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Focus: Opportunity

Students Deserve to Read Diverse Books – Texas Policymakers Should Help

by Rebekah Skelton

At the recent Texas State Board of Education meeting, board members requested that the Texas Education Agency (TEA) compile a list of books required to be taught at each grade level in Texas public schools. This request complies with House Bill 1605 passed earlier this year. It presents the State Board of Education with the opportunity to actively support culturally responsive and sustaining classrooms by making selections that reflect Texas’ large and diverse student population.

Though this specific opportunity is new, the fight over what students read is not. For years, students and advocates across the country have been calling for schools to diversify their reading lists to include books outside of the traditional high school canon (Fink, 2017; IDRA, 2022; Tschida et al., 2014).

Decades of educational research show that when students have access to diverse texts that reflect their social and cultural backgrounds, it increases their reading comprehension skills and they are inspired to read even more (Eisenman, 2021; McRae & Guthrie, 2009).

Now, with diversity in the children’s publishing industry on the rise (Kirch, 2023), there are more opportunities than ever for the state board and TEA to give teachers the tools they need to build inclusive English language arts classrooms.

State-Sponsored Classroom Censorship

Contrary to calls from students and advocates, the Texas Legislature has adopted classroom censorship policies in recent years. Senate Bill 3, passed in 2021, censors classroom instruction and conversations about race, gender, and systemic oppression. More recently, HB 900, passed in 2023, promotes book bans by requiring school librarians, booksellers, and TEA to review and rate all books in a school’s library collection as either “sexually relevant” or “sexually explicit,” based on vague and undefined standards (Duggins-Clay, May 2023).

The goal of these laws is to create broad, ambiguous restrictions that generate fear and uncertainty for classroom teachers and school administrators, which in turn prevents students from accessing diverse and self-affirming texts (Latham Sikes, 2021).

If TEA uses these censorship laws as a means to restrict diverse voices in the classroom, it will profoundly harm student learning. In real terms, it would mean the state is forcing educators to teach only the traditional – Eurocentric – canon, placing a de facto ban on books by or about Black, Latino, LGBTQ+, and other historically marginalized groups (Duggins-Clay, February 2023).

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Books can be “mirrors” in which students see themselves in the texts they read; they can be “windows” into an unfamiliar world, helping students learn to value and appreciate others’ experiences; and they can also be “sliding glass doors,” allowing students to step into the world created by an author.

(Students Deserve to Read Diverse Books, continued from Page 1)

Consequently, students will only learn dominant narratives that reinforce stereotypes and harmful attitudes about themselves and their communities. As scholar Rudine Sims Bishop noted in 1990, “When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.”

Required Reading as an Opportunity to Build Culturally Sustaining Schools

Neither SB 3 nor HB 900 ban any specific books outright, so TEA and the state board have the opportunity to actually safeguard affirming and engaging books that inspire students’ literacy and learning. It is vital to include texts that affirm students’ racial, ethnic and gender identities in required reading lists. If given the chance, students who read these kinds of books can experience many lives; make connections across time and space, continents and cultures; cultivate empathy and compassion; nurture imagination and creativity; and radically hope for a better world (Castillo, 2022).

As Bishop explained when she developed the concept of “mirrors, windows, and sliding glass doors,” assigning these types of texts can highlight a range of different academic and emotional experiences for children. Books can be “mirrors” in which students see themselves in the texts they read; they can be “windows” into an unfamiliar world, helping students learn to value and appreciate others’ experiences; and they can also be “sliding glass doors,” enabling students to step into the world created by an author (Bishop, 1990).

Expanding school reading lists will cultivate these kinds of school environments and generate life-long interest in reading among Texas public school students.

As a former English teacher myself, one of my primary goals was to foster student agency and a love of learning. To help achieve this goal each year, I developed reading lists that directly addressed the issues my students faced in their everyday lives, and I designed culturally relevant lessons around those texts. In doing so, I saw students who were considered “struggling readers” devour entire books, annotating im-

portant thoughts and continuing conversations on those texts with their friends outside of the classroom.

These students honed their critical thinking skills, learned to form and defend their own opinions, and developed essential close-reading practices. But more importantly, they took ownership of their education and became classroom leaders, deftly guiding discussions on complex topics and working together to critically examine the themes of various literary works and how they might apply those lessons to their own lives.

Assigning new, more diverse texts does not mean the old canon has to get thrown out. Educators can pair traditional readings with contemporary authors to highlight common themes and literary devices; stories old and new can sit side by side to enable students to gain perspective and historical understanding. If the State Board of Education allows schools and educators the chance to facilitate these reading experiences, students will benefit in meaningful and authentic ways that encourage their growth and development.

Texas students are counting on their leaders to make good on these opportunities. With TEA Commissioner Mike Morath’s expectation to have reading lists drafted by the fall of 2024, the list at right has a few suggestions that will give students the reading experiences they deserve.

Resources

Bishop, R.S. (1990). Mirrors, Windows, and Sliding Glass Doors. Perspectives: Choosing and Using Books for the Classroom, 6(3).

Castillo, M. (March 17, 2022). Remarks at the March for Education on the Texas Capitol, Austin, March 12, 2022. IDRA Knowledge is Power.

Duggins-Clay, P. (February 24, 2023). Bans on Black Literature and Learning are Nothing New – State Lawmakers Must Reject Calls to Reinstate Antebellum-era Policies. IDRA Knowledge is Power.

Duggins-Clay, P. (May 10, 2023). HB 900 Promotes Book Bans and Undermines Students’ Constitutional Right to Access Ideas – IDRA Testimony Against House Bill 900 Submitted to the Senate Education Committee.

Eisenman, J. (June 8, 2021). Why Diversity and Equity in Content Matters for Reading Growth. National Association of Secondary School Principals.

Fink, L. (September 27, 2017). Students Have a Right and a Need to Read Diverse Books. National Council of Teachers of English.

IDRA. (April 7, 2022). IDRA Statement on U.S. House Hearing “Free Speech Under Attack: Book Bans & Academic Censorship.”

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Sample Multicultural Texts for K-12 Students

Elementary

Out of Wonder: Poems Celebrating Poets, by Kwame Alexander, Chris Colderley & Marjory Wentworth, 2017 (Newbery Medal & Coretta Scott King Illustrator Award)

Bud, Not Buddy, by Christopher Paul Curtis, 2002 (Newbery Medal)

Inside Out & Back Again, by Thanhha Lai, 2011 (National Book Award & Newbery Honor Award)

Rad American Women A-Z, by Kate Schatz, 2015

Other Words for Home, by Jasmine Warga, 2019 (Newbery Honor)

Middle School

The Crossover, by Kwame Alexander, 2014 (Newbery Award)

Dreams From Many Rivers: A Hispanic History of the United States Told in Poems, by Margarita Engle, 2019

Lalani of the Distant Sea, by Erin Entrada Kelly, 2019 (Newbery Medal)

Brown Girl Dreaming, by Jacqueline Woodson, 2014 (Newbery Honor)

High School

The Poet X, by Elizabeth Acevedo, 2018 (National Book Award)

Shout, by Laurie Halse Anderson, 2019

Home is Not a Country, by Safia Elhillo, 2021

Huda F are You?, by Huda Fahmy, 2021

Long Way Down, by Jason Reynolds, 2017 (Newbery Honor, Coretta Scott King Honor, Printz Honor, Parents’ Choice Gold Award)

The Complete Maus: A Survivor’s Tale, by Art Spiegelman, 1996

They Called Us Enemy, by George Takei, Justin Eisinger, Steven Scott, 2020

Get more teaching resources at IDRA’s School Resource Hub:

<https://www.idraseen.org/hub>

Digital Equity Not a Luxury for Students

by Michelle Martínez Vega & Christina Quintanilla-Muñoz, M.Ed.

In an era characterized by rapid technological advancements, it is imperative that we, as educators and stewards of our educational institutions, reflect upon our commitment to providing the best possible future for our children.

In the spring of 2020, the Texas Education Agency (TEA) reported that more than 600,000 Texas public school students could not be reached by school communications during the COVID-19 pandemic. Consequently, schools lost touch with one in 10 students during the transition from in-person to remote learning (Marshall & Quintanilla-Muñoz, 2021).

In January 2021, TEA reported that only half of Texas' 5.3 million students were engaging in remote learning as of October 2020 (2021), prompting the state's urgent need to supply over 2.5 million computer devices to Texas students during the pandemic through Operation Connectivity (TEA, 2020). But devices could not solve the pre-existing broadband access limitations. As a result, millions of students missed out on two to three years of instruction, with students of color disproportionately impacted (Swaby, 2020). Texas schools will feel the ramifications of this instruction loss for years to come.

Yes, the problem is *that* widespread. Because digital redlining exists, the digital divide exists. The homework gap is real – and not just related to the pandemic.

According to American Community Survey estimates by the U.S. Census Bureau, 87% of households in Texas had a broadband Internet subscription in 2020, meaning roughly 13% of the state's population was without access to the digital economy (U.S. Census Bureau, 2020). Additionally, the American Immigration Council reported that over one in four people in Texas lack any access to broadband Internet (AIC, 2022). That is more than 7.6 million people.

Digital Equity is a 21st Century Necessity

At its core, digital equity recognizes that access to the Internet and technology is not a luxury but a necessity in the 21st century. Just as access to education, health care and employment opportunities are considered fundamental to a person's well-being and success, so too is access to the Internet and digital skills training. Digital inclusion is not merely a matter of convenience; it is a matter of equity and social justice.

In today's digital-centric world, access to the Internet is crucial for:

- **Education:** All students need the Internet, online learning, research, accessing educational resources, college exploration and applications, and financial aid opportunities.
- **Employment:** Job applications and remote work require digital skills and Internet access.
- **Health Care:** Telemedicine and digital health resources are critical for families.
- **Social Connection:** Internet access helps families stay connected with loved ones, particularly when physical distance is a barrier.

The Digital Divide Can be Bridged

Throughout our 50-year history, IDRA has championed digital inclusion, ensuring that students from all socioeconomic backgrounds have equitable access to the digital tools they need to successfully participate in an increasingly online learning environment.

During the 2021 Texas legislative session, IDRA's digital equity research underscored the pervasiveness of the digital divide during the pandemic by focusing on three key areas: (1) the state of students' access to affordable and reliable Internet and devices; (2) the impact of limited broadband access and digital skills support on classwork and homework during

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At its core, digital equity recognizes that access to the Internet and technology is not a luxury but a necessity in the 21st century.

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the abrupt pivot to remote learning; and (3) the need for a multi-faceted approach for addressing the homework gap that prioritized community assessment and solution-building.

Through IDRA's multiple virtual community listening sessions with students, teachers, parents and community members during the pandemic, we bridged our digital equity policy strategy with community voice and insight. In our issue brief, *Digital Destination – Texas Needs Broadband Connectivity for All Students & Families*, IDRA underscored stories from these community forums about students' reliance on reliable Internet access to be successful in school.

We urged the Texas legislature to take four key actions to address the digital divide (Marshall & Quintanilla-Muñoz, 2021).

- Invest in sustainable broadband infrastructure, prioritizing high-need Texas communities;
- Continue the distribution of reliable digital devices to students for their educational needs;
- Invest in digital skills training and support for educators, students and families; and
- Invest in robust community engagement programs, such as community-led digital equity studies and resources for strengthening school district's capacity to assess student needs with respect to broadband access, digital technologies and digital skills training.

By engaging digital inclusion champions, community advocates, and students and their families in critical dialogues to confront these inequities in digital access, IDRA facilitated the development of sustainable, community-responsive solutions for bridging the digital divide in Texas.

IDRA published a *Digital Equity – Online Technical Assistance Toolkit* to introduce community stakeholders to the conversation around digital equity and assist school leaders in making informed decisions about increasing students' access to broadband Internet, computer technologies, and the digital skills training necessary for supporting their educational success (IDRA, 2022).

IDRA's critical advocacy ensured urban school districts were included in House Bill 5 (87 R),



Solutions for bridging the digital divide are more nuanced than simply providing students with devices and troubleshooting connectivity issues. Students, their families and their teachers must also feel confident with navigating the digital landscape safely. **This free online toolkit guides schools in making informed decisions about increasing students' access to broadband Internet, computer technologies, and digital skills training for supporting their success.**

Chapter 1 Introduction to Digital Equity Get an intro to digital equity and how schools can support students and their families in accessing the Internet and digital technologies necessary for engaging in the digital world.	Chapter 2 Using a Digital Equity Audit Explore what a digital equity audit is and how this tool can support school leaders in making effective and equitable decisions that increase digital equity within their district or campus.	Chapter 3 Digital Literacy & Misinformation Get resources and tools to help students and educators understand the importance of navigating the digital world.	Chapter 4 Advancing Digital Equity with Data Learn about digital redlining, disproportionate access of broadband Internet, and community-led solutions for bridging the digital divide.
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<https://idra.news/DigitalEquityToolkit>

IDRA is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.

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the state's flagship broadband bill passed in 2021 that had key provisions for a statewide broadband office, statewide broadband plan, and grant program for schools and other entities to apply for federal broadband dollars (Marshall, 2021).

Through our engagement with federal, state and local decisionmakers, community leaders, and student advocates, IDRA emphasized the significance of digital technologies through actionable research, grassroots community activation, and policy advocacy. While the road to bridging the digital divide is an ever-evolving challenge, IDRA continues to root our digital inclusion research and advocacy in collective community efforts aimed at dismantling existing barriers to achieving digital equity for all our diverse communities.

With support earlier this year from Rural LISC, IDRA's LevelUp: RGV project crafted an innovative public-private partnership to provide experiential learning opportunities and paid apprenticeships to students in the Texas Rio Grande Valley. Working with community, technology and workforce partners, we are setting the stage to launch a school-based program to equip students and strengthen infrastructure in the region.

As we reflect on our organization's history during this milestone anniversary year, IDRA remains committed to overcoming the evolving challenges related to navigating our digital world, ensuring future generations of students are primed to harness the full potential of

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Teens Win 2023 National Essay Contest Awards – IDRA Valued Youth Partnership Tutors Share Stories of the Program’s Impact on Their Lives

Six students received prizes in a national competition among participants in the IDRA Valued Youth Partnership program, a nationally-recognized cross-age tutoring program. The VYP tutors wrote about how the program helped them do better in school and how they had helped their tutees to do better.

High School First Place Mariah Rodriguez

11th Grade, Odessa High School,
Ector County ISD, Texas



“Every time I walk into their classroom and see their excitement coming to me, for me to read, work on their sight words or help them understand, brings me so much joy,” said Mariah Rodriguez.

“It shows me I’m doing my best, and they actually want to learn with me.”

High School Second Place Carly Oliver

10th Grade, Odessa High School,
Ector County ISD, Texas



Carly Oliver wrote: “Before VYP, I would never talk to anyone I didn’t know, and I was always scared to speak my mind. Answering simple questions during class was challenging. But now, I know that my opinions are important, and I won’t get anywhere if I keep my questions to myself. I am more brave now and have more confidence. Being in VYP has shown me that my presence matters, and I do have a meaning in a student’s life one way or another. This class has shown me how much meaning I can have in the world, and it makes me extremely proud.”

High School Third Place Alina Lozano

10th Grade, Odessa High School,
Ector County ISD, Texas



“What people don’t understand – and I wish everyone could see it from my point of view – is that the little kids you get assigned aren’t just little kids, they become a family,” Alina Lozano said in her essay. “You form a special bond with the littles throughout the year of working with them. Getting into the program has made me realize that I want to continue working with kids in the future. I am so glad and thankful that I was introduced to the program, because it has shown me a different perspective of how teachers actually deal with us.”

Middle School First Place Michelle Ramos

8th Grade, Abraham Kazan Middle School, South
San Antonio ISD, Texas



“When I started encouraging my tutees, I saw their confidence level rise,” wrote Michelle Ramos. “As an example... I was grading their papers when I realized that all my tutees got 100s... They all looked at me in disbelief. They couldn’t believe that they had accomplished such a thing... Their faces lit up, and they were as happy as they could be... It made me happy because when I think back at my younger self, I didn’t have anyone who congratulated me for my accomplishments. No one was happy for me. And now I realize that me being their tutor and congratulating them will help them feel better about themselves and will help them be even more confident.”

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“The thing that gets me up in the morning is the kids. Every morning I get up because I know I have to tutor them, and they depend on me to help them with their work... I think that’s what makes the IDRA Valued Youth Partnership amazing.”

– eighth grader Brianna Garza

(Teens Win 2023 National Essay Contest Awards, continued from Page 5)

Middle School Second Place

Daynah Ramos

8th Grade, Alan B. Shepard Middle School, South San Antonio ISD, Texas



In her essay, Daynah Ramos said: “The IDRA Valued Youth Partnership is an amazing program... I have learned things from my students too, because when I was in elementary, I was not the best kid.

But I have learned from that. They [my tutees] have really made me a better person. They have made me more kind, respectful and patient. I now keep my grades up only to A's and B's to set a better example for them.”

Middle School Third Place

Brianna Garza

8th Grade, Alan B. Shepard Middle School, South San Antonio ISD, Texas



“I've always wanted to be able to help kids with things that I used to struggle with as a kid,” said Brianna Garza. The whole experience of being a tutor makes me feel great. But the thing

that sticks out to me the most is the way the kids [tutees] light up when they see me, and how they thank me for helping them throughout the day. The thing that gets me up in the morning is the kids. Every morning I get up because I know I have to tutor them, and they depend on me to help them with their work... I think that's what makes the IDRA Valued Youth Partnership amazing.”

(Students Deserve to Read Diverse Books, continued from Page 2)

Kirch, C. (June 13, 2023). Diversity Is on the Rise in Children's Literature. Publishers Weekly.

Latham Sikes, C. (November-December 2021). Strategies for School Leaders to Melt the Chilling Effects of Bad Education Policy. IDRA Newsletter.

McRae, A., & Guthrie, J.T. (2009). Promoting Reasons for Reading: Teacher Practices that Impact Motivation. In E.H. Hiebert (Ed.), Reading More, Reading Better.

Tschida, C.M., Ryan, C.L., & Ticknor, A.S. (2014). Building on Windows and Mirrors: Encouraging the Disruption of “Single Stories” Through Children's Literature. Journal of Children's Literature, 40(1), 28-39.

Rebekah Skelton is an IDRA intern. Comments and questions may be directed to her via email at rebekah.skelton@idra.org.

Learn More about the IDRA Valued Youth Partnership

The IDRA Valued Youth Partnership is a research-based, internationally-recognized dropout prevention and student leadership program that has kept 98% of its tutors in school.

Website: See how the program operates, its research base and how to bring it to your school.

Factsheet: See how VYP transforms student socio-emotional learning and relationships with school. The IDRA Valued Youth Partnership directly addresses socio-emotional factors that are essential to reconnecting and re-engaging with students.

Winning Essays: Read full text of the six winning essays.

<https://idra.news/VYP>



Honorable mentions were awarded to Brianna Rodriguez 12th grade, Odessa High School, Texas, and Hailey Al-kayali, 8th Grade Kazan Middle School, San Antonio.

Valued Youth Partnership Helps Students Build their Socio-Emotional Skills

The IDRA Valued Youth Partnership has provided leadership experiences for students all over the country. It increases students' connectedness, academic achievement, self-efficacy and self-esteem by placing students in leadership positions.

VYP's key philosophy of valuing youth's gifts and developing social skills can provide leadership experiences for students who most need engagement.

The program has demonstrated tremendous success in helping students focus on their education and increasing the school's holding power by concentrating on students with the highest need of support. For almost four decades, VYP has kept 35,000 students in school and positively impacted the lives of 750,000 children, families and educators!

(Digital Equity Not a Luxury for Students, continued from Page 4)

digital technologies and information, with the skills necessary to advancing their learning.

Resources

AIC. (December 2022). Examining Gaps in Digital Inclusion in Texas. American Immigration Council.

IDRA. (2022). Digital Equity – Online Technical Assistance Toolkit. <https://www.idra.org/support/digital-equity-technical-assistance-package/>

Marshall, T. (June-July 2021). Texas Legislature Takes Some Steps Toward Addressing the Digital Divide, IDRA Newsletter.

Marshall, T., & Quintanilla-Muñoz, C. (2021). Digital Destination – Texas Needs Broadband Connectivity for All Students & Families, IDRA Issue Brief.

Swaby, A. (November 20, 2020). Many Texas families say remote learning isn't working and they want it fixed. Texas Tribune.

TEA. (2020). State of Texas Transition to Online Assessments Feasibility Study. Texas Education Agency.

TEA. (June 2021). Enrollment in Texas Public Schools 2020-21. Texas Education Agency.

U.S. Census Bureau. (April 2020). Decennial Census 2020. U.S. Department of Commerce.

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IDRA Evaluation of USDA Program to Cultivate Diverse Food and Agriculture Professionals

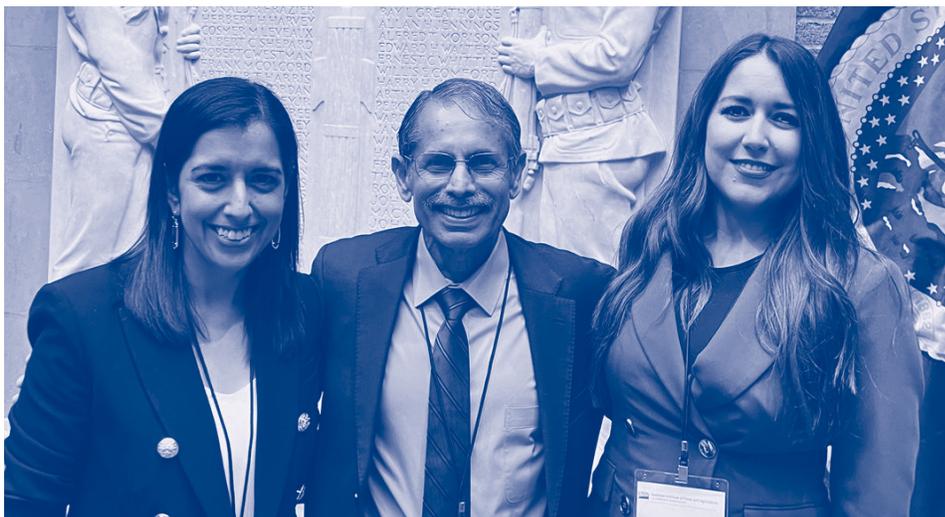
The U.S. Department of Agriculture (USDA) in July 2023 launched an innovative program to train a diverse group of future food, natural resources, human sciences and agriculture professionals. This program, funded by President Biden's *Inflation Reduction Act*, seeks to lower costs, expand market access, and strengthen U.S. supply chains while fostering a clean energy economy.

IDRA will serve as the meta-evaluator to monitor and report on the benefits and impact of the program "NextGen." We will work with the 33 grantees in multiple states and territories to help tell their stories of impact. IDRA will aggregate the outputs of the individual projects to measure the collective outcomes and impact of the projects' implementation.

The program, titled "From Learning to Leading: Cultivating the Next Generation of Diverse Food and Agriculture Professionals," invests \$262.5 million in higher education institutions across the nation. Its goal is to provide training and support to over 20,000 individuals pursuing careers in food, agriculture, natural resources, and human sciences.

By collaborating with institutions, such as 1890 land-grant universities, Hispanic-serving institutions, and tribal colleges and universities, the program offers educational support, experiential learning opportunities, and exposure to early career pathways. It will prepare the next generation of professionals to develop climate-smart, sustainable, and equitable agricultural systems.

The USDA's commitment to equity and diversity is reflected in this program's efforts to address underrepresented communities and remove barriers to inclusion. By providing training and resources, the program aims to create a workforce that represents the richness and diversity of all communities.



U.S. Secretary of Agriculture Tom Vilsack, announced the NextGen program at an event in Washington, D.C., attended by [l-r] Joanna Sánchez, Ph.D., IDRA senior policy researcher; Dr. Manjit Misra, director of the USDA National Institute of Food and Agriculture; and Celina Moreno, J.D., IDRA President & CEO.

Questions can be directed to Joanna D. Sánchez, Ph.D., (joanna.sanchez@idra.org) IDRA senior policy researcher and director of this evaluation project.

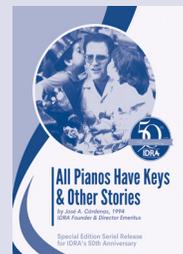
Special for IDRA's 50th Anniversary All Pianos Have Keys & Other Stories – Series Re-release

As we celebrate IDRA's 50th anniversary this year, we are re-releasing chapters from the popular book by IDRA founder Dr. José A. Cárdenas, *All Pianos Have Keys and Other Stories*, which is now out of print. Watch our social media accounts and the webpage below for each new release.

Stories released to date:

- All Pianos Have Keys
- Silence of the Lambs
- The Epidemic that Never Was
- Jesus Christ Was Not Bilingual
- The Shape of the World
- One Minute of Silence
- Bilingual Onions
- My Side of the Story
- A Measure of Progress
- The Dining Room Table

- My School: Budget Monitoring At Its Best
- The Road to Indio
- King Antonio's Exile
- Fiesta San Antonio And Human Rights
- The Fifty Most Memorable Quotes in School Finance
- My Magnificent Twenty
- Mike the Knife



<https://idra.news/AllPianosHaveKeys>

Focus: Opportunity

Paving the Way for Educational Justice – IDRA 50th Anniversary Archives Donation Reception

On November 16, the University of Texas at Austin welcomes IDRA for its celebration of 50 years of advocating equal educational opportunity across the nation and leading today's fight for educational justice. Come see highlights of IDRA's historic archives!

Hear from students and community leaders on the importance of connecting past social justice movements with the current struggle to protect our histories and civil rights.

Co-Sponsors

- IDRA
- LLILAS Benson Latin American Studies and Collections
- Center for Mexican American Studies, College of Liberal Arts, UT Austin
- College of Education, UT Austin
- Department of Mexican American & Latina/o Studies, College of Liberal Arts, UT Austin
- Latino Research Institute, College of Liberal Arts, UT Austin
- Texas LBJ School of Public Affairs, UT Austin
- William Wayne Justice Center for Public Interest Law, UT School of Law

<https://idra.news/50thReceptionUT>



Paving the Way for Educational Justice
IDRA 50th Anniversary Archives Donation Reception

November 16, 2023
6 - 8 p.m. CT
UT Benson Latin American Collection Reading Rm
2300 Red River St., Austin, Texas 78712
Complimentary food and beverages will be served

LLILAS BENSON
The University of Texas at Austin
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College of Liberal Arts

TEXASLBJ School
The University of Texas at Austin
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*achieving equal educational opportunity for every child
through strong public schools that prepare all students to access and succeed in college*