Unite, Inspire, Lead
Our Students, Our Union, Our Future

Organizing a Task Force for
Social Justice in Public Education

Jena Camp
NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Example: Institutional Racism/Racial Justice in Education
NEA Leadership COMPETENCY: ADVOCACY

- **NEA Leadership Competency progression level(s).**
  - Level 1: Foundational and Level 2: Mobilizing & Power Building

- **NEA Leadership Competency themes**
  - Engage community around issues supporting student learning; Interpret/act on social justice initiatives; lead public policy reform; act as political advocate
Introductions: who we are, why we’re here

• We begin with structured introductions to set a common purpose, listening to one another’s divergent ways of thinking and speaking about it: Why form a task force for social justice in public education?

• Please read and follow the guidelines on your card, to introduce yourself to another participant.

• On your handout, points 1, 5, and 6 emerged from the formative SJE Task Force meeting in El Paso as priorities, along with a common vocabulary that guides our work without sacrificing the diversity of perspectives. You’ll want to do this early on.
Social Justice In Public Education
a call to action from ground zero

January 18th and 19th
Bowie High School Auditorium
601 South San Jacinto, El Paso, TX.

Why social justice in public education?
Public schools in El Paso and along our U.S.-Mexico border have suffered social injustices caused by:
- Sacrificing our children to "the false god of higher test scores"
- Factory-model school reforms that cripple the creativity and professionalism of our educators
- Punishing children for reasons beyond their control (immigration, economic & home language status)

Join the challenge to change and bring social justice to our schools!
915-266-7043

2017 NEA National Leadership Summit | February 24-26, 2017
Social Justice in Public Education: from call (day 1) to action (day 2)
Social Justice in Public Education: A call to action from ground zero (1-19-13, Bowie H.S.)
A task force also needs to foster mutually respectful relationships. For this, you may want to conduct a Peace Circle. There are many kinds of Peace Circle; this one is just for “checking in.”

Peace Circle participation is voluntary, so nobody should be coerced into it, but once begun, we see it through.

Check-in: “How do you feel?” and “What do you need?” Passing the talking piece from person to person, clockwise around the circle, say how you feel and what you need.

When it’s your turn, you may put the talking piece back in the center, to select a different one that “speaks” to you. Each person speaks only while holding the talking piece, helping us really listen to each other.
• **Peace Circles**: an empowering way to build (or rebuild) community. Done well, the “center” is strong enough to hold anything we bring to it.

• Peace Circle participants come to consensus on the values, norms, and symbols that constitute a fresh way of communicating. Trained Circle Keepers guide participants towards mutual respect, even when it’s hard to speak from the heart, and even when harm has been done.

• To learn more about NEA Peace Circle trainings, please contact Dwanna Nicole: DNicole@advancementproject.org
From problem-posing to strategizing

• Consider how a task force could address the problem you posed on your card, to promote social justice in your community’s public schools. What strategies might work where you live?

• For example, The SJE Task Force convenes and organizes parents, students, educators, and advocates in El Paso to “educate dangerously” via dual-language co-learning, family reading circles, and empowerment workshops.
Tailoring strategy to local realities

In just the first decade after NAFTA, over 35,000 El Paso workers were displaced from family-sustaining jobs, a kind of violence that has less to do with the cartel wars across the border than with state and federal economic policy.

Texas legislators have come up with a particularly noxious formula of toxic testing and inequitable public school funding, turning schools into prison (or military) pipelines, instead of college or career pathways, for too many students living in or close to poverty.

Given these realities, the SJE Task Force collaborates with other organizations to build or revitalize community instead of either assuming we still have one or acting as if it were somehow irrelevant to what happens in classrooms. In this way, we have been working to “educate dangerously,” as opposed to doing harm.
Co-learning and Reading Circle Strategies

In El Paso, Co-learning Groups have met in middle or high school classrooms once a week after school since 2009; before that, from 2000 to 2006, they met at La Mujer Obrera, the Border Workers Center in South Central El Paso.

Reading circles have met in El Paso since 2001, when the Workers Center launched Rayito del Sol Daycare and Learning Center as one of five social-purpose businesses to revitalize the abandoned South Central/Chamizal neighborhoods where the garment industry had flourished for over half a century.

Co-learning and Reading Circles continued as part of the Workers Center on-the-job learning and training until 2006. So, in 2013, when the SJE task force was formed to address inequities in public education in the same area of town, Co-learning and Reading Circles made sense as strategies.
Features of Dual-language Co-learning:

• A consultative, reciprocal approach to language proficiency:
  Spanish-speaking workers, parents, educators, and students model and teach from own heritage, while acquiring English proficiency and “system savvy” from workers, parents, educators, or students who, in turn, acquire Spanish.

• This dynamic increases English speakers’ awareness of inequities systemically perpetrated on their counterparts in the room. It also gives Spanish speakers’ concerns a real hearing.

• As Paolo Freire said, we make the road by walking, a metaphor, initially, for listening and talking. So, Co-learning starts with individual purposes, much as we began today.

• To practice Co-learning, study the purpose you wrote on your card, then share it, if you wish, aloud. A lesson in “sound and sense” emerges from the conversation we construct, this way.
Convergent Development of SJE Strategies

Now that our initial conversation is up on the wall, let’s see how conversations from one cycle of Co-learning progressed beyond words on paper at small, language-learning sessions, to converge with problems posed and creative solutions proposed at SJE Task Force Empowerment Workshops.

Since 2013 the SJE Task Force has convened nine such workshops, bringing together hundreds of families, educators, and advocates, in collaboration with local organizations that promote social justice.
The January and February, 2014, SJE Task Force empowerment workshops at Guillen Middle School and Bowie High School featured local educator-organizers and others from XITO (Xicano Institute for Teaching and Organizing) who modeled a cultural pedagogy banned by law in Arizona.

Co-learners at the Bowie workshop wrote powerful Yo Soy poems, one of them subsequently published in the middle school newspaper, Voz del Segundo Barrio. This allowed a parent voice, at first only tentatively asserted at Co-learning, to reach over a thousand readers in the school community hardest hit and most demoralized by the test-driven cheating schemes that put our school district in the national spotlight.
Social Justice in Public Education

Saturday, January 25th

8:30-9:30am - “La Llorona: A History of the Indigenous Feminine”
Tracing the history of La Llorona, from pre-conquest indigenous times to contemporary times, participants will unearth the truth behind the folk tale “La Llorona.” Participants will gain a deeper understanding about the effects of the Spanish conquest, which specifically sought the elimination of the empowered feminine.

Jose Gonzales

9:45-10:45am - Workshop: The Ishi Diary Affirming Identities and Our Humanity
Share the knowledge system of the Acher Calendar, specifically the four movement/philosophies as a means to critically reflect (Tzocapilco), attain precision and beautiful knowledge (Tzocapilco), take action to be positive, generous and creative (Tzocapilco), and transform our reality (Tzocapilco). This overview of the four movements is to provide parents with a working framework and practical approaches to strengthening our communities, our families, and most importantly our children.

Sean Ace

11:00am-12:00pm - Tecalcapilco - Self, Family, Community Reflections
Parents will engage in critical self, parental and familial reflections through an analysis of the key messages of Chicano/Latino families. These analyses, parents will create a poem utilizing the “I Am / Yo Soy” template as a process to empower themselves, their families, and their children.

In Xochical Coacalli - Poetry

Noon-1:00pm LUNCH

Georgina Pérez

1:00-2:00pm - Chickano and Mexican American Indigenous Culture and Literature Highly engaging literature benefits students, parents and community. This session will engage parents in reading and sharing of a selected folkloric story. Parents are encouraged to share folkloric stories with their children.

Sean Ace & Jose Gonzales

2:30-3:30pm - Chickano History - An overview of Chicago Chickano History - learning what is happening now. Participants will participate in the development of a parent education module for both parents and students.

Facilitators

3:30 - 5 pm Closing Session / Parent Feedback
A summary of select parents of the day’s Empowerment Workshop. Participants will have time to dialogue, gain clarity and evaluate the day’s workshops with the facilitators.

Parents will be able to come away with a template/tool kit of strategies to empower themselves in improving the conditions of their children’s education in El Paso public schools.

24 y 25 de enero

Escuela Secundaria Guillen

900 S Cotton

Sábado 25 de enero

Levántate y Reclama

TU Educación

Entrada Gratis

Para Estudiantes, Padres, Miembros de la Comunidad y Educadores

Talleres de Empoderamiento

Viernes 24 Enero - de 5 a 9 PM
Con el apoyo de la participación de Danza Omecatl

Georgina Pérez & Jessi Camp

*Comunicación sobre la importancia de la biblioteca y la literatura con el apoyo del Festival de la Biblioteca de Chicago.*

En las escuelas cuenta con bibliotecas para que los estudiantes puedan tener acceso a la literatura, especialmente en comunidades overserved, ayudan a mantener la educación en las comunidades de El Paso.

Ways and means to parents of this important talk.

Georgina Pérez & Jose Gonzales

2:30-3:30pm - La Historia de Chicago

Chicano and Mexican American Indigenous Culture and Literature

The workshop will feature a panel discussion on the history of Chicago and its impact on Chicano and Mexican American culture. Participants will gain knowledge about the importance of Chicano and Mexican American culture and its influence on the community.

Facilitators

3:30 - 5 pm Conclusión y Realimentación de los Padres

En el marco de los derechos de los estudiantes, se discutirá sobre la importancia de la educación en las escuelas, especialmente en comunidades overserved, y cómo puede ser mejorada.

2017 NEA National Leadership Summit | February 24-26, 2017
2/22/14 Empowerment Workshop

**Building Communities in Our Schools**

Friday, 22 February ~ 9am to 2pm
Bowie High School Cafeteria
801 S. San Marcial St

9 am
Desayuno ligero y Bienvenida
Welcome & Continental Breakfast, Norma De La Rosa

9:15
Tú Eres Mi Otro Yo / In Lak’ech Ala K’i’, Norma González

9:45
Pedagogía Cultural en Nuestras Escuelas
Culturally Grounded Pedagogy in Our Schools, Georgina C. Pérez

10:15
Círculos Familiares de Lectura / Family Reading Circles, Jena Camp & Intercambio ‘Tu Libro’ / Book Exchange, Georgina C. Pérez

10:45
Un Viaje Musical, “La Leyenda de Kenaní”
A Musical Journey, “The Legend of Kenaní,” Celia

11:15
Lunch y Poesía – In Xochil’ Il Cuicatl, Flor y Canto
1 Am, Yo Soy – Poetry, Sean Arce

Noon
Xochil’ Project, Conocimientos Indígenas
Indigenous Ways of Knowing, Carlos Aceves

1 pm
La Justicia Alimentaria
Food Justice, El Paso Permaculture

Actividades Infantiles Supervisadas / Supervised Children’s Activities

FREE ~ Bilingual Student, Parent, & Educator Community Empowerment Workshops

City of El Paso Museums and Cultural Affairs Department

FREE ~ Bilingual Community Event
ALL AGES ALL GENDERS

2/25/14 Empowerment Workshop

Building Communities in Our Schools
Saturday, 25 October ~ 10 AM-2PM
Café Mayapan, 2000 Texas Ave

10 am
Teatro “Sol Voices” Workshop / Taller
Community Participation Encouraged

11 am
Tu Libro’s “Annual Holiday of Libros” Brunch
& Teatro “Sol Voices”

“Dawn” written by Alurista
Performed by Ean Nava, Hannah McFarling, Ricardo Jimenez & Monica Torres

“1 Am Joaquin” by Rodolfo “Corky” Gonzalez
Performed by Des Many Garcia

“La Trenza” by Yasmine Ramirez
Performed by Hannah McFarling

“La Herencia” by Emma Tenayuca
Performed by Sofia Pérez

Noon
Musical Performance by Grisel Rodriguez and Guitarist Mark Eric

1 pm
Ballet Folklorico “Flor y Canto”

**Construyendo Comunidades en Nuestras Escuelas**

FREE ~ Bilingual Community Event
ALL AGES ALL GENDERS

Children’s Activities
Sponsored by Latinitas

2017 NEA National Leadership Summit | February 24-26, 2017
Empowerment Workshop, 3-15-15

Social Justice in Education Taskforce

Saturday 15 March
9am - noon
Café Mayapan
2000 Texas Ave
El Paso, TX 79901

Building Communities in Our Schools

9 AM
Estrategias en el hogar para hijos con necesidades especiales:
“Auntina—Hacer divertidas las destrezas de función ejecutiva,” presentación por Lori Ray

Home Strategies for Children with Special Needs,
“Auntina – Putting the FUN in Executive Function Skills”
presentation by Lori Ray, M. SpEd EDAU

10:30
Danza y poesía para la justicia social fronteriza, de los ZAP Dancers (gracias al programa CAP de MCAD)

ZAP Dancers, “Dance & Spoken Word: Social Justice on the Border” by Myki Rodríguez

11:15
“El Paso Parents Opt Out” (pueden que dijeron “no” a las exámenes de alto perfil exigidos por el estado)
presentación por Georgette C. Pérez

El Paso Parents Opt Out of High Stakes, Standardized Tests

10:30
Danza y poesía para la justicia social fronteriza, de los ZAP Dancers (gracias al programa CAP de MCAD)

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presentación por Georgette C. Pérez

El Paso Parents Opt Out of High Stakes, Standardized Tests
Social Justice workshops and presentations
Saturday, May 31, 2014
9am – 3pm
@ EPCC Rio Grande Little Temple (906 El Paso Street)

This event is hosted by EPCC SoL VOICES Student Club with the Task Force for Social Justice in Public Education and representatives of CURE, a criminal justice reform organization in conjunction with the Community SOLUTIONS family that works with children whose parents are incarcerated

Schedule:

9am
Staged reading presentation of "Silencio No Mas" a short play written and directed by Elvira Carrizal-Dukes based on real immigrant border crossings published by BorderSenses.

10am-Noon
Acting, Playwriting, Directing Workshops
Participants will be empowered to dramatize social justice issues

Noon-1pm
Networking Lunch

1pm-2pm
CURE presentation

2pm-3pm
Presentations of Workshop scenes

La Justicia Social
Talleres y presentaciones
El sábado, 31 de mayo de 2014
9am – 3pm (comida gratuita)
EPCC Rio Grande, Little Temple (906 El Paso Street)

Co-auspiciadores del evento:
SoL VOICES (club estudiantil de EPCC), con El Grupo de Apoyo Mutuo Pro-Justicia en las Escuelas, y los Representantes de CURE (organización pro-reforma del sistema de la justicia criminal) y Community SOLUTIONS (que aboga para los niños de los encarcelados)

Horario:

9am
Presentación corta de la obra "Silencio No Más," drama escrito y dirigido por Elvira Carrizal-Dukes y basado en las historias verdaderas al cruce de los inmigrantes, publicadas en BorderSenses.

10 a.m. - 12 p.m. (el mediodía)
Talleres de capacitación para crear mini-dramas que muestran tanto las situaciones con una carencia de justicia social en las escuelas como las situaciones como deben de ser

12 - 1 p.m.
Comida para organizarnos como padres, educadores, estudiantes y comunidad para mejorar la justicia social

1 - 2 p.m.
Presentación de CURE

2 - 3 p.m.
Presentación de los mini-dramas creados en los talleres de la mañana
CULTIVATING COMMUNITY

WHEN
Saturday, Nov 14th, 2015
8:30 am - 3:30 pm

WHERE
Jefferson High School
4700 Alameda Ave, 79905

WORKSHOPS
Morning Session: “CULTIVATING IDEAS”
Bilingual documentary, “Becoming American,”
w/ Mari Tucker, Equity Specialist, Center for Elimination
of Disproportionality & Disparities, Health & Human Services
Commission
Immigrants arrive healthier than wealthiest
sectors of American society each year that
health slips away:
How do we keep inequity from making us sick?
Participate with South Central & Segundo Barrio
families to protect & restore health

Afternoon Sessions: “HARVESTING ACTIONS”
Promote Community Health:
Students earn Community Service Work hours
promoting community health

WWW.SOJUEDU.ORG LIKE US ON FACEBOOK

ALL AGES
ALL GENDERS
EMPOWERMENT
WORKSHOP
FREE
LUNCH
CAFÉ MAYAPAN
SUPERVISED
CHILDREN'S
ACTIVITIES
CDL - Frida Face Painting
SPONSORS

FEATURING
Field Trip to Tierra Es Vida Community Farm -
Flu Shots - Health Screenings - Yoga -
Sol Voices - Arte y Rondas - Museo Urban - Danza
Tlanzechica

CULTIVANDO COMUNIDAD
CUANDO
Sábado, 14 de Nov, 2015
8:30 am - 3:30 pm

DONDE
Jefferson High School
4700 Alameda Ave, 79905

TALLERES
Sesión por la Mañana: “Siembra de Ideas”
Documental Bilingüe, “Convirtiéndonos en Americanos”,
Con Mari Tucker, Equity Specialist, Center for Elimination
of Disproportionality & Disparities Health & Human Services Comm
Los inmigrantes llegan más saludables que los
más ricos sectores de la sociedad Americana, cada año
eso va desapareciendo poco a poco.
¿Cómo podemos evitar que la inequidad nos enferme?
Participa con las familias de Sur Central y Segundo Barrio
para aprender a proteger y restaurar la salud.

Sesiones por la tarde: “Gescha de Acciones”
Promover la Salud de la Comunidad:
Los estudiantes aprenden como ganar crédito por
servicio comunitario

WWW.SOJUEDU.ORG HAZ CLIC EN “ME GUSTA” EN TU FACEBOOK

PATROCINADORES

PRESENTANDO A:
Excursión a la granja
Comunitaria Tierra Es Vida
• Yoga • Sol Voices •
• Ven a conocer la granja •
• Servicio Medico •
• Arte y Rondas •
• Museo Urban •
• Danza Tlanzechica
11-14-15 Empowerment Workshop
TALLER DE EMPoderamiento

Los inmigrantes llegan más saludables que los sectores más ricos de la sociedad americana, pero cada año eso va desvaneciendo. ¿Cómo evitamos que la inequidad nos enferme? Participa con las familias del Sur Central y del Segundo Barrio para proteger y restaurar nuestra salud!

Orador especial:
Nuestro Senador
José Rodríguez

COMIDA GRATIS
CAFÉ MAYAPAN

ACTIVIDADES INFANTILES
SUPERVISADAS
CDL • Pinta Caritas Frida

PRESENTANDO A:
Danza Tlañezica • Viaje de Campo a la Granja
Tierra Es Vida • Chequeo Médico • Teatro Yo Soy • Dispensa gratis limitada

PATROCINADORES

www.sojedu.org Haz clic en “me gusta” en tu Facebook

CUANDO Sábado, 21 de mayo
8:30 a.m. – 3:30 p.m.
DONDE Jefferson High School
4700 Alameda Ave, 79905

Sesiones matutinas: Sembrar Ideas
Grupo 1: Aprender a comunicarse y ser investigador-participante para promover la salud comunitaria, facilitado por María Covarrubias y Leticia Espinoza (Familias Triunfadoras) y por Dr. Gina Núñez (UTEP).
Grupo 2: Como resistir en familia, y por la cultura, la normalización de la violencia, facilitado por Justino Aburto Huerta (La Universidad Tecnológica) y Calba—música con raíz e historia; viaje de campo a la granja Tierra Es Vida.
Grupo 3: Revitalizar la salud por prácticas ancestrales y modernas, facilitado por Darina Marie (Daily Dancing for Every Body!) & Oscar De la Parra (Leon Moon Fitness); Dr. Yolanda Leyva, UTEP (La salud profunda).
Grupo 4: "Examinar el estrés de los exámenes," diálogo dirigido por los estudiantes de Jefferson/Silva y facilitado por miembros del Grupo Pro-Justicia en las Escuelas, Janet Kincaid, Frank Martinez y Georgina Perez (miembros también de la SBCE, Mesa Estatal de la Educación).

Sesión por la tarde: Cosechar Acciones
• Conversations that began tentatively in co-learning thus gained depth and breadth in the empowerment workshops. Participants who no longer saw each other as members of separate language communities began to speak with one voice when necessary, as active, empowered members of a unified speech community with common goals and a shared vision. **Problems are no longer seen as purely personal but rather as deriving from specific structural inequities that can be changed:**

• Co-learners in 2015 arranged a meeting with their new school board trustee to question why their neighborhood grade school was slated for closure.

• They also reviewed and critiqued concept papers and early drafts of original plays, or skits, created at the May and October, 2014, Empowerment Workshops, to clarify their messages and increase their effectiveness when performed at strategic venues, leading up to the school board elections.

• This, in turn, increased voter awareness and participation in the May, 2015, school board election, sending a strong message from the parent and student community to candidates at their forums.
Disparate immigration status among family members is another reality in our community. As co-learners build trust through the weekly sessions, they share and analyze information for personal and collective action.

A few years ago, co-learners arranged for a DACA lawyer to answer their questions and leave bilingual information that they could share with others.

Last year, co-learners asked the school’s Title I coordinator to demonstrate how to use the online “parent portal” and discuss classes and other resources in comprehensible Spanish, not bureaucratese. She did so, and on their schedule.
Empowerment Workshops: Talk to Action

It made national news when some 400 students were denied access to public education in a district-level effort to keep test scores looking good. The principal at Bowie High School was eventually fired and the superintendent served federal time, giving new meaning to the phrase, “school-to-prison pipeline.”

The SJE Task Force formed at the parent session of the January, 2013, Forum for Social Justice in Public Education, held at Bowie, or “Ground Zero” in the district-wide cheating scheme. The human and financial resources of EPTA/TSTA/NEA were crucial in bringing about that initial forum.

However, most of the 400 attendees came for a one-time event, not to organize. Almost none were Bowie students or their families, although some were alumni. A few of the affected students were looking through the glass doors in back, but their experiences with the district did not encourage them to open the door and come in. We needed to do much more.
The newly-formed task force went on to hold message meetings and empowerment workshops with those most affected by social injustice and institutional racism. Based on participant evaluations and strategic goals, these rotate among schools and community centers in the zip codes where a history of marginalization is most entrenched.

With each workshop, a growing percentage of participants are local residents. This owes much to eight or ten parents who came to Co-learning with the goal of learning more English, then took on organizing and outreach commitments with the task force, and finally spoke to over 100 attendees, giving powerful voice to the need of every child for a great public school. They spoke to school board members, teachers, staff, family, friends, neighbors, media, organizers, and agency personnel who listened and became empowered in turn, creating a multiplier effect. In our most recent workshop, we returned to Bowie, where students were about to protest the removal of their seventh principal in four years. They were heard and supported, there.
Student-led Protest at Bowie HS, 2-6-17

WHY IS EPISD REMOVING OUR 4TH PRINCIPAL IN 4 YEARS???

#WeWantWarmack
#BowieKidsMatter
#OnceABearAlwaysABear

* PEACEFUL PROTEST FEBRUARY 8, 2017 8:00-8:40AM
INFRONT OF THE FINE ARTS BUILDING*
Outreach for Empowerment Workshop IX

JOIN US, FEB 4th!

Community Empowerment through Student Leadership

FEBRUARY 4, 2017
Time: 10 a.m. to 3 p.m.
at Bowie High School
FREE EVENT OPEN TO THE PUBLIC

Workshop Agenda
Session 1: "Seeking educational equality: Mexican American students in El Paso, Texas," to tell our stories and learn our history, led by Yolanda Chávez Leyva, Dept. of History, UTEP
Session 2: "ADHD strategies for parents and educators," led by Flor Bermudez, Isabel De Rubiera, and Carolynne Ayoub
Café Mayapan lunch free for 1st 75 RSVP
Session 3: Student Leadership Panel, "Educational Equity for Community Empowerment," dialogue among participants and panelists facilitated by Kezia Flores and Angelina Martinez
Closing Session: Peace Circle, Parent, voter, & student surveys, Evaluation.

Panel Topic: Resisting Institutional Racism & Social Injustice in Public Education

PLEASE JOIN US FOR AN INSIGHTFUL PROGRAM AND LEAVE INSPIRED!

"There is no greater agony than hearing an untold story inside you."
— Maya Angelou

For more information or to register, contact:
www.soliedu.org or Janet Kincaid at (915) 599-8851

EL 4 DE FEBRERO

Empoderamiento Comunitario mediante el liderazgo estudiantil

El 4 de febrero de 2017
Hora: de 10 a.m. a 3 p.m.
en la Preparatoria Bowie

EVENTO GRATUITO ABIERTO AL PÚBLICO

Agenda
Sesión 1: "Enamorarse de la educación: los estudiantes mexicano-americanos en El Paso, Texas," para compartir experiencias y aprender de nuestra historia" con la Dra. Yolanda Chávez Leyva, Depto. de Historia, UTEP
Sesión 2: "Taller para padres y maestros de niños que muestran hiperactividad" con Isabel De Rubiera, Flor Bermudez y Janet Kincaid, and Carolynne Ayoub
Almuerzo proveído por Café Mayapan, gratis para los primeros 75 inscritos.
Sesión 3: "Educación Educativa para el Empoderamiento Comunitario," diálogo entre los participantes y panelistas con Kezia Flores and Angelina Martinez
Clausura: Círculo de Paz; encuestas y evaluación

TEMA: CÓMO RESISTIR EL RACISMO INSTITUCIONAL Y LA INJUSTICIA SOCIAL EN LA EDUCACIÓN PÚBLICA

IACOMPÁNENOS PARA UN PROGRAMA REVELADOR QUE LO DEJARÁ INSPIRADO!

"No hay mayor agonía que llevar una historia no contada dentro de ti."
— Maya Angelou

Para inscribirse o para más información, contacte a:
www.soliedu.org o a Janet Kincaid (915) 599-8851
Empowerment Workshop (IX) held 2-4-17
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Displays by Workshop Co-sponsors
Empowerment (IX) held 2-4-17 Workshop
Collaborations & Convergences

Last October, a local cultural center offered stipends to the 18 students, co-learners, and SJE organizers who would make 250-300 lbs. of “bread of the dead” for Día de Muertos. As the bread was rising, we taught and learned the arts of papel picado and paper flowers for the festival. On previous years, a smaller all-volunteer group had made 60 pounds and collectively composed a calavera dedicated to then candidate Trump.

Such revitalizing, community-building aspects of empowerment reinforce the mutual commitment by parents, educators, and students to push back on institutional racism and to struggle for social justice in our day-to-day experiences at work and school, from a culturally-grounded place.
Culturally Grounded Advocacy Strategies

Original plays for social justice theater are another way the SJE Task Force has had an impact. The plays surfaced in time for school board elections in 2015. Candidates backed by big money won the election, but not with the usual silence, and at least one newly elected member of the SBOE (State Board of Education) credits our “guerrilla” theater with tripling the usual voter turn out for an off-year election.

Knowing that isn’t enough, and knowing the next school board election comes this May, these plays are now on our website and may show up, flashmob style, when and where least expected.
Cumulative Effect of Varied Strategies

The elementary school slated to close has instead become an early-childhood, early-elementary feeder school for the district’s (until recently) only model of dual-language excellence.

It is plausible that the Task Force’s connection of Co-learners to the broader community created beautifully “dangerous” openings for *la palabra*, the spoken word, to question and educate educators and policy makers and so hold our district more accountable for equity in public education.
The strengths of Family Reading Circles are similar to those of Co-learning. Dr. Alma Flor Ada’s Creative Reading approach to children’s literature prioritizes *listening* to the children.

Co-learning takes place on campus, but Reading Circles, while not far from school, are in all senses closer to home.

Some families participate distrustfully or shyly at first, having had few empowering experiences at school. If families communicate better in Spanish, that’s the language we use. Many have young children who are already coded for special education but do not receive the supports they need. Over time, some participants become more vocal on behalf of their children at school, and that is a breakthrough. It disproves the stereotype, “those families don’t value education,” suggesting that the problem may lie more in the educational institution not valuing *them*—a message not lost on children in school.
¡Bienvenidos todos! Al Círculo Familiar de Lectura

"La hamaca de la vaca o un amigo más"
De Alma Flor Ada, ilustrado por Viví Escrivá

Dónde: en Los Deptos. Sherman, 425 Jaffee
(Salón de la Comunidad, atrás de la guardería)

Cuándo: el martes, 6 de octubre de 2015 y cada martes 1º del mes, de 5:00 a 6:30 p.m.

¡GRATUITO! y organizado para los niños de 3 a 8 años de edad, junto con un adulto responsable

¡Amor es crecer juntos!

Facilitado por el Grupo de Apoyo Mutuo Pro-Justicia en las Escuelas.
Hacemos una extensa invitación a las familias con niños de 3 a 8 años a participar en el Círculo Familiar de Lectura. Es gratuito y bilingüe.

Social Justice in Education Task Force
Invites you to Participate in Family Reading Circles for Children ages 3 to 8
Dual Language FREE

Dónde:
Café Mayapan (2000 Texas Ave.)

Cuándo:
el sábado 8 de febrero, 10:00 am-12 pm

Quién:
los niños de 3 a 8 años de edad, acompañados por un adulto responsable

Who:
Children 3 - 8 years old, accompanied by a responsible adult
To understand how an innocuous family literacy project can “educate dangerously” as part of the SJE Task Force work, it helps to know that the high school across the street from the Sherman Apts. reading circle just got a ‘D’ on the all-new, statewide, ‘A’ to ‘F’ “school report card” rating system, while the magnet school on the shared campus with the same principal got an ‘A’.

In the ‘D’-rated school, over 40% of students are coded not proficient in English, and most are coded “at risk.” In the ‘A’-rated school, these codes don’t even make subcategory status.

This is a neighborhood where “at risk” is code for ‘poor,’ and LEP or ESL are code for ‘Spanish spoken at home’. The ‘A’-rated health careers magnet school is housed in a different building on the same campus and recruits not just the top-performing students from our district but from all nine districts in far-west Texas. Adding to the disparity, many parents of top-performing middle schoolers from the neighborhood contrive to send their children to other feeder pattern high schools, not the ‘D’ school.
The ‘A’ and ‘D’ school students who volunteer in the Reading Circles, however, collaborate, using their different strengths, to craft well-thought-out, well-phrased, open-ended questions in Spanish that will both help the children enjoy the story and also empower them to express their interpretations, criteria, and creative solutions to problems that are often just as real in their own lives as in the story.

On good years, with enough volunteers, we publish and return the transcribed sessions to the families, so they can read and savor them at home or even share with a grandmother or grandfather or tía abuela who does not have papers to cross the bridge that for them is already a wall. The SJE Task Force provides training for the volunteers as well as nutritious snacks and materials for creative pre-reading activities. We usually celebrate the end of a cycle with refreshments, games, music, certificates, and a gift book of high-quality Spanish, wordless, or bilingual children’s literature for each child to own and another for each family to donate to the local library in each child’s name.
From 2013 to 2016, the reading circles met monthly or bimonthly at the public housing community across the street from the ‘A’/‘D’ campus. They are currently suspended due to the relocation of resident families during renovation. It is uncertain whether families will return, or the housing will be repurposed or sold, so the reading circles may have to relocate.

The SJE Task Force recruits and trains co-facilitators from the English-proficient students from the ‘A’ school and the Spanish-proficient students from the ‘D’ school, in a dynamic that becomes similar to Co-learning:

Whereas the ‘A’ school ‘A’ students model how, even as volunteers, it’s important to commit, plan, and follow up, the ‘D’ school non-‘A’ students model how to encourage, praise, laugh, and communicate easily with the children of participating families, and how to respect all the adults, whether or not they attend most sessions or have a formal education.

All the high school students are trained in Dr. Ada’s creative reading approach and model for parents the kind of attentive listening that allows us to understand the children’s world—their joys, fears, thinking, frustrations, and hopes—while transcribing quick speech into readable text for families to enjoy later. They relieve the adults’ need to correct and give direction, and instead allow them to enjoy listening to what their children are saying. An effort is made to get every family a library card and to help with homework.
Reading Circles transgress not only the invisible line that keeps some families away from their children’s schools but also the one that divides the campus itself into ‘A’ and ‘D’-grade education. And that is educating dangerously.

What makes Reading Circles, Co-learning, the plays, poems, and Empowerment Workshops creatively “dangerous” is how they bring together students, their family and community members, and public school educators regularly to build and share knowledge equitably. Sometimes this builds momentum to organize for social justice and against institutional racism.

It is not that people get involved for these reasons but that these reasons emerge from a different kind of involvement in education.
Conclusion

Let’s end the way we began, by taking a few minutes to revisit how a task force could create and sustain a more “dangerous,” less harmful kind of public education where you live and work.

Or maybe you already have one, or something like it, but, as in El Paso, too many students are still leaving school for high-risk, low-pay jobs, not family or community-sustaining work or study.

We will go around our Circle once more to check-in on how you feel and what you need, but this time focus on the problem you posed on your card and we transcribed on the wall. How do you feel about that now, and what do you need, to address it?

Thank you. Please stay in touch after this session with each other and with me through NEA’s EdJustice website or the SJE Task Force: www.sojuedu.org or you can e-mail us at sojuedu@gmail.org.
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Example 1 [provide example]
  – Example 2 [provide example]
  – Example 3 [provide example]
• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment