



**‘In lak ech,’ Walkouts, and Spanglish-
the Praxis and Pedagogy of the LLCEC
and Beyond**

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November 14, 2019**

QUIENES SOMOS?





METAS

Highlight aspects of culturally responsive pedagogy and praxis rooted in Chicana and ethnic studies.

Share insights from the Latinx Leadership and College Experience Camp.

Complete and learn about activities that facilitate inquiry and discussion.

Challenge systems and status quo through key questions.

**BCTC Latinx & Immigrant Outreach &
Student Services Office**



Outreach and Student Support Services:

- Linguistically / culturally relevant educational outreach for Latinx, immigrant, refugee students/families; services and support offered in Spanish, French, and Swahili
- Admissions application and FAFSA completion support
- Individualized scholarship coaching
- Academic advising for ELL, AA/AS, undecided students
- Specialized support services- Educational access, immigration policy information, referrals to bilingual social services, job shadowing, leadership programs, professional development, consultations for credit for prior learning and international degree equivalency processes, etc.)
- Student engagement and leadership development: BCTC Latinx Student Community, African Student Association, Language Ambassadors & Kentucky Dream Coalition

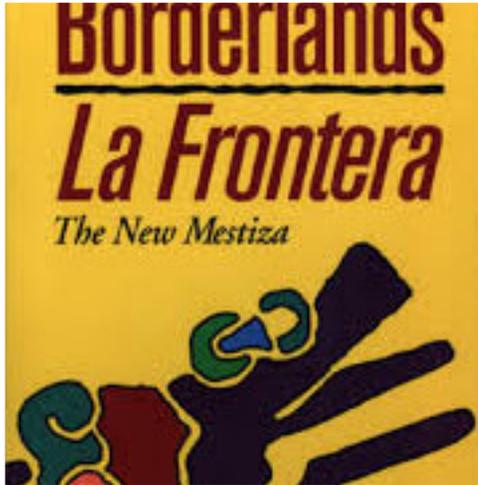
Programs and Academic Engagement

- Monthly “Café con Pan” and African Student Showcase events
- Global Learning Festivals held once per semester
- Annual World Language Boot Camps for Spanish / English
- HUM 120 (Spanglish section), LAS 201, and Heritage Language course offerings

Collaborations and Special Initiatives:

- Community College Consortium for Immigrant Education
- Northern Migrant Education Regional Center

Foundational Theories and Pedagogies



“New Mestiza Consciousness”

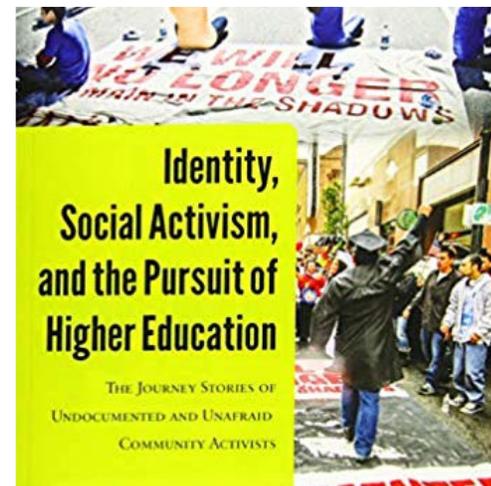
Developed by Gloria Anzaldúa in *Borderlands/La Frontera*

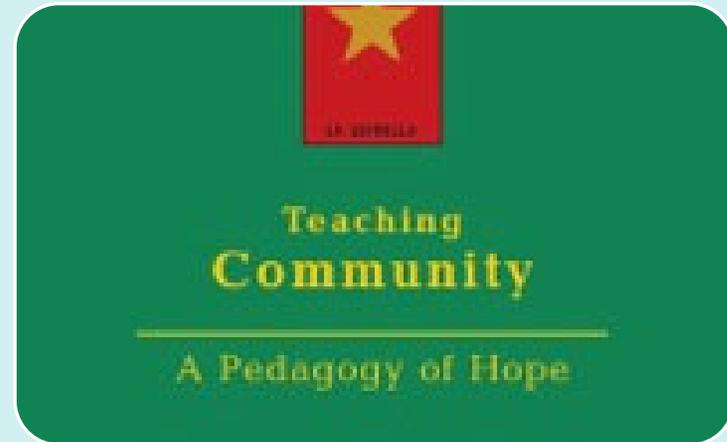
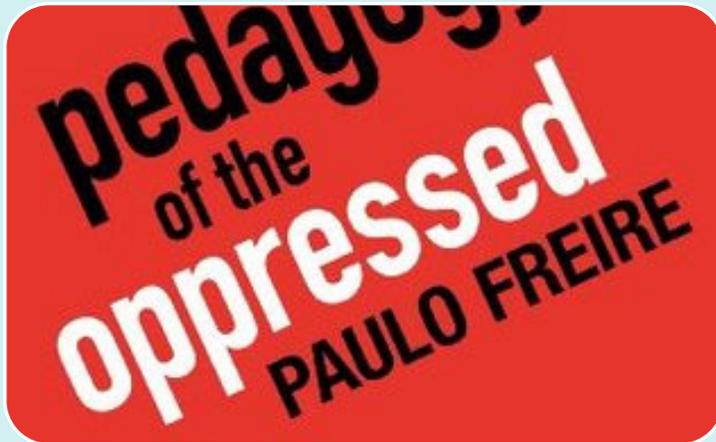
Concept of *Nepantla* (space of tension and transformation) as one navigates, negotiates, resists and then reclaims oneself culturally from dominate culture

“Legal Consciousness”

Susana Muñoz

How legality is intellectualized and internalized from experience





Pedagogy of the Oppressed

Pedagogy of Hope

Paulo Friere

Teaching to Transgress

Teaching Community: A Pedagogy of Hope

bell hooks

By the time many Latinx and/or immigrant student make it into college/career:

- They have experienced the limitations of their legal status followed by multiple rejections and developed “legal consciousness.”
- They might have “come out” to an educator (high school counselor, admissions counselor, mentor, etc) in order to navigate the college admissions process.
- They have developed the skill of navigating extreme complexities leading to resilience as well as fatigue. The tension between surviving and thriving.



REALITY

Mock College Class



Social Justice Projects



Let's Move Activities



Family Meetings



Cultural Performances and Guest Speakers



Nation Games



THE LLCEC

Our Roots





IN LAK ECH

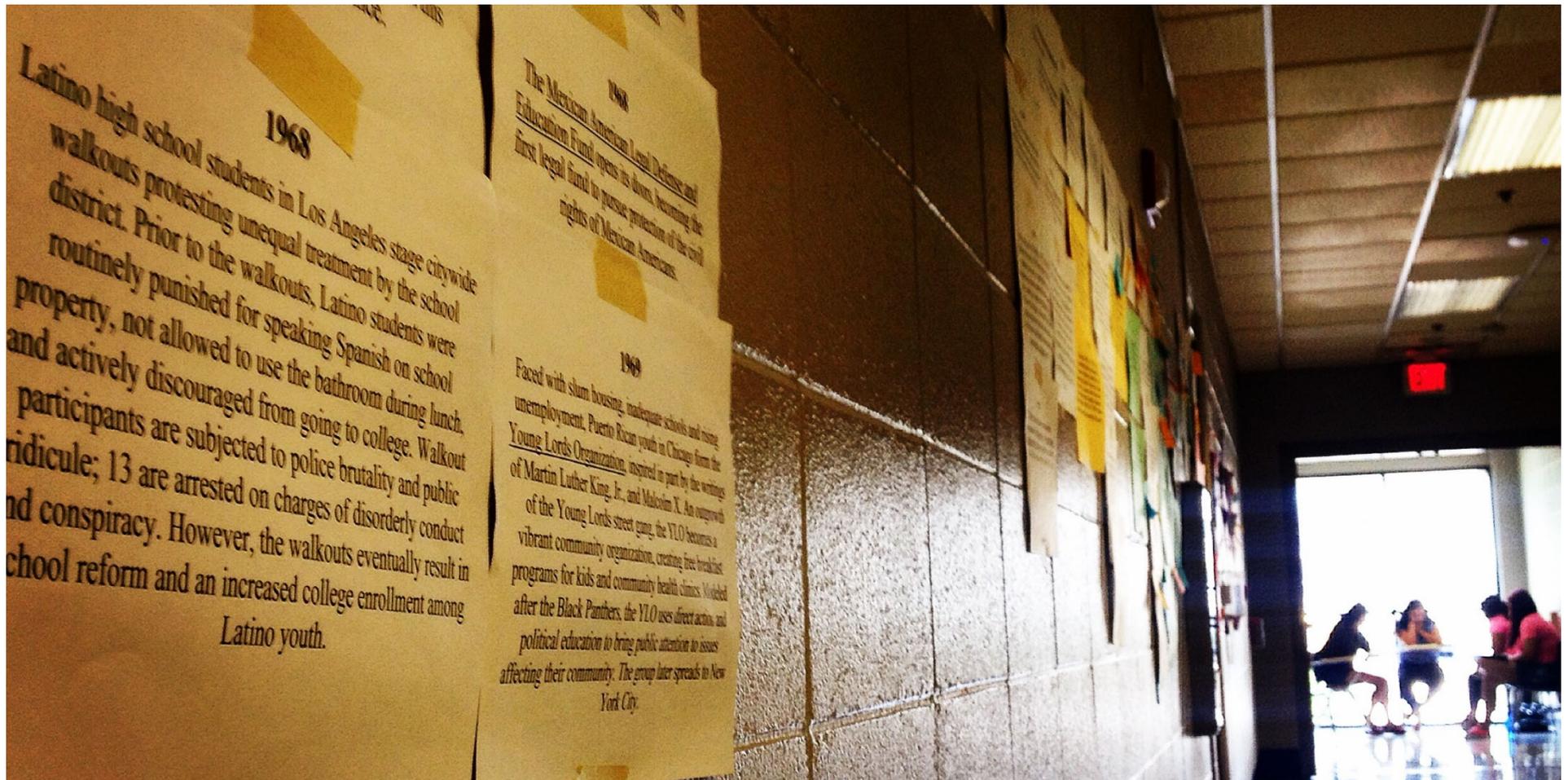
A Mayan Concept

Tu eres mi otro yo
Si te hago daño a ti
Me hago daño a mi
Si te amo y respeto
Mi amo y respeto yo



A PHONE CALL, A LESSON IN WALKOUTS, CHANGED LIVES





TIMELINE ACTIVITY

Quetzalcoatl

INSTRUCTIONS

This is a quiet activity designed for self-reflection.

In groups, put the events (provided in the packet) in chronological order.

Once the events are placed in order, document on your worksheet which events stand out to you as new. What moments impact you the most?

Using the sticky notes, place yourself on the timeline by documenting one or more of the following:

Date of Birth

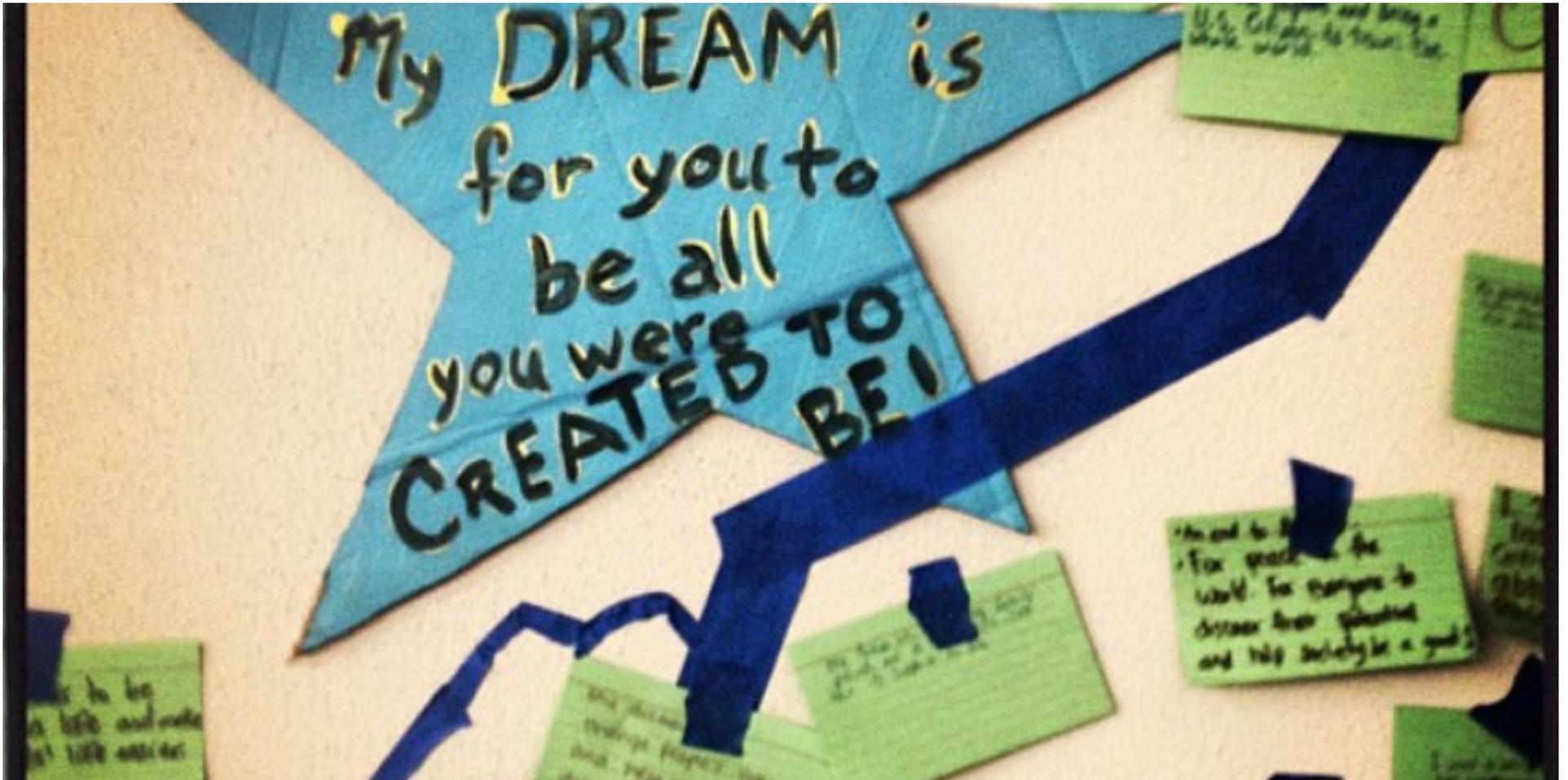
Month/Year of family migration/major move

Month/Year of accomplishment (graduation, career accomplishment, new home, etc.)

Future date when you hope to accomplish a goal

With your nochantlacas, discuss one or more of the following challenge questions:

1. Why do you think you have never learned this history before?
2. How do you fit into the timeline of these events? How have these events impacted your life?
3. What systems or structures stand in the way of your goals? Why? What can you do about it?



MOUNTAINTOP

Facing Fears and Voicing
Esperanza

REGALOS (ASSETS) AND CARGAS (CHALLENGES)

Regalos

Bilingual/Multilingual
Bicultural/Multicultural World View
Strong sense of family
Resilient and resourceful
Creative
Talented problem solver
Strong sense of loyalty and unity

Cargas

“Not good enough”
Poverty
First-generation
Mixed status family or undocumented
Language access
Lack of support/understanding at home
Lack of awareness of opportunity/role models
Feeling invisible/discrimination
*Limited access to financial aid, health care (including mental health)

CULTURALLY RESPONSIVE COURSES

Hum 120

- Instruction in Spanglish/Spanish
- Support to take CLEP for SPA 201 and 202 credit

LAS 201

- Overview of history of Latin America and/or Latinx / Chicanx History

FYE 105

- Section for Latinx/Immigrant Students
- FYE 105 + culturally responsive support resources

On the horizon, new opportunities from Global Learning...

1. SPA 208, SPA 205 + 215
2. Language Interpreter/Translation Certificate for Heritage Speakers; potential AAS in Language Interpretation...



RESOURCES

Connection to community

RESOURCES AND SCHOLARSHIP DATA BASED

These sites contain lists of scholarships that are open to undocumented students throughout the United States.

Students and counselors must read through the databases and make a list of the scholarships the student qualifies. Keep in mind, some scholarships are based on geographic location, area of study, grades, ethnicity/race, etc.

Students should be encouraged to apply for as many scholarships at possible to increase chances of receiving an award.

**Click on the logos to visit the resource websites

My (Un)Documented Life

UP-TO-DATE INFORMATION & RESOURCES FOR UNDOCUMENTED IMMIGRANTS



ENCOURAGEMENT FOR STUDENTS



Success does not have a time limited or expiration date!

Build a network of support and stay connected!

Reassure the student that they are not alone.

KEY QUESTIONS

If you are an instructor or professor, is your curriculum reflective of Latinx, Afrolatinx, African American, Black, and/or immigrant youth experiences and history, literature or accomplishments?

How do you measure and reward college readiness? Is it inclusive of multilingual learners? Are such policies built to be restorative or exclusionary?

What assumptions do you carry regarding Latinx and immigrant students? Why?

Are you aware of how current political leanings and developments impact your students on a daily basis?



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GRACIAS