

Center for Cultural Competence,
a program of Luz Academy and
Luz Social Services, Inc.

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Luz de Cultura

CCC Teacher Training a Huge Success

On April 26, 2003 the Center for Cultural Competence (CCC) conducted a teacher training at the Luz Social Services, Inc. César Chavez Training Center. Mrs. Anna Burke, Director of the CCC, organized the event and coordinated the presenters. "I was very happy when I first sent out fliers because I was getting responses right away. At least one teacher registered for every charter school where fliers were distributed. Even before the training started I thought it would be successful," she said.

A total of 20 charter school teachers and one charter school administrator attended the training. The charter schools represented were: Luz Academy of Tucson, Guerrero Middle School, Pima Vocational High School, Cesar Chavez Middle School, Aztlán Academy, Presidio High School, Pima Prevention High School, Davis Education Center, Southside Community School, and Calli Ollin Academy. According to Mrs. Burke, the training provided the teachers with a unique experience, "I think it was very educational. A lot of teachers didn't know what to expect and I think they were pleasantly surprised at the knowledge they learned in this training, it was something they had never been exposed to."

Augustine Romero, Sean Arce and José Gonzalez, of TUSD Mexican American/Raza Studies, Dr. Gregory Rodriguez, of the U of A Mexican American Studies and Research Center, and Julio Cammarota, of the U of A Bureau of Applied Research and Anthropology presented at the training. The attendees had a busy day, participating in workshops from 8:30 am to 3:30 pm. "Initial feedback through evaluation was positive. Maybe next time we'll split trainings into two days because it was A LOT of information in a very short time," Mrs. Burke reflected.

In retrospect, Mrs. Burke thought the networking teachers did with other teachers and the trainers was the most positive result of the training. "The trainers are so dedicated to the goal of this workshop and teachers have already contacted them; the message is it (training) doesn't end here."

Mrs. Burke summarized the training, saying, "In the end, teachers took some of what they learned back to their classrooms. They learned about themselves and other cultures, especially the Latino culture. We hope to have other trainings in the future."

Policy News

Excerpted from the National Immigration Law Center. For more info go to www.nilc.org.

The DREAM Act is bipartisan legislation pending in Congress to clear up the immigration status issues and address federal barriers to education and work confronted by the U.S.-raised children of undocumented immigrants. In

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Rename the U of A Econ. Building 4

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TUSD Organizes Teacher Summer Institute

The fifth annual Teacher Institute, hosted by TUSD's Mexican American/Raza Studies Department, features three Latino Studies authors, Dr. Antonia Darder, Dr. Danny Solorzano, and Bobbi Salinas. The institute will be held July 30-August 1 at Pueblo High School. Professional development credit is available.

Featuring:

Antonia Darder, Ph.D., University of Illinois, Department of Educational Policy Studies, Author of *Reinventing Paulo Freire*, and *The Latino Studies Reader: Culture, Economy and Society*

Danny Solorzano, Ph.D., UCLA, Chair, Dept. of Education, Author of *Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework: Chicana and Chicano Students in an Urban Context*

Bobbi Salinas, Author of *The Three Pigs / Los Tres Cerdos: Nacho, Tito, and Miguel*, and *The Cinderella Latina / La Cenicienta Latina*

Mark your calendars:

Dates: July 30th, 31st and August 1st, 2003

Time: 9:00 am—3:00 pm, Registration: 8:00 am—9:00 am

Location: Pueblo High School

Professional Development: 18 hours

For more information, call (520) 225-6229.

Fulbright Teacher Exchanges

(application deadline: October 15, 2003)

DISCOVER A NEW WORLD OF EDUCATION

Sponsored by the United States Department of State, the Fulbright Teacher and Administrator Exchange arranges direct one-to-one classroom exchanges to over thirty countries for teachers at all levels. Most exchanges occur for an academic year. Argentina, Mexico, Peru and the United Kingdom offer fall-semester exchanges. Morocco and the United Kingdom offer six-week exchanges. Italy also offers an eight-week classical seminar for teachers of Latin, Greek or the Classics.

Prospective applicants must meet the following general eligibility requirements: U.S. Citizenship, fluency in English, bachelor's degree or higher, be in at least third year of full-time teaching, a current full-time position

The application deadline is October 15, 2003 for the 2004-2005 program year. For more information and/or an application please visit our Web site: <http://www.fulbrightexchanges.org> or call (800)726-0479.

Cultural Activities

Multicultural Journalism Workshop (June 9-26)

Bakersfield College has an excellent two-week **Multicultural Journalism Workshop** from June 9-26. Sponsors are the college, The Bakersfield Californian, The Dow Jones Newspaper Fund, and the California Chicano News Media Association. Participants must be enrolled as a high school junior or senior and must be California residents. The students produce their own newspaper in the two weeks. George Ramos, a Pulitzer Prize-winner from the Los Angeles Times, is a special workshop mentor. The workshop is free and five of the most promising students will receive \$100 scholarships. The BC Summer Multicultural Journalism Workshop is a three-week program to encourage high school students of all ethnic backgrounds to consider newspapers as a career. Contact is Kathy Freeman, (661) 395-4344; kfreeman@bakersfieldcollege.edu. Deadline is May 9.

LEARN MORE ABOUT THE NATIONS PREMIER LATINA LEADERSHIP PROGRAM

A complimentary breakfast event to learn about the **National Hispana Leadership Institute** will be held Tuesday, May 13, 2003 from 8:00 am to 9:15 am at the Radisson Hotel City Center Tucson, 181 West Broadway (Interstate 10, exit Congress-- becomes Broadway) RSVP by Friday, May 9, 2003 Phone: 520.205.8760 Charlotte Email: lmazon@aol.com

Curriculum Unit on Immigration Policy

A number of changes to immigration policy have come as a result of national security concerns following the September 11th attacks. The new Department of Homeland Security has subsumed under its leadership the responsibility of border control, the Customs Service, and the Immigration and Naturalization Service. The Patriot Act, passed by Congress in 2001, enables the U.S. government to increase the time non-citizens may be held by immigration officials without charges. Additionally, legislation now requires men from several Middle Eastern and North African countries and North Korea who are on temporary visas to register with the INS.

The Choices curriculum unit, *U.S. Immigration Policy in an Unsettled World*, introduces students to the history of U.S. immigration policy and provides lessons that help students understand the values underlying immigration policy in the past and the trade-offs associated with contrasting policy alternatives today. This Choices curriculum unit can help students confront the same questions facing U.S. policymakers:

- What values and interests are reflected in U.S. immigration policy?
- How does immigration affect our economy?
- What is the responsibility of the United States to refugees or those seeking asylum?
- How should we balance security and our tradition of immigration?

Readings and lesson plans from *U.S. Immigration Policy in an Unsettled World* provide teachers with the means to bring these issues into the classroom in a constructive and balanced way.

For more information, go to www.choices.edu

ALARMING NHSDA REPORT ON SUICIDE RISK AMONG HISPANIC FEMALES

Suicide among youths is an important public health problem that has received national attention. SAMHSA's National Household Survey on Drug Abuse in 2000 asked youths whether they had thought seriously about killing themselves or tried to kill themselves during the 12 months before the survey interview.

The report shows that among youths aged 12 to 17, Hispanic females were at higher risk for suicide than other youths. Possible reasons identified by prior research include troubled relationships with parents strained by cultural differences between family members.

Only 32 percent of Hispanic female youths at risk for suicide during the past year, however, received mental health treatment during this same time period. Hispanic female youths born in the United States were at higher risk than Hispanic female youths born outside the United States. But rates of suicide risk were similar among Hispanic female youths across regions and ethnic subgroups (e.g., Mexican, Puerto Rican, Central or South American and Cuban). See The NHSDA Report: [Risk of Suicide Among Hispanic Females Aged 12 to 17](http://www.samhsa.gov/oas/2k3/LatinaSuicide/LatinaSuicide.htm). <http://www.samhsa.gov/oas/2k3/LatinaSuicide/LatinaSuicide.htm>

CHICANO, HISPANIC, LATINO, MEXICAN AMERICAN, LATIN AMERICAN—GET IT STRAIGHT

An article out of Texas A&M University offered a quick lesson in names of minority groups. Sent to the Center for Cultural Competence listserv, the article gave explanations and a historical perspective for various names such as Chicano, Mexican American, Latino, Latin American and Hispanic.

Sociologist Edward Murguia is one of the articles' sources, and his sociological area of study is race relations. Mr. Murguia explained that "Mexican American" is fundamentally a term of national origin, while "Latino" and "Hispanic" are pan-ethnic or "umbrella" terms for all people descending from the Iberian Peninsula (Spain and Portugal). In the article he continues with an explanation as to why the terms change, and will continue to change. Check it out, and debate on our listserv!

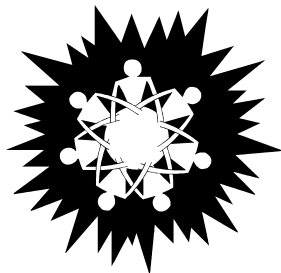
For more information on this debate and the article in full, please refer to our website and www.luzsocialservices.org/ccc, click on listserv, or go straight to the listserv's mainpage at <http://groups.yahoo.com/group/>

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the Senate, the Development, Relief, and Education for Alien Minors (DREAM) Act will be introduced in the Spring by Senator Orrin Hatch (R-UT). By the end of the 107th Congress there were 7 Senate Republicans and 12 Democrats on the DREAM Act (S. 1291).

The House version of the DREAM Act, will be introduced this Spring by Rep. Chris Cannon (R-UT). In the 107th Congress, the Student Adjustment Act (H.R. 1918) attracted a bipartisan list of 62 cosponsors.

Under current law, 50—65,000 students graduate from American high schools each year who have been in the U.S. more than five years but who face limited prospects for completing their education or working legally in the United States because they were originally brought here by parents lacking immigration status.

Disclaimer: The opinions expressed in this publication are those of the authors and do not reflect those of the Luz Academy of Tucson, the Center for Cultural Competence or Luz Social Services, Inc.

HELP HONOR LATINO LEADER BY RENAMING U OF A ECONOMICS BUILDING

Socorro Carrizosa, Director, Chicano/Hispano Student Affairs and Tony Estrada, Director of Mexican American Studies and Research Center submitted an official proposal to Dr. Peter Likins, U of A President, asking for the U of A Economics Building to be renamed to the Cesar E. Chavez Building.

According to Carrizosa, "It's time for a flagship university like the University of Arizona to have a building named for a Latino leader. Specifically, why couldn't we honor an Arizona son, Cesar E. Chavez in this way?"

The initiative needs support, specifically, they need community leaders, students, national leaders and organizations to support the effort and to demonstrate it by writing a letter to Dr. Likins urging him to approve the proposal. Carrizosa offered to supply a sample letter that can be personalized. For more information, call Socorro Carrizosa at (520) 621-5627

¡Sí Se Puede!