



Welcome!

We're so excited to have you here!

Feel free to share your name and pronouns in the chat!



IDRA's

National Virtual Youth Summit





Agenda

01 Importance of Advocacy

02 YPAR

03 Mexican American Studies

04 Classroom Censorship

05 Resources + More



Shreya Selvaraju
she/her



Kennedy Moore
she/her



Manav Lund
she/her



Josué Peralta de Jesús
he/him



Tatiana Martínez Alvarez
they/them



Adam Shelburn
he/him



- This year, IDRA is celebrating its 50th year of working for excellence in education for all children!
- Over its history, IDRA has worked for five decades to expand public and individual awareness and to transform classrooms.
- Our efforts have focused on engaging people to move and support a system in need of change.
- **Every child is valuable.** IDRA believes that each student must count in every school system.



Icebreaker

Where are you joining us from?

Use the link in the chat!





Word Cloud Vibe Check

Word Cloud: Cool-looking
image composed of words.

Use the link in the chat!





Importance of Advocacy

Tati Martinez & Adam Shelburn

What is advocacy?

shorturl.at/fzIQS



★ Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions.



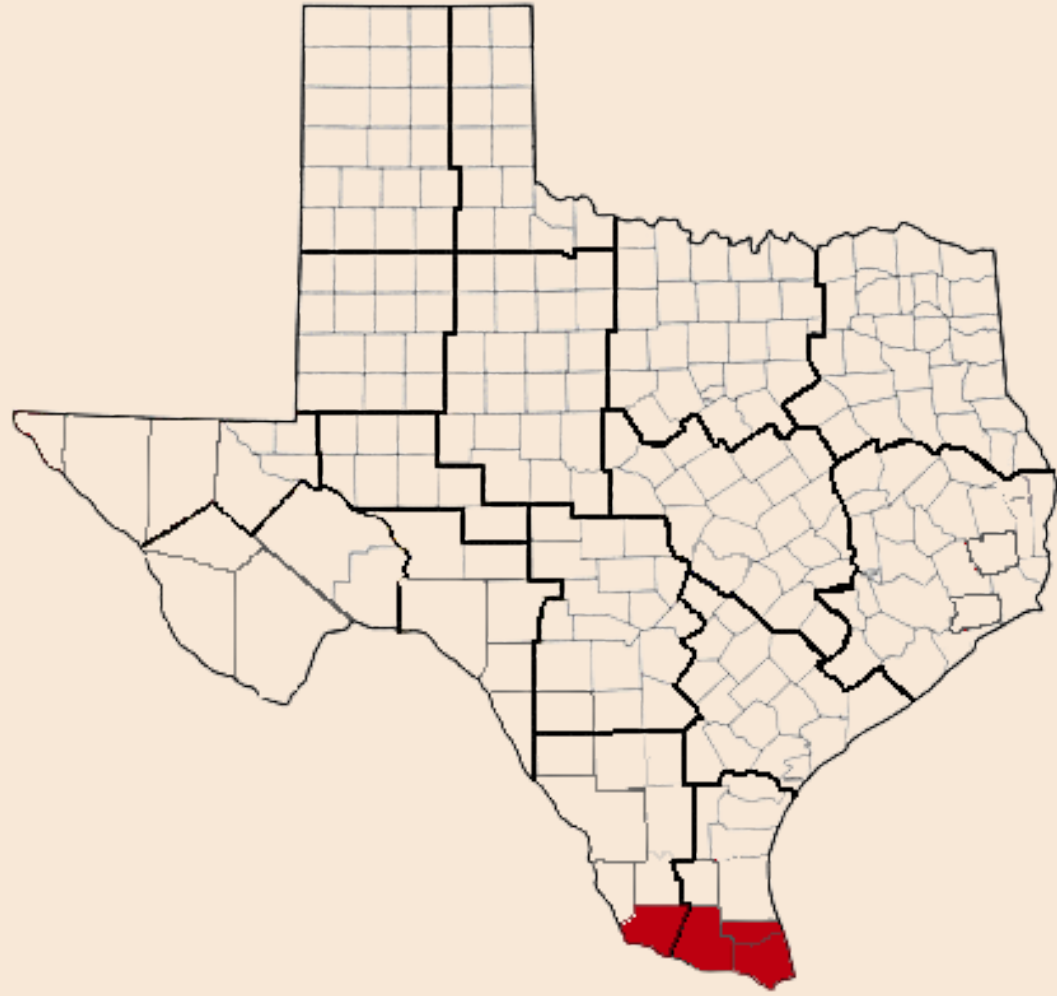
What can advocacy help
with?





Education Policy in the
RGV





The Rio Grande Valley is located at the southernmost point of Texas, at the meeting point of Mexico and the USA.

The valley is rich in culture, history, and talent. The valley is not very well known but well lived, however, there are many challenges facing this small community such as the huge

What is the rgv??



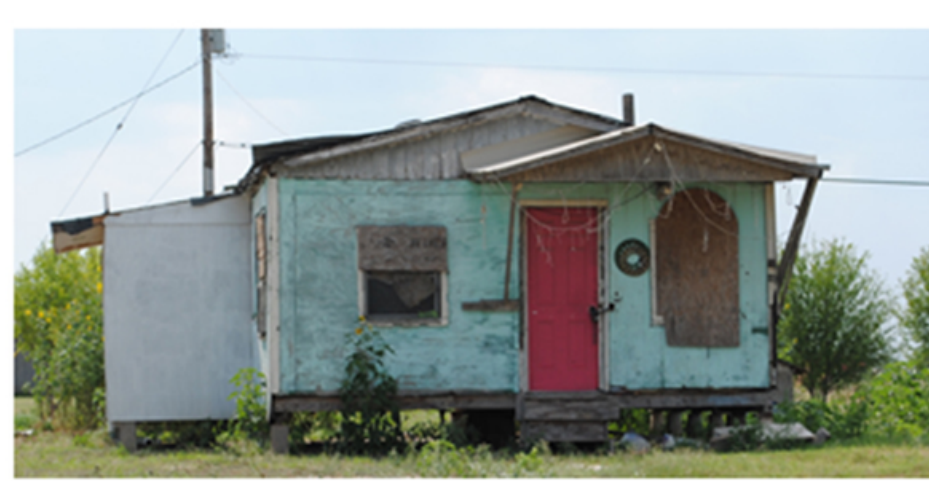
Housing and poverty crisis

"Colonias"

Colonias appear when a landowner sells land divided by lots, and most of the time, there's no resident infrastructure, running water, drainage, or indoor plumbing. Some colonias now have no roof or floor.

Important Info

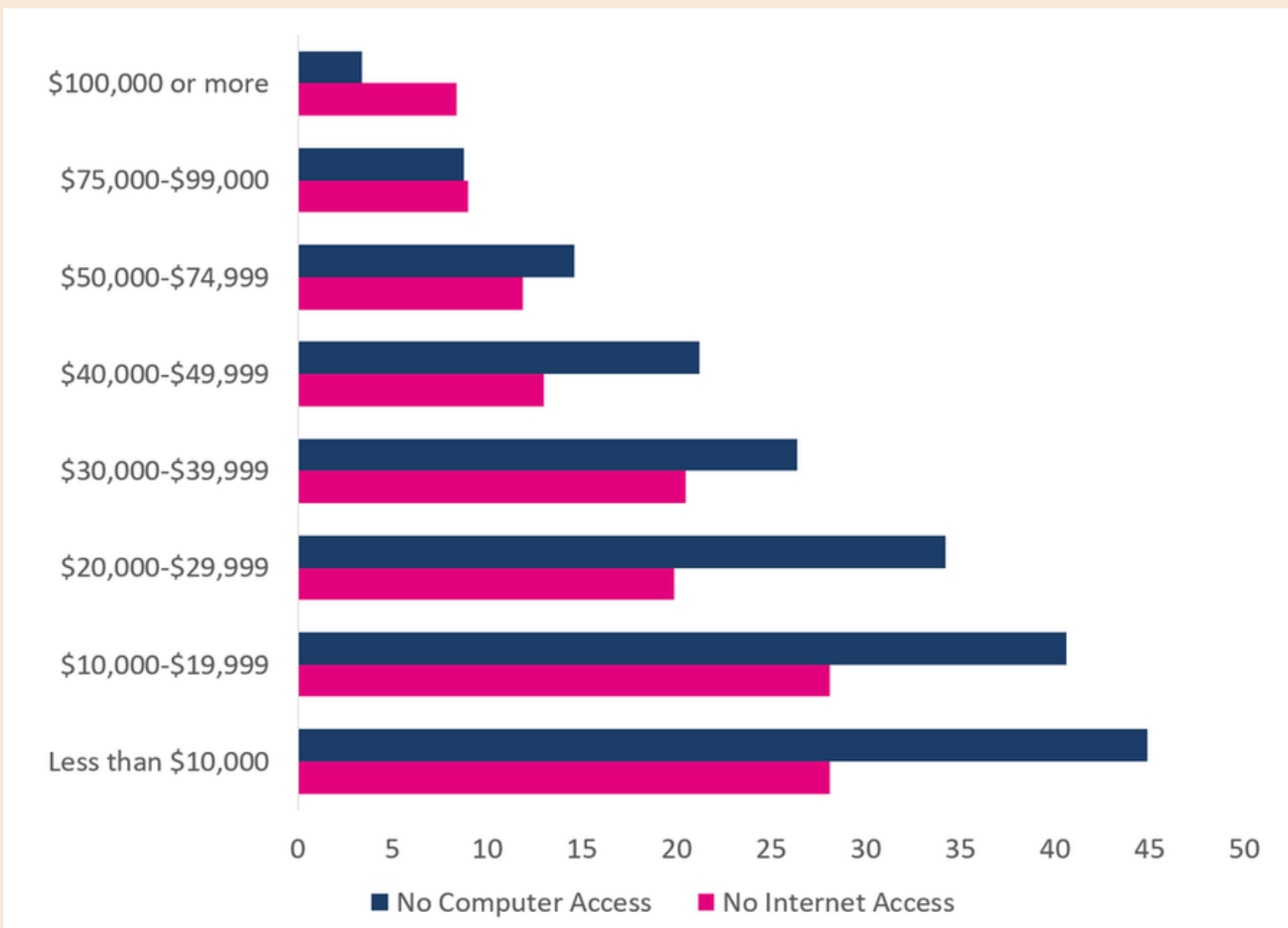
Ninety-six percent of residents in the colonias are Hispanic or Latino, with 40 percent living below the poverty line, and most colonias are located in "food deserts." According to mhpsalud.org food, a desert is typically defined as a low-income area more than one mile from a supermarket in an urban area or more than 10 miles from a supermarket in rural areas.



Images



Internet Accessibility



Not only is there a massive un-solved housing crisis in the valley, but there are also some students to this day that have poor to no Internet access in their homes. A survey by Rio Grande Valley guardian showed that half of the students at the local valley university needed access to high-speed wifi. In contrast, government maps show that the valley has a 100% internet range, with executives like Manuel “Manny” Cruz, executive director of LRGVDC, saying images like this are inaccurate.





How do we fix this??

shorturl.at/ftuFQ





These are all correct!!

You are all the voice of this generation, **your**
solutions both deserve and need to be heard by **us**
so more people can see a world built for us

Solutions via education policy

Donating to education policy non-profits

Donations allow for more people to be able to help and support the RGV through this crisis

Voting!!

Voting for policy's and people that support the RGV allow for more people to become aware of issues

Finding + Joining Local coalitions or organizations

Supporting coalitions and non-profit organizations are great ways to get involved in advocacy

Donating to non-profits

By donating to non-profits that align with your beliefs surrounding education advocacy, you can help expand and stabilize these organizations while allowing them to grow and find solutions to these issues.



Finding Local organizations or Coalitions

Supporting colitions like IDRAS youth advisory board, LUPE, and volunteering at non-profit events are great ways to expand and inform yourself about issues surrounding your very own community.



San Antonio

<https://www.bcectx.org/>

<https://www.bigcitieshealth.org/healthy-city-members-san-antonio/>

<https://web.sachamber.org/NonProfit-Organizations>

Houston

<https://namigreaterhouston.org/>

<https://greatnonprofits.org/org/familypoint-resources>

Austin

<https://bookspring.org/en>

<https://ciscentraltexas.org/>

<https://greatnonprofits.org/org/valere-public-schools-inc/>

<https://www.austinvoices.org/contact/>

The background features a light beige color with scattered decorative elements: yellow and red dots, yellow four-pointed stars, and a graphic in the top right corner consisting of several parallel, rounded lines in shades of orange, yellow, and red.

Voting!!

Registering to vote and actually voting are the key to getting our voice heard and change to happen, register to vote with these links!!!

<https://www.vote.org/register-to-vote/>

<https://vote.gov/>

The background features a light beige color with several decorative elements. In the top-left and bottom-right corners, there are large, stylized concentric circles in shades of orange, red, and yellow, resembling a sun or a rainbow. Scattered throughout the background are small, solid-colored dots in red, yellow, and orange, along with a few four-pointed stars in a golden-yellow hue.

“To be an activist is to speak. To be an advocate is to listen. Society can’t move forward without both.”

– Eva Marie Lewis

SOURCES

<https://riograndeguardian.com/as-if-by-magic-new-federal-map-shows-rgv-has-100-percent-access-to-high-speed-broadband/>

<https://www.utrgv.edu/som/gme/about-gme/about-the-rgv/index.htm>

<https://usafacts.org/articles/internet-access-students-at-home/>

YOUTH PARTICIPATORY ACTION RESEARCH

**THE INTERSECTIONS OF CULTURALLY
RESPONSIVE EDUCATION AND THE
SCHOOL-TO-PRISON PIPELINE:
A MIXED-METHODS STUDY**

Shreya Selvaraju + Manav Lund

WHAT IS YPAR?

YOUTH PARTICIPATORY ACTION RESEARCH

Youth participatory action research (YPAR) is a form of critical participatory action research that centers youth, defining them as assets and autonomous agents in the research process (Brion-Meisels & Alter, 2018). This allows student researchers to resolve social problems directly impacting their communities by identifying, conducting, and researching relevant issues (Schensul & Berg, 2004).

Through the use of YPAR framework, we are able to prioritize those most impacted, as it enables youth "to critique, redefine, and overcome" (Caraballo et. al., 2017) inequities experienced in their schools.

OUR QUESTION

What role do culturally-responsive pedagogy and curriculum play in reducing punitive discipline practices at the school campus level?

WHAT IS CULTURALLY-RESPONSIVE PEDAGOGY?

FROM OUR SURVEY...

- "Topics from a lens of multiple cultural perspectives, including, but not limited to, race, culture, immigrant status, and country of origin".
- "History lessons or literature (books, short stories, poetry) addressing topics pertaining to social justice, civil rights, or discrimination on the basis of race, culture, immigrant status or country of origin."

METHODS

AND MODES OF INQUIRY

We utilized a survey-based approach in data collection, sending out surveys to peers. We analyzed survey responses and then chose 5 respondents to participate in a voluntary, 60-minute focus group Zoom interview outside of regular school hours.

In total, we'll conduct three focus groups, one per area. The survey and interview guide will include questions about attitudes toward classroom instruction and materials, school climate and safety, and perspectives/experiences with school discipline.

Section 1: Attitude about school curriculum

On a scale of 1-5 (1. Strongly disagree, 2. Moderately disagree, 3. Neutral, 4. Moderately agree, 5. Strongly agree), please rate the level to which you agree with the following statements:

My teachers address curriculum topics from multiple cultural perspectives, including, but not limited to, race, culture, immigrant status, and country of origin.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Where?

- Frisco
- Austin
- San Antonio



SURVEY – KEY POINTS

- The survey's first section asks respondents about...
 1. The breadth of their experiences with culturally-responsive pedagogy
 2. How they perceive the effect of such pedagogy (or lack thereof) on their learning environment.
- The second section concerns respondent's experiences with...
 1. Curriculums that are discriminatory, one-sided, or lack historical/culturally accuracy.
 2. Discriminatory in-school discipline practices.
 3. Overall discriminatory or hostile academic environments.

We plan to conduct a quantitative analysis to examine the interconnections between these aspects of the broader academic environment. Stay tuned!

FOCUS GROUP

- Yet to occur; dates TBD!
- We'll hold three 60-minute focus groups, one for each area.
- Both a structured and free-form interview format. We'll have set questions discussing attitudes towards participant's school environment, curriculums, and discipline practices, and then we'll facilitate a more loose conversation on these topics.
- If you'd like to speak about issues surrounding classroom censorship or discriminatory school environments, please reach out!

GET INVOLVED!

If you'd like to participate, and you go to school in the following areas, contact...

Austin → shreya.selvaraju@idra.org or manav.lund@idra.org

Frisco → kennedy.moore@idra.org

San Antonio → josue.peraltadejesus@idra.org



BREAK TIME !

Stretch, drink some water, or grab a snack to keep you company!

We'll see you back here in five minutes!





JOSUÉ-ÁNGEL PERALTA DE JESÚS

MEXICAN AMERICAN STUDIES

National Virtual Youth Summit



INTRO TO MAS

Historical + Cultural Contributions of Mexican Americans

- POLITICS
- CUSTOMS
- HISTORY
- COMMUNITIES

WHY ARE WE NOT IN OUR TEXTBOOKS?

"ETHNIC STUDIES PROMOTE RESENTMENT TOWARDS A CERTAIN RACE OR CLASS OF PEOPLE"
(HURTADO)



MEXICAN AMERICAN STUDIES IS AMERICAN HISTORY





MY INTRO TO MAS

- Cafecito y MAS
- MAS Summit
- Aurelio Montemayor
- Liliana Saldaña





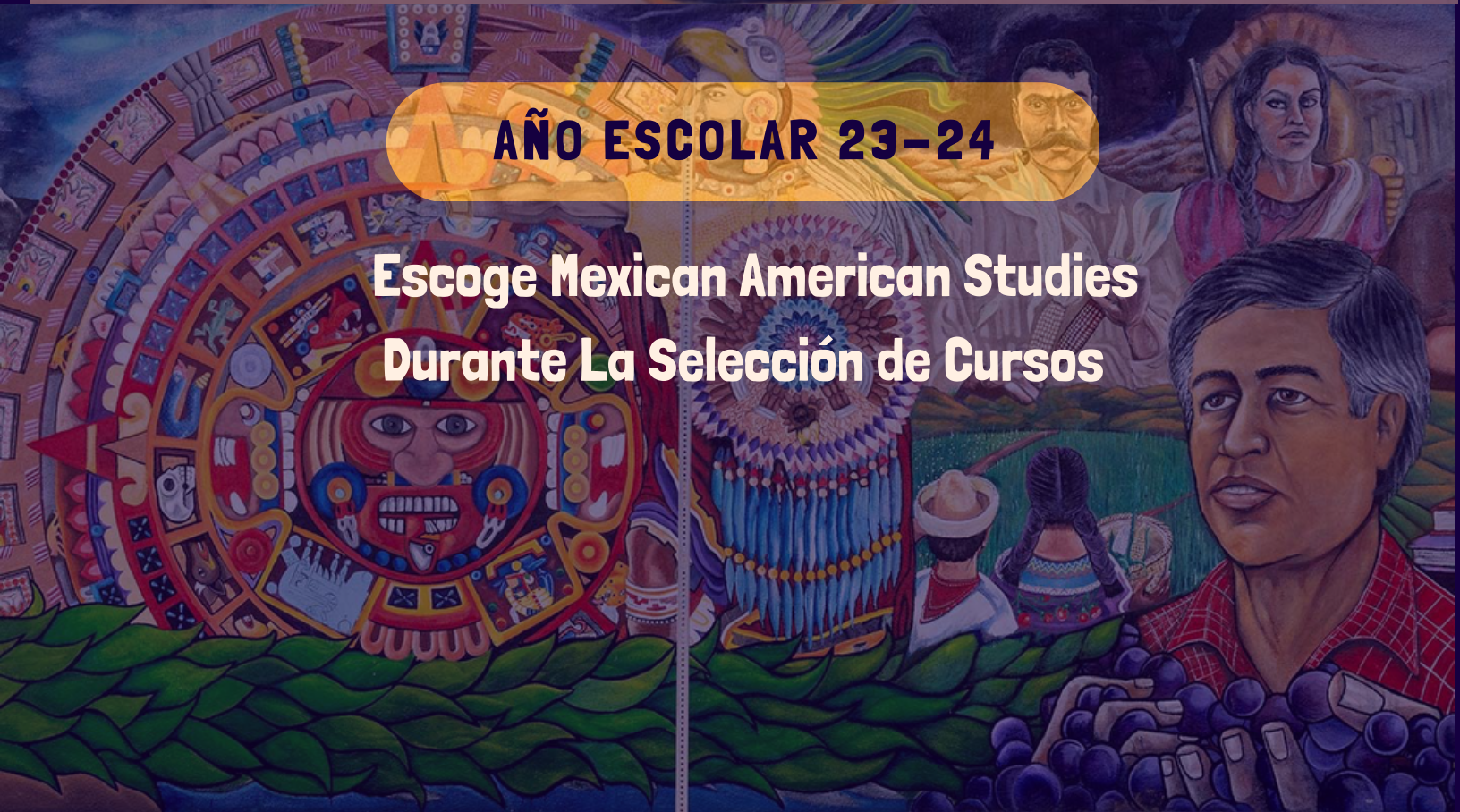
THE COMMUNITY OF PRACTICE

- OPPORTUNITIES ARE EVERYWHERE
- ACTION BEGINS WITH YOU
- LIKE MINDED INDIVIDUALS



¡Regístrate!

**Estudios Mexicanos
Americanos**



AÑO ESCOLAR 23-24

**Escoge Mexican American Studies
Durante La Selección de Cursos**



REGISTER FOR

**MEXICAN
AMERICAN
STUDIES**

DURING COURSE SELECTION FOR
THE 2023-2024 SCHOOL YEAR

HARMONY SCIENCE ACADEMY
SAN ANTONIO



WHATS'S NEXT?

CAFECITO Y MAS: MARCH 4, 2023

MASISTAS!!!

CONTACT ME!

JOSUE.PERALTADEJESUS@IDRA.ORG



Cafecito & MAS

This gathering is for teachers, students, families, community members and everyone interested in ethnic studies, social justice and civil rights. A morning of sharing, planning and dialoguing. **Join us and please share this invitation with your network of students, teachers and community members.**

Saturday, March 4, 2023

UTSA Downtown

Durango Building - 3.302

Race, Ethnicity, Gender & Sexuality Studies Department

9:00 a.m. - 12:00 noon

Register:

<https://idra.news/Cafecito&MAS>

*Students 18 or younger need to get a parent sign off.

This is a **free** event. If you have questions, please send an email to:
aurelio.montemayor@idra.org or liliana.saldana@utsa.edu

UTSA
Race, Ethnicity,
Gender &
Sexuality Studies
College of Education
and Human Development



MAS Teachers' Academy



OVERALL TEXAS

COURTESY OF AURELIO MONTEMAYOR





**GUIDE TO FORMING A TEENAGE
ADVOCACY GROUP**



WORKING EFFECTIVELY AS A GROUP





The Importance of Objective Education in the Classroom

By: Kennedy Moore and Manav Lund

02

In the classroom, we are taught a selective education...

- avoidance of controversial/taboo topics
- disregard due to lack of time to cover topics
- fear of pushback from parents
- lack of representation in curriculum



02 SB 3

SB 3 became law on Sept 1, 2021 and it effectively removes topics about diverse communities out of the TEKS'

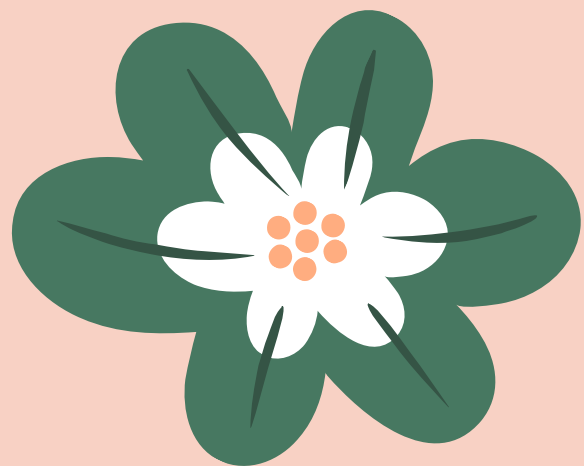
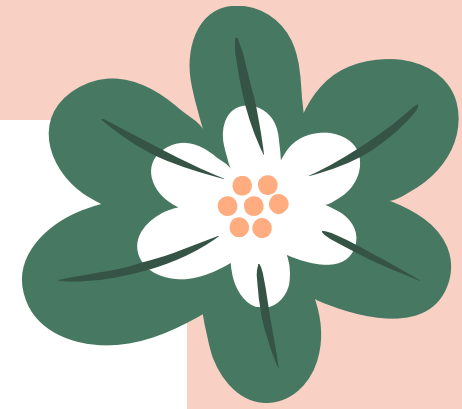
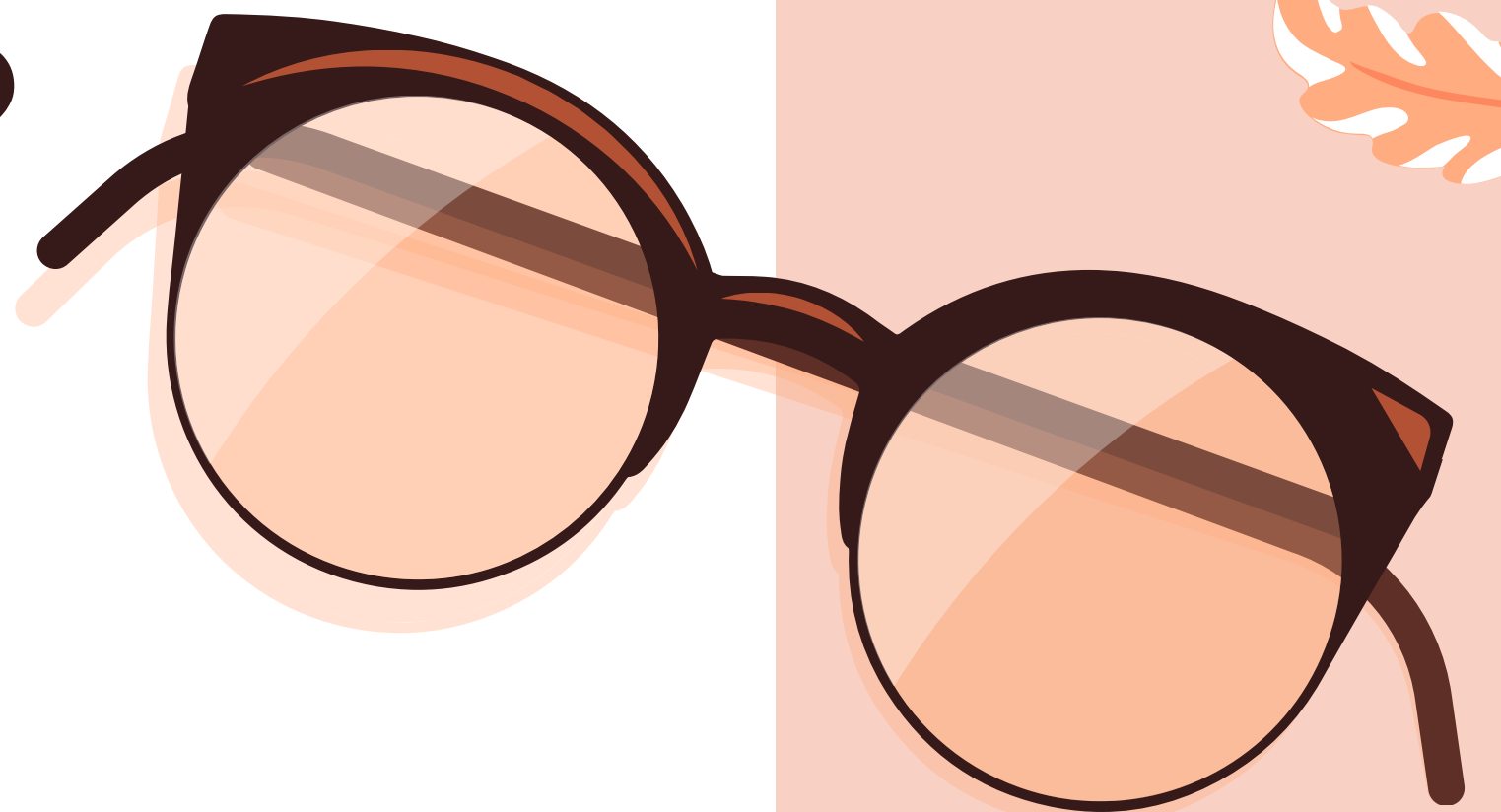
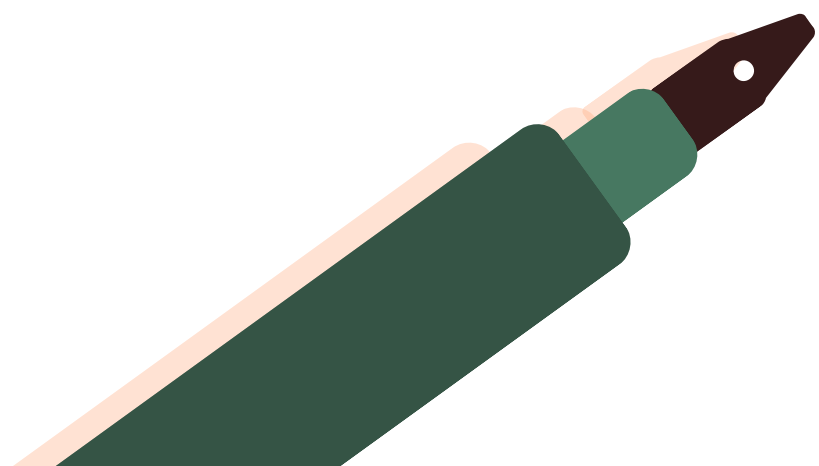
- This is a list of historical BIPOC figures as well as events, ultimately stopping the conversation on racism, its role in our country, and how it led us to the place we are now.
- This is a disservice to not only the students but the entire nation because this is raising a generation of young people that don't know the truth.
- This stunts the opportunity to go deeper and develop their contextual skills to analyze and use higher level thinking than rather observing and regurgitating facts

Minorities are already not represented in their curriculum, and learn the majority of their history at home or in their communities, but imagine the affect it would have on all of us if we were taught that a genocide occurred but not the effects that happened as a result of such.

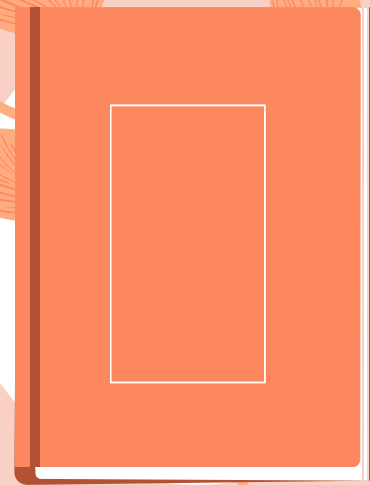
(2) historical documents related to the civic accomplishments of marginalized populations, including documents related to:			
(A) the Chicano movement;	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(B) women's suffrage and equal rights;	Exists for grades 3, 4, 5	Exists for grade 6, 7, 8	Exists for U.S. History
(C) the civil rights movement;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. Govern
(D) the Snyder Act of 1924; and	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
(E) the American labor movement.	Not currently in TEKS	Exists for grade 8	Exists for U.S. Govern
(3) the history of white supremacy, including but not limited to	Not currently in TEKS	Not currently in TEKS	Not currently in TEKS
the institution of slavery,	Exists for grade 5	Exists for grades 7, 8	Not currently in TEKS
the eugenics movement, and	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
the Ku Klux Klan, and the ways in which it is morally wrong;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(4) the history and importance of the civil rights movement, including the following documents:	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(A) Martin Luther King Jr.'s "Letter from a Birmingham Jail" and "I Have a Dream" speech;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History
(C) the United States Supreme Court's decision in <i>Brown v. Board of Education</i> ;	Not currently in TEKS	Not currently in TEKS	Exists for U.S. History



Now...how
do we fix
this?

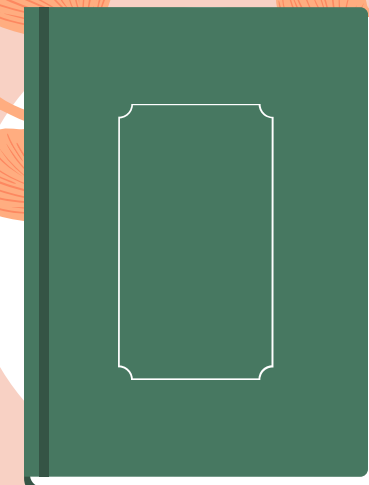


03 Change the Narrative



Indoctrination

Objective education is, objective!
There is no agenda being pushed. It provides only facts and it puts the responsibility on the student to come up with their own opinion



Narratives

Multi perspective teaching allows for students to see from all paradigms, expanding their perspective on events and/or people. It sets them up for a global position.

03 Textured Learning

Using Textured Teaching in the Culturally Sustaining Classroom - IDRA

- This is a framework that goes beyond the standard teaching methods of today by prioritizing culture, community, and knowledge & truth first.
- By humanizing the student's and their educational experience, we open education to be what it was always meant to be. A period of exploration, trial & error, and the development of critical thinking skills.

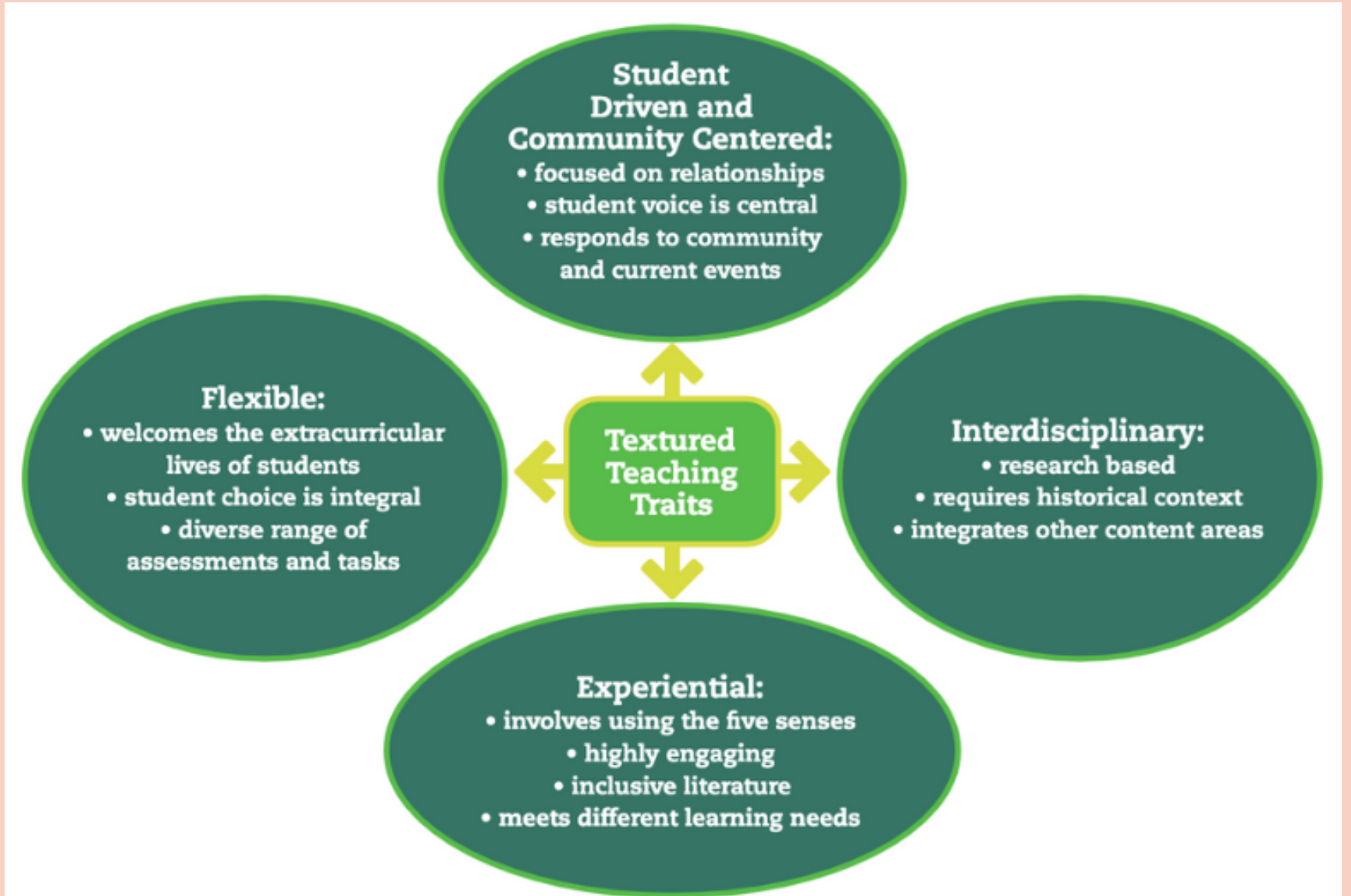


Figure 1-5 The Traits of Textured Teaching

03 PBL Lessons

8 Elements of PBL Lessons – Infographic - IDRA

- PBL embraces the analytical, hands-on, creative aspects of real world work experience and apply it in the classroom.
- You learn standards of critiquing and finding objective, factual information.
- No matter what the project may be, there is a creative liberty that maintains that there is not one project that is the same.
- It develops student's soft skills, it respects and acknowledges student's individual interests and ability, and ensures genuine interest for each student.

Project Based Learning
PBL Elements*

 Key knowledge, understanding & success skills The PBL lesson is driven by very specific student goals tied to the state standards that need to be taught to be prepared for a standardized examination.	 Challenging Problem or Question The PBL lesson has a driving question that is meaningful and challenging to students.
 Sustained Inquiry The PBL lesson lasts several days or even weeks because students need to be in a constant state of asking questions and applying knowledge.	 Authenticity The PBL lesson is built around a real-world authentic problem that relates to students' interests or personal concerns.
 Student Voice & Choice The PBL lesson gives students the opportunity to make decisions about their final product and how they collaborate within the group.	 Reflection The PBL lesson provides time for students and teachers to reflect on their learning, the quality of the PBL product & lesson, and any obstacles or concerns.
 Critique & Revision The PBL lesson includes time and space for students to get feedback from teachers and other students to improve their final product.	 Public Product The PBL lesson has students present their final products to the public, including parents, teachers and community professionals.

*Adapted from "Gold Standard PBL: Essential Project Design Elements," by the Buck Institute for Education (2015). <http://budurl.com/BlEGold>

See how IDRA can work with your campus to design a PBL Implementation Plan and support it through professional development and coaching: <https://idra.news/PBLelements>

Intercultural Development Research Association • 210-444-1710 • www.idra.org • <https://www.facebook.com/IDRAed>

Children First
IDRA
— Transforming Education

03 Solution

- Diversify policymakers
- Objective education
- Full-story teaching
- Ethnic Studies





Call to Action!!!

01

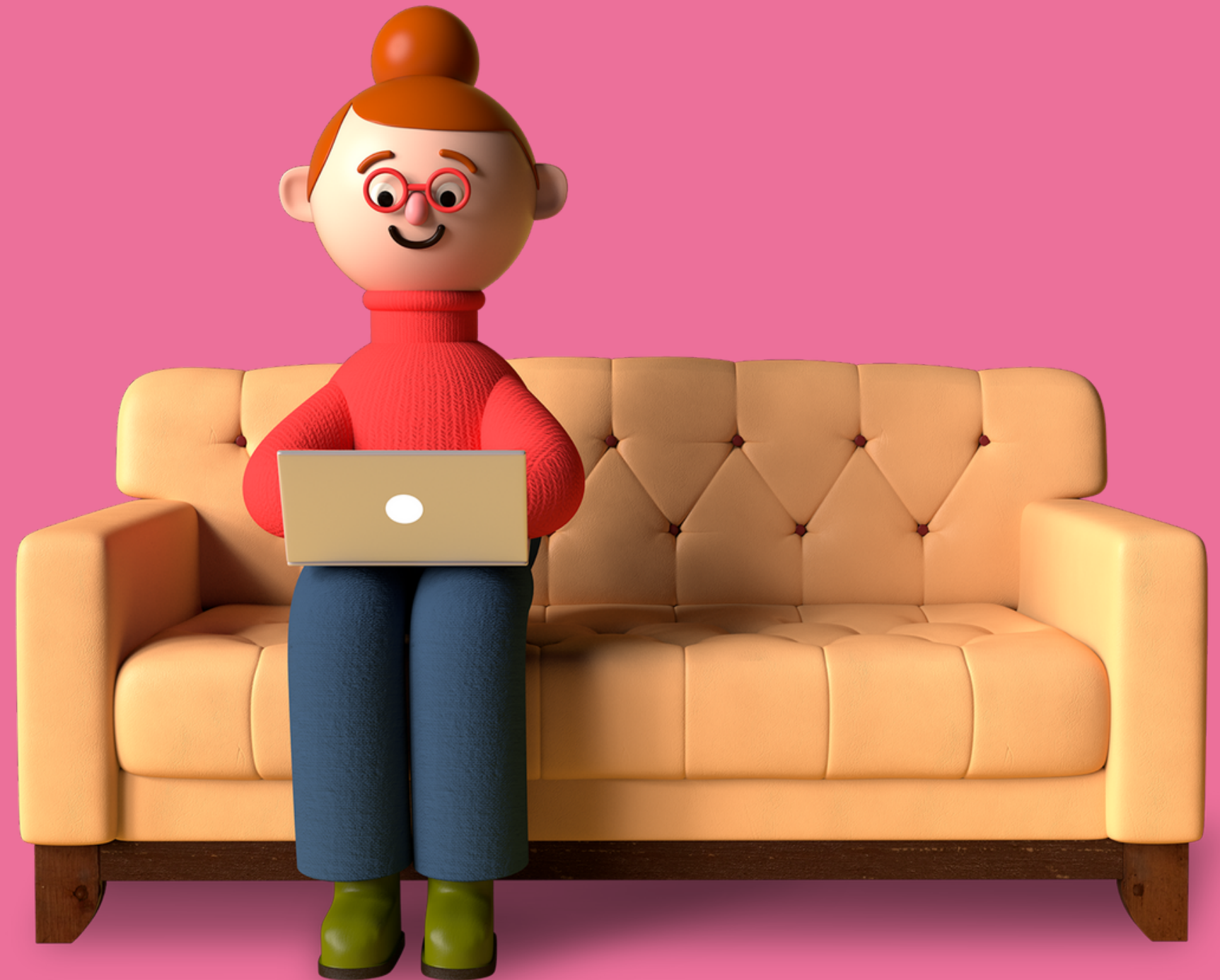
Harness the power that your voices have. You hold the ability to make the change you wish to see!

02

Turn to the students! Despite our age, we have invaluable knowledge on the way our education system can be better. Ally with us!!

03

Start local. You don't need to go to the highest level of government to make change. Beginning in your community is just as, or even more, impactful!





Questions for us?

Ask us about a presentation,
advocacy, or anything!

We're all ears!



Resources

If you have any questions, feel free to contact us!

- **Kennedy Moore** - kennedy.moore@idra.org
- **Shreya Selvaraju** - shreya.selvaraju@idra.org
- **Josue Peralta de Jesus** -
josue.peraltadejesus@idra.org
- **Adam Shelburn** - adam.shelburn@idra.org
- **Tati Martinez Alvarez** -
tati.martinezalvarez@idra.org
- **Manav Lund** - manav.lund@idra.org