behind, and it's happening right here in Austin, Texas

Despite the economic disparities, only 13% of Hispanic Americans graduate college. The number of college-educated white Americans is 65%. A mighty wave of Latino youth is being rapidly and dangerously left behind, and it's happening right here in **Austin, Texas**. The loss is not only personal, but also collective, considering the lost opportunity of potential contributions to federal and state tax rolls, and our nation's social insurance programs like Social Security, Medicare and Medicaid.

With a very important presidential election looming large in the coming

year, I encourage you to get involved and stay involved. Please join me and the wider **Austin Latino** community in reasserting our fundamental goal to live in a city that embraces an initiative to prioritize the reinvention and revitalization of public education as an issue of vital interest *and* competitiveness.

We Latinos are the fastest growing segment of the U.S. population; we account for more than a quarter of all new entrants into the labor force and based on the most recent **Austin** census data, Latinos comprise just over 35% of the **Austin** population. I hope we can harness this population power to the educational advantage of our children, and be inspired by **Cesar Chavez'** famous quote: "we don't need perfect political systems, we need perfect participation."

I believe education is our new currency.

I believe education is our new currency. But in today's global economy, America sits complacently in 12th place of 36 developed nations in the percentage of young people with college degrees. If our might can win World Wars, if our tenacious pioneering spirit can tame geography west of the **Mississippi River**, if our ingenuity can construct iconic architectural feats such as the **Brooklyn Bridge** and the **Hoover Dam**, if our advanced computing and technological products can dominate world markets, then surely we have the strength, capacity and heroic American aspiration to reinvent public education. **And there is no reason why it cannot take root here in Austin, Texas.**

Proudly, within my own large multi-generational family, I have witnessed the transformative power



the combination of a a quality K-12 public education, combined with a college education and fierce work ethic can have from one generation to the next. There were mothers and fathers, husbands and wives, midwives, teachers, ranchers who raised their families with grit and perseverance in the wild and harsh lands of south **Texas** in the first half of the 20thC. Their life stories are my inspiration and keep reminding me today how the choices we make for our children in difficult times, and the resiliency with which we keep our dreams alive for them, can have lasting and a profoundly positive impact on families and communities.

My optimistic passion and conviction is for **Austin Latinos** to be in the national vanguard of this movement, alongside enthusiastic, educated leaders, parents, teachers, business owners, students, and activists who will come together to address this challenge. I look forward to investing my skills, insight and intellectual confidence in the youth of our community, and I ask you to join me.

Kathleen Vale was born in **Liverpool, England**, and raised in **San Antonio, Texas**. She is the daughter of now deceased **Texas State Senator and State Representative Bob Vale** and **Theresa Vale** and is a 17 years state employee.



Calendar of Events

September 9th, 2011 - ALMA (Austin Latino Music Association) Celebrates 10 Years of Preserving & Promoting Our Historia & Cultura at the Capital Events Center 6700 Middlefiskville Road Austin, Texas (near Highland 10 Movie Theatre) 10 cover charge. Featuring performances by Jesse Botello y Ritmo Tejano, Lisa Marie Sharpe & Badd Medicine, Joe & Ricardo Texas 4 Exitos, Blues Garden and DJ Tommy De Leon with Special Guest MC George (Bear) Zapata. Plus video footage from ALMA shows spanning the last 10 years.

September 10th, 2011 - 31st Annual Tejano Music Awards in **San Antonio, Texas** at the **San Antonio Event Center, 8111 Neadow Leaf in San Antonio, Texas 78227**. Visit their website at: www.tejanomusicawards.com for more information.

September 15th, 2011 - Diez y Seis de septiembre celebration at **Austin Community College Riverside** starting at noon. This event is free and open to the public.

September 20th, 2011 - Cracking the Maya Code Viewing - Join Informal Classes for a FREE event. We will have a screening of Cracking the Maya Code featuring UT professor Dr. David Stuart. **Dr. Stuart** is the Linda and David Schele Professor of Mesoamerican Art and Writing and Director of the Mesoamerica Center at the University of Texas at Austin. The event is free and open to the public but registration is required. Requirements: Check Informal Classes website

September 22nd, 2011 - Dawna Dukes Re-Election Campaign Kick-Off at Nuevo Leon Mexican Restaurant at 1501 East 6th St., Austin, TX 78702-3305 at 5:00pm to 7:00pm. Tickets at door: \$50.00. Click link to purchase online by check or credit card. <http://www.dawnnadukes.com/Contribute.htm> [Sponsorship levels: \$5000; \$2,500; \$1,000; \$500; \$250; \$100]

September 22nd, 2001 - Castro for Congress Fundraiser at Z Tejas 1110 W. 6th Street in Austin, Texas 6:00pm to 8:00pm.

Sunday, September 25, 2011, 12-2PM Visit Mexic-Arte Museum for free, and participate in kids' activities inspired by our current exhibitions. Make collages modeled after our Thought Cloud artist's multi-media installations, and create original screen prints using the same process used in the Serie Project. All ages welcome with parental supervision.



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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 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.

¿Pero cuando?	But when?
Tu sabes	You know
¿Deveras?	Really
Era tiempo	It was about time
¿Nos vamos?	Shall we go?
¿Quien te dijo?	Who told you?
¿Cuando te dijieron?	When did they tell you?
¿Porqué te dijieron?	Why did they tell you?
No te creas	Don't believe it.
¿Quien vas a apoyar?	Who are you going to support?
¿Creas que puede ganar?	Do you believe he can win?

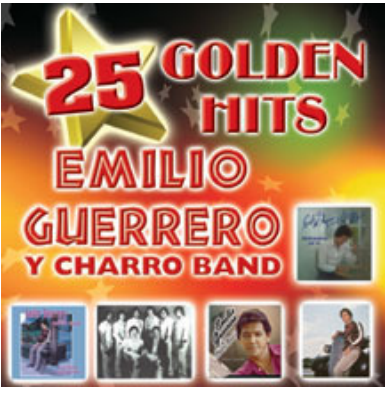
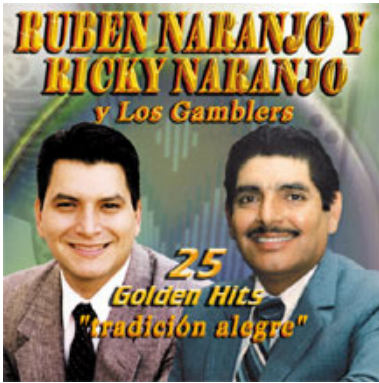
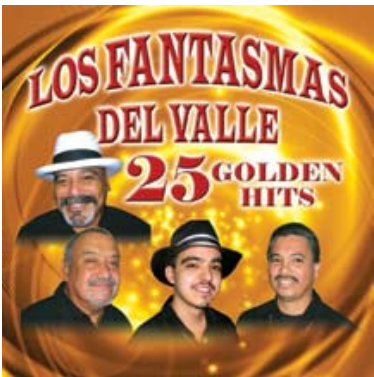
The Seedling Foundation responds to the needs of public schools in Texas by providing resources, assistance and programming. We do this by focusing by mentoring Children of Incarcerated Parents and Campus Beautification.



In the October issue look for an interview with **Christina Montes, a Senior at Travis High School in Austin, Texas**



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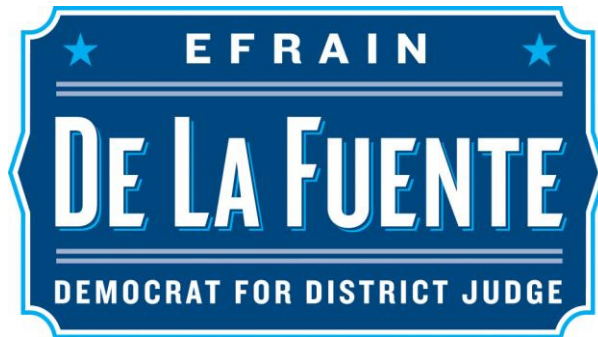
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My parents taught me at an early age how powerful our voice can be. As migrant farm workers, they fought for migrant farm worker rights, not only by marching with César Chávez, but also seeking justice in our court system. I ask that you make your voice heard by voting in the Democratic Primary on March 6, 2012. ¡Viva La Causa!

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and all who
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making our
community great.

-Senator Kirk Watson

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Learn the meaning of el Diez y Seis from historians. Sample tasty traditional dishes. Enjoy the rhythmic steps of Roy Lozano's Ballet Folklórico, plus live musical entertainment.

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<http://go.austincc.edu/diezyseis>

AUSTIN COMMUNITY COLLEGE DISTRICT

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