

APRIL 2010 CLE INFORMATION ON PARTICIPATING ORGANIZATIONS

LA UNION DEL PUEBLO ENTERO – San Juan, TX

Founded in 1989 by labor rights activist César Chávez, La Unión del Pueblo Entero (LUPE) is committed to building stronger, healthier communities where people have the power to effect social change through community organizing and civic engagement. Our strength is found in our 6,000+ membership base from which leaders and volunteers are transforming their communities through neighborhood committees that have won several campaigns such as land ownership rights. LUPE's strategy for change comprises of four interrelated components: responding to the immediate needs of people through social services, investing in their self development, transforming communities, and building a community of conscience.

THE LLANO GRANDE CENTER – Edcouch, TX

The Llano Grande Center works to revitalize our community through our youth. Our goals include creating access to higher education, engaging students in community change initiatives and developing leadership that respects local history and culture. We are engaged in galvanizing students and residents in developing new alliances to revitalize our communities and expand our educational horizons. We build on what is solid in our tradition while rejecting the notion that our origins should limit our expectations. Founded by a visionary group of Edcouch-Elsa graduates, Llano Grande now works with a third generation of civically-minded student leaders who are making significant contributions to their school and community.

UT-AUSTIN: TEXAS CENTER FOR EDUCATION POLICY – Austin, TX

The Texas Center for Education Policy (TCEP) is a nonpartisan education research center of The Division of Diversity and Community Engagement at The University of Texas at Austin. Since the spring of 2006, under the direction of nationally renowned Professor Angela Valenzuela, TCEP has begun to promote equity and excellence in public elementary, secondary, and higher education through research, its sponsored policy seminars, education convenings, and its collaborations and programmatic activities. Even in its young stages, TCEP has brought together scholars, policymakers, practitioners, and leaders from local, state, national, and international education communities in substantive, principled partnership to develop programs, policy, and practices that improve the education of our youth and expand access to university opportunities and services for all students. As a leader in the education policy arena, TCEP's research and policy assistance on numerous issues has been requested primarily by state legislators. Building on The University of Texas at Austin tradition of distinguished scholarship, the Texas Center for Education Policy is committed to research on equity and excellence in PK-16 education. The Center promotes interdisciplinary and collaborative research, analysis, and dissemination of information to impact the development of educational policy by bringing together university entities in partnership with local, state, national, and international education communities.

INSTITUTE FOR COMMUNITY, UNIVERSITY AND SCHOOL PARTNERSHIPS – Austin, TX

The Institute for Community, University and School Partnerships (ICUSP) emerged from the desire to link the resources and needs of The University of Texas at Austin, K-12 schools, and local communities in the Central Texas area. While nurturing a network of practitioners, scholars and community activists, ICUSP develops and implements programs that both facilitate youth development and academic achievement as well as enhance college-readiness. Additionally, ICUSP supports the development and efficacy of youth-serving, non-profit organizations and allows for the exchange of knowledge between university affiliates, school based educational stakeholders and community members.

ICUSP is part of an integrated vision to directly impact academic outcomes for students in the K-12 school system while providing theoretically rigorous and practically grounded doctoral training in Cultural Studies in Education. All ICUSP project directors hold advanced degrees in education related fields, and the majority of them are current doctoral students. They initiate, participate and work with community-resonant, culturally-anchored projects.

APRIL 2010 CLE INFORMATION ON PARTICIPATING ORGANIZATIONS

Corresponding to the individual projects, ICUSP maintains an active research agenda as well as partnerships with local organizations to conduct and disseminate research.

COUNCIL FOR STUDENTS WITH DISABILITIES – Edcouch, TX

The disability issue has always been a controversial topic, even today in the 21st century. Our society tends to neglect the problem causing many disbeliefs, inappropriate behavior, and lack of knowledge. However, there is an organization within The University of Texas Pan – American (UTPA) that is working towards a greater change within disability awareness. The Council for Students with Disabilities (CSD) main purpose is to empower students/staff from the University of Texas-Pan American (UTPA), to advocate for disability rights, and offer support to students/staff with disabilities. CSD is an organization for students with disabilities and their supporters in the UTPA community who want to focus on awareness, advocacy, support, and removing barriers to full participation on UTPA's campus. To accomplish this purpose, the organization will identify disability-related issues on campus and work to resolve them. It will also provide educational services through speeches, workshops, meetings, and events. Overall, CSD, believes that “Many Voices can become a Single voice for change.”- Founders of CSD (2008)

UNIVERSITY OF TEXAS-PAN AMERICAN – Edinburg, TX

The Borderlands Committee at the University of Texas Pan American is a faculty-driven, interdisciplinary endeavor sponsored by the UTPA Colleges of Education and Social and Behavioral Sciences. It is committed to pursuing the following goals: (1) profiling the borderlands experience of the Texas Mexico region, (2) generating scholarship specific to the borderlands, (3) building local capacity, (4) nurturing aesthetic representations of the borderlands.

LA JOYA INDEPENDENT SCHOOL DISTRICT – La Joya, TX

Vision Statement

“La Joya ISD pledges its continued commitment to the success of every student and adult in our organization. We will do our part to create safe academic environments that challenge students at high levels of rigor and relevance along with a climate of strong, positive, supporting relationships. Our schools will promote a “college ready” culture for all students and will invite the community to join in strong partnerships that will assist us in successfully preparing all our youth for a PreK-16 continuum that guarantees them success in life.” – Dr. Alda T. Benavidez, Superintendent of La Joya Schools

DONNA INDEPENDENT SCHOOL DISTRICT – Donna, TX

Donna ISD is a public school district based in Donna, TX. The region has a large influx of recent immigrants from Mexico and that makes a large part of the population of students in DISD, which consists of one high school, one 9th grade campus, one credit recovery school, one alternative campus, three middle schools, and fourteen elementary campuses. To better meet the needs of the students, the district has opted to provide a means of enriched instruction through the implementation of a Dual Language bilingual program in all elementary campuses. It is the goal of DISD that all students not only learn English but also acquire grade level content by learning in their native language. In the outskirts of Donna, one will find many new developments (colonias) where a large portion of students live. Many times, connecting with the home environment can become a challenge; nevertheless, attempts are made throughout the district to capitalize in the strengths of the community and especially in the specific “funds of knowledge” of the families that are served through DISD.

INTERNATIONAL MEDIA EXCHANGE – Kalamazoo, MI

APRIL 2010 CLE INFORMATION ON PARTICIPATING ORGANIZATIONS

Mission: Promote the social, economic and political incorporation of disadvantaged Spanish and English speaking communities through technology and multimedia programming.

Vision: A nationally networked organization providing sustainable educational programming to close service delivery gaps between institutions and targeted communities.

INSTITUTE FOR EDUCATIONAL LEADERSHIP – Washington, DC

The Institute for Educational Leadership has long recognized that to attain better outcomes for our young people, leaders must have the knowledge and skills to break down silos and unite people, organizations, and communities. With this principle as our driving force, IEL's work serves as the backbone of innovative efforts around the country that bring together leaders in public education, children and youth serving systems, and other community institutions to foster reform and sustained action. We believe that the opportunity to learn, develop and become contributing citizens of our democracy is the birthright of all America's children. Our focus is on our most vulnerable children and youth—those who are poor, minority and/or disabled.

The attention to better results for children and youth has increased in recent years and properly so. Whether galvanized by federal legislation, state-level systemic interventions like the creation of P-20 systems and data warehouses, or organized community-based actions by parents clamoring for better opportunities for their children, the work toward improved outcomes drives local, state, and national initiatives. In this dynamic environment, and in our increasingly diverse nation, IEL's vision ... a society that effectively mobilizes and organizes its resources so that all young people are prepared for college, career and citizenship... still serves as our clarion call. Our mission – “to build the capacity of individuals, organizations, systems and communities in education and related field to cross boundaries and work together to improve outcomes for children and youth” – distinguishes IEL's efforts.

Hawai'inuiākea School of Hawaiian Knowledge from the University of Hawaii at Manoa – Honolulu, HI

Hawai'inuiākea consists of two academic units, Kawaihuelani Department of Hawaiian Language and Kamakūōkalanani Department of Hawaiian Studies both offering undergraduate and graduate degrees; a cultural garden, Ka Papa Lo'i 'o Kānewai; and, Native Hawaiian Student Services Kauhale. The mission of the Hawai'inuiākea School of Hawaiian Knowledge is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge including its language, origins, history, arts, sciences, literature, religion, and education; its laws and society; its political, medicinal, and cultural practices; as well as all other forms of knowledge. We recognize the unique status of the Native Hawaiian people and recognize their unique connection to these forms of knowledge by encouraging, supporting, facilitating, and ensuring the incorporation of Native Hawaiians at all levels of the university. We seek to accomplish this mission with a native Hawaiian perspective that recognizes the holistic aspects of this knowledge, its diversities, and the importance of practical applications. Our work is to apply this knowledge to provide, serve and support the Hawaiian community, as well as extend this knowledge outward from the academy and the community, into the Pacific and other international domains.

Searider Productions (Wai'anae High School) and MA'O Organic Farms – Honolulu, HI

Kauhale Youth Education & Entrepreneurship Initiative or Kauhale, is a revolutionary school-community partnership that reawakens our kuleana (responsibility) to transform our own debilitating cultural, social, economic and environmental condition by proactively assuming a kauhale or village approach to raise our children. Our intention is to re-establish a vibrant learning context and movement in which diverse cohorts of vulnerable youth and their families are engaged, supported and sustained through culturally relevant, project oriented and entrepreneurial pedagogy and practice. *“Kauhale youth in our social enterprise programs are the catalyst for educational and community transformation.”*

Kauhale partners seek to strengthen and validate a communal pedagogy of education that focuses on increased and effective youth participation; that improves the quality of culturally relevant curriculum and programming; that increases the equity, transparency, and accountability by our education institutions, and that builds a vibrant

APRIL 2010 CLE INFORMATION ON PARTICIPATING ORGANIZATIONS

continuum of community based, viable and practical entrepreneurial systems – unfolding even greater opportunities for youth, their families and the greater kaiāulu. For over a decade, two of the Kauhale partners have attained definitive individual success in supporting Wai‘anae youth to overcome the root causes of their own vulnerability by challenging them to play an active role in the revitalization of the Kaiāulu, the poetic name for Wai‘anae, through the Wai‘anae Digital Media Hālau and Māla ‘Ai ‘Ōpio (MA‘O) programs.

The Wai‘anae Digital Media Hālau immerses cohorts of students in the fundamentals and business of storytelling, journalism, print and digital media arts, production, and post-production to give them the skills, knowledge, and experience required to pursue college and/or work in related industries, including internships and employment opportunities with the for-profit Mākaha Studios LLC, owned and operated by alumni of the Searider Productions program.

MA‘O immerses cohorts of students in reviving cultural stewardship values while growing Hawai‘i’s organic agriculture sector through culturally and commercially relevant farming practices, school-based organic gardening programs that teach contemporary agriculture science in the context of traditional Hawaiian culture, and entrepreneurial-agricultural-educational youth leadership training that culminates in an Associate Degree at Leeward Community College.

CENTER FOR ETHICAL LEADERSHIP – Seattle, WA

The Center for Ethical Leadership, located in Seattle, is a national non-profit with a track record of advancing social change. We cultivate leadership for community change in service of the common good. Our approach is to invite people to reach across boundaries, build trust and lead from their core values to advance change. By convening diverse perspectives – especially those historically excluded – we are fostering healthier, more just and inclusive communities in our local Pacific Northwest region and across the country. We create conditions for personal and collective transformation through innovative models, programs and approaches:

- The Community Learning Exchange offers in-person and virtual gatherings that build relationships and advance social change work.
- Gracious Space creates transformative space that supports significant change.
- Leadership and change initiatives provide customized capacity building to help organizations select appropriate tools and approaches to achieve powerful results.

PUBLIC SCHOOL 24 – Brooklyn, NY

PS 24 is a dual language school with 750 students located in a diverse neighborhood in Brooklyn, New York. The school provides instructions in both English and Spanish using several models of dual language instruction. Classroom teachers use thematic and project based learning in their approach. The school promotes high academic achievement in a multicultural setting for all students and prepares students for the application of real world issues. PS 24 promotes critical thinking and problem solving approaches integrating technology and other media. The school takes a comprehensive approach to dealing with social emotional issues through the collaboration with Morningside Center for Teaching Social Responsibility and Lutheran Medical Services. Parents are a visible part of the community and participate in a number of programs aimed at developing their leadership, basic education and ESL and parenting classes.