

27 de Abril 2023

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School Interrupted **8**

Escuela Interrumpida

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"Our neighborhoods deserve more than developer crumbs. The people of District 9 need a leader who has the courage to demand more, every time."

"Nuestros barrios merecen más que migas de los desarrolladores. La gente del Distrito 9 necesita un líder que tiene el valor de exigir más, cada vez."



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CLIMA

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In the Absence of Reform, More Pro-Immigrant Measures Are Urgently Needed

Maribel Hastings and David Torres

With so much negative news on the immigration front in the previous months, President Joe Biden's recent announcement about the extension of the Affordable Care Act (ACA) and Medicaid to Dreamers was like a balm. The positive reactions began immediately, from the very beneficiaries of the measures to legislators and pro-immigrant groups. The news was also like an oasis in the middle of the desert that the promise to improve the situation of millions of immigrants has become. They have waited more than three decades to simply feel recognized in a society that uses them in its economy, but doesn't take them into consideration in the realm of its legal structure and immigration reform. Indeed, we need more actions like President Biden's recent ones, considering that the possibilities of legislative immigration reform are zero at this point in time, with a House of Representatives in Republican control and a Speaker, Congressman

Kevin McCarthy of California, who warned that nothing benefitting immigrants will see the light of day. In fact, last week the House Judiciary Committee considered a Republi-

“
That is why Biden—and any Democrat who occupies the White House—should not play this game and must offer and execute measures that benefit immigrants, the country, and the economy.”

can bill introduced on April 17, that brings together Donald Trump's most restrictive and punishing measures; among them, undermining asylum laws and permitting the detention of entire families at the border. But last Tuesday, the Democratic Senator from New Jersey, Bob Menéndez, brought forward an immigration plan that does not require congressional intervention and which, among other things, would expedite the process

for asylum cases and also the deportations of those who do not have credible cases; creates Temporary Protected Status (TPS) for Central America; and proposes a humanitarian pardon (parole) for the 12 million undocumented people now living in fear of deportation, according to Univision. If we look closely, this plan opens up a new path not only in the immigration debate, but to stand up real solutions that take into account, above all, the lives of millions of human beings; of entire families who work arduously, day after day, to keep local economies afloat, working jobs that only immigrants are likely to do, as well as in schools, banks, hospitals, and the entire gamut of small businesses that always come to the rescue. That is to say, Menéndez' intention is to show that there are things that can be done without an act of Congress, and that it is not necessary to focus only on the border and allow that to eclipse other things that can be accomplished. On top of that, it is a message to the White House that they do not have to focus only on punitive measures, but bring forward initiatives that of-

fer some relief until something can be achieved at the legislative level. It's clear that the administration has not proposed some positive executive actions for fear of being sued in court, but you have to at least try. June 27 will be the ten year anniversary of the passage of S. 744 in the U.S. Senate. This bill offered a path to legalization and then citizenship to millions of undocumented people. It was approved in a vote of 68-32, with the support of the entire Democratic caucus and 14 Republicans in a Senate that was, at the time, majority-Democratic. But, as it has been happening for years, the Republicans who controlled the House of Representatives let it die, because they were focused solely on obstructing any glint of a sensible solution and, like now, wanted to exploit the issue to keep their MAGA base motivated, since solving this issues would take away an electoral battering ram. That is why Biden—and any Democrat who occupies the White House—should not play this game and must

offer and execute measures that benefit immigrants, the country, and the economy. And of course, this is also politically beneficial. Although immigration is not the top priority for Latino voters, it does inform their support for candidates, whether out of empathy or because there are millions of families with mixed immigration statuses and, thus, the lack of immigration reform touches many lives. Now that the end of Title 42 is approaching, and the White House fears political repercussions about what is happening at the border, the president should remember that he will never win the support of Republican extremists, no matter what. But in his zeal to show a hard line, he can alienate voters who, no matter what, have supported the Democratic Party, hoping for immigration reform.

Maribel Hastings is a Senior Advisor to *América's Voice*. David Torres is a Spanish-language Advisor at *América's Voice*.

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A Falta de Reforma, Urgen Más Medidas Pro Inmigrantes

Maribel Hastings y David Torres

Entre tanta noticia negativa en el frente migratorio durante los meses anteriores, fue como un bálsamo que el presidente Joe Biden anunciara la ampliación de la Ley de Seguro Médico Asequible (ACA, por su sigla en inglés) y Medicaid para incluir a los Dreamers. Las reacciones positivas no se hicieron esperar, desde los propios beneficiarios de la iniciativa, hasta legisladores y grupos pro inmigrantes.

La noticia fue también como un oasis en medio de este desierto en que se ha convertido la promesa de una mejora en la situación de millones de migrantes, quienes han esperado más de tres décadas para sentirse plenamente reconocidos en una sociedad que los utiliza en su economía, pero que no los toma en cuenta en el ámbito de sus facultades legales con una reforma migratoria.

En efecto, hacen falta más acciones como la más reciente del presidente Biden, considerando que las posibilidades de una reforma migratoria por

la vía legislativa son nulas en este momento con una Cámara de Representantes de mayoría republicana, y cuyo presidente, el congresista de California Kevin McCarthy, advirtió que nada que suponga beneficios migratorios verá la luz del día.

“
Por eso Biden —y cualquier demócrata que ocupe la Casa Blanca— no debe entrar en ese juego y debe proponer y ejecutar medidas que beneficien a los inmigrantes, al país y a la economía.”

De hecho, la semana pasada el Comité Judicial de la Cámara Baja consideró el proyecto republicano migratorio presentado el 17 de abril, el cual concentra las medidas más restrictivas y punitivas del expresidente

Veá Hastings & Torres/Esp, página 13

Students of Color Must Have Opportunity to Learn Their Histories

Gerardo Muñoz

A lawsuit was recently filed against the Florida Department of Education challenging its efforts to silence the voices and perspectives of historically underrepresented voices in history classrooms across the state. As a Chicano from the east side of Denver, I know personally how important it is for students to see themselves in classroom curriculum. And as a high school ethnic studies and history educator for 23 years, I saw the power and hope my own students found when they saw that they too are a part of the American narrative.

Denver has come a long way since 1993, when my high school American history teacher told me that my people were illiterate. The Chicana, Chicano, and Mexican American students at my

high school demanded access to Mexican American history classes at my school and our history teacher responded that “we don’t have anyone on staff qualified to teach Hispano American History” and that “Hispanics really depend on the oral tradition” as justification that the class could not — should not — exist.

Even for the time, our city was ahead of the pack with district-approved courses for African American, Hispano American, and Native American history, as well as advanced courses in Chicano/Mexican American studies and The Black Experience Today. Unfortunately, my school had declined to offer any of them. My teacher didn’t acknowledge this. It wasn’t until I reached college that I finally experienced the healing power of history, and learned that my people

are brilliant and they matter and therefore, by extension, I matter.

“

Although here in Denver we may feel isolated from the culture wars that are dominating the news cycle in much of the rest of the nation, I caution that we cannot become complacent.

Students need courses like Chicano studies and AP African American History, and that work toward a more honest retelling of our country’s history. Students of all backgrounds want this, and as a nation as a whole, we

need it. I taught ethnic studies to high school students in Colorado’s most diverse district, and the result was always the same. My students, including my white students, asked me frequently, “Why hasn’t anyone taught us this before?” My students expressed gratitude: “Thank you for teaching us that our history matters.” A few months ago, I received a message from a former student, who sat in my classroom nearly 20 years ago: “I have my own kids, and I make sure they know their history. Thank you.”

Although here in Denver we may feel isolated from the culture wars that

are dominating the news cycle in much of the rest of the nation, I caution that we cannot become complacent. The Holocaust happened because good people saw what was happening “over there” and said nothing. We are not too far from 1993 when my own teacher said my history did not matter.

Although Florida might feel far from us, our collective social and moral compass should lead us to speak up and oppose this ban in Florida and any other state where it may be proposed. Students of color must have the opportunity to learn their histories and legacies — of which they are a part. White students must also be allowed to learn that this nation’s diversity is its greatest strength, and the only path to healing.

Gerardo Muñoz is a 2021 Colorado State Teacher of the Year. This article is republished from Colorado Newline under a Creative Commons license.

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NHMC Denounces Scholastic’s Attempted Censorship of Maggie Tokuda-Hall

Brenda Victoria Castillo

Recently, Maggie Tokuda-Hall spoke out about Scholastic’s insensitive edits to her book, *Love in the Library*—a story inspired by her grandparents’ love story in a World War II Japanese internment camp. Scholastic offered to license her book only if she consented to remove all mentions of the word “racism” in the story and author’s note. The National Hispanic Media Coalition (NHMC) denounces Scholastic’s actions, which disregard the importance of telling stories that accurately depict the experiences of people of color.

Eliminating the discussion of racism in a book set in a time when the United States incarcerated innocent Asian-Americans is censorship that demonstrates the publishing industry’s long history of misrepresenting communities of color. While Scholastic apologized, claiming that it failed to seek guidance from partners in its *Rising Voices Collection*, which seeks to elevate diverse stories, the publishing industry must stop relying solely on their Diversity, Equity, and Inclusion programs to advise these decisions. Instead, they must commit to hiring and promoting more writers, editors, staff, and executives of color. When people of color own, create, and make decisions surrounding the content that is produced about us, we can ensure that we are accurately depicted in the media.

As of 2019, 76% of overall publishing industry staff are White, while only

61.6% of the United States population is White. People of color’s voices are being diminished by those in power who do not understand the experiences of historically and intentionally marginalized communities. The way to create change is to increase meaningful representation of people of color in the publishing industry.

NHMC urges publishing companies to hire more people of color in the publishing industry, genuinely listen to their employees of color, and take action to better represent the diverse communities of storytelling. The Latino community is particularly underrepresented in publishing, as only 6% of staff are Latino, even though we make up approximately 20% of the United States population. NHMC will continue to work with advocacy, literary, and civil rights organizations to champion increased representation in the publishing industry.

Brenda Victoria Castillo, President & CEO of the National Hispanic Media Coalition.

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ONE COLORADO

Access to Housing is the Civil Rights Issue of our Time (Again)

Taylor Pendergrass

In 1966, Dr. Martin Luther King, Jr. and Coretta Scott King left their single-family home in Atlanta's Vine City neighborhood and moved into an apartment on Chicago's west side. Their goal? To draw attention to the fight for equitable housing.

"If Martin Luther King, Jr. and his family moved into a slum area, I think even the media would begin to look at the slum area more closely," said Coretta King.

The Fair Housing Act (FHA) had been introduced that same year and was championed by Dr. King. This civil rights legislation aimed to prohibit discrimination by landlords, real estate agents, and banks — but it was going nowhere fast in a country where exclusionary zoning laws and redlining had made legalized housing segregation as American as apple pie.

It was only after Dr. King's assassination and a direct appeal from President Lyndon B. Johnson that the FHA was passed and signed into law days

“
In Colorado, where I live, our towns and neighborhoods still mirror the scars of displacement, exclusion and segregation.

after Dr. King's death. As one housing advocate said, "Fair housing was something that he literally died for."

In the late 1960s, Dr. King and the civil rights movement had made open housing their priority because they understood that access to housing was itself a basic human right. They also knew that housing access was intertwined with dismantling other systemic inequalities like unequal access to education, racist and violent policing, and the racial wealth gap.



Sixty years later, in every state across the country, housing is once again the civil rights issue of our time.

Why the Right to Housing Still Doesn't Extend to Everyone

In Colorado, where I live, our towns and neighborhoods still mirror the scars of displacement, exclusion and segregation. That began centuries ago with the theft of Indigenous and Hispanic lands and continued through Denver's aggressive redlining that officially ended only a few short decades ago. Amazingly, Colorado communities were working to remove racist covenants just last year.

In Dr. King's time, explicit racism kept people of color from home ownership. In our time, mortgage-approval algorithms reinforce longstanding ra-

cial bias embedded through computer code.

In either case, the end results are the same. Today, when compared to similarly situated white borrowers, one study shows lenders are 40 percent more likely to turn down Latino applicants for loans, 50 percent more likely to deny Asian American Pacific Islander (AAPI) applicants, 70 percent more likely to deny Indigenous applicants, and 80 percent more likely to reject Black applicants.

Recent census data show 68 percent of white Coloradoans own their own home, but only 52 percent of Hispanic or Latino Coloradans and 41 percent of Black families. These homeownership disparities directly contribute to intergenerational wealth gaps. In Colorado, the median white family in the country had about \$184,000 in wealth compared to just \$38,000 and \$23,000 for the median Hispanic and Black families.

The rental market is similarly rigged for inequality. Colorado is among the top 10 worst states in the country regarding the gap between renters' in-

See Pendergrass on page 22

Support Your Local Librarians by Rejecting Book Bans

Christopher Harris

Growing up in Milwaukee, the local branch of the public library was always just a bus ride away. But when my family moved to central Pennsylvania when I was entering high school, we lived in a rural region that didn't even have a public library.

In the '90s, before the internet was widely available, the loss of a robust library system left me feeling cut off from the world. This is one reason I've spent the last 20 years living in a rural community, where I serve as library director for a school district.

After decades building resources and capacity in our small school districts, some of which don't even have a public library, it's been devastating to see the growing ferocity of attacks against our libraries over the past couple of years.

More than half of U.S. state legislatures have proposed or passed bills that would severely restrict access to information, threaten First Amendment rights, and punish entire communities by withholding funding critical library services — all for the sake of keeping books off the shelf that do not suit the taste of a few individuals.

Our small town school districts and public libraries are facing immense pressure from national groups that turn massive external funding into fake grassroots outrage in our communities. The grassroots origins are fake, but the outrage is very real.

The outrage we see on the news is not a reflection of our small towns:

It's imported by groups that aim to overwhelm and tear down our public schools and libraries. Book challenges of yesteryear were often sparked by a child bringing home a single book that prompted parents' concerns. Today's attempts to ban books are overwhelmingly driven by externally generated lists.

According to the American Library Association, 40 percent book challenges in 2022 involved requests to ban 100 or more books at a time. Most of these books were either by or about LGBTQ+ folks and people of color.

This outrage over diversity in literature does not reflect the increasing diversity in our small towns. According to the Housing Assistance Council, in 2018 there were more than 2,000 rural and small-town census tracts where racial and ethnic minorities made up the majority of the population. In another study, the Movement Advancement Project in 2019 showed that an estimated 3 million or more LGBTQ+ people called rural America home.

When censors come after books that reflect the diversity in a community, they're attempting to erase the stories of community members themselves.

School librarians like me strive to build diverse collections that bring the world to the shelves of every town and ensure that every reader finds their story. When readers find their own stories in a library, they read more and grow into lifelong learners.

Such robust collections are built through professional — not ideological

— standards, and every student benefits.

Access to books that represent a variety of cultures and viewpoints may boost a student's development and well-being, according to a 2022 white paper from the Unite Against Book Bans coalition. Diverse books also cultivate empathy and provide a springboard for families to have meaningful conversations.

From coast to coast and across the heartland, Americans remain overwhelmingly committed to libraries, despite what manufacturers of moral panic may claim.

Recent polling shows large majorities of voters across party lines reject the idea of banning books from school and public libraries. Ninety percent of voters have high regard and trust for librarians, and similar percentages say that school and public libraries play an important role in their community.

As we move into National Library Week (April 23-29), I hope Americans will join me and 90 percent of our neighbors in supporting libraries and librarians — and in rejecting the manufactured outrage of book banning groups.

Dr. Christopher Harris is a school district library director in western New York and a senior fellow in the American Library Association's Public Policy and Advocacy Office. This op-ed was distributed by OtherWords.org.

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April 27, 10AM - 5PM
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April 29, Sessions begin at 11AM
**WATER CEREMONY COMMUNITY MURAL
ON-SITE PAINTING WORKSHOP**
@ LCAC Colfax (2705 W. Colfax Avenue)

April 29 + April 30, Sessions begin at 9AM
FREE COMMUNITY MUSIC CLASSES
@ 800 Kalamath Street

April 30, from 10AM - 5PM
DÍA DEL NIÑO TLAOLLI PERFORMANCE
@ The Denver Art Museum

MAY

May 6 + 13, sessions begin at 11AM
**WATER CEREMONY COMMUNITY MURAL
ON-SITE PAINTING WORKSHOP**
@ LCAC Colfax (2705 W. Colfax Avenue)

May 13, from 11AM - 1PM
CARING FOR YOUR CORAZÓN
@ Hijos del Sol (2715 W. 8th Avenue)

May 13, from 11AM - 4PM
MOTHER'S DAY SHOPPING EVENT
@ Hijos del Sol (2715 W. 8th Avenue)

May 20, from 4PM - 10PM
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El Semanario



Are the Challenges of Puerto Rico's Schools a Preview of What Other Districts Will Face?

by Kavitha Cardoza

There was little her family could salvage. Just a few plastic chairs, some photos, her school uniform.

The flooding last fall that devastated the home of Deishangelxa Nuez Galarza, a fifth grader in this coastal area of southern Puerto Rico, also closed her elementary school, El Coquí, for three days while staff cleaned out a foot of muddy water from every first floor room. Deishangelxa missed two weeks of classes, which upset her.

"School is very important to me because I want to keep studying," she said. "I want to become a nurse."

It was just the latest interruption in schooling that's been characterized by near constant disruption. Deishangelxa started kindergarten at [Ana Hernández Usera](#) elementary school in 2017, the year Hurricane Maria struck the island. Schools across Puerto Rico were closed for an average of four months.

Ana Hernández Usera never reopened. Like more than 260 other

schools across Puerto Rico with low enrollment, it was closed permanently as part of wider cost cutting measures. Deishangelxa transferred to El Coquí, but the island would not get a break from natural disasters. She was 8 in January 2020, when earthquakes rocked the island, closing her school for three months while engineers inspected its physical structures to make sure they were safe for students to return.

When classes finally resumed, it wasn't for long. A few weeks later schools closed again because of Covid-19. Deishangelxa, 9 years old at the time, struggled with virtual learning and fell far behind. In August 2021, after successive waves of infection saw schools open and close, in-person schooling finally resumed for students on the island, but not for long. Just a year later, Hurricane Fiona unleashed a furious attack on the island, causing widespread flooding and infrastructure damage. Deishangelxa was 10 when schools shut again in September 2022 — this time for two weeks.



Principal Jorge Luis Colón González of El Coquí school in Salinas, Puerto Rico, where a new afterschool tutoring program aims to help kids recover from learning setbacks. / Jorge Luis Colón González, director de la escuela El Coquí en Salinas, Puerto Rico, donde un nuevo programa extraescolar de tutoría busca ayudar a los niños a recuperarse de los contratiempos en el aprendizaje. (Foto/Foto: Kavitha Cardoza for The Hechinger Report)

The troubles Deishangelxa has faced are mirrored across Puerto Rico. Since 2017, natural disasters have pounded the island — decimating homes, crippling the power grid and gutting infrastructure. That repeated trauma, what one resident called "collective island PTSD," has been compounded by widespread poverty and bureaucratic challenges.

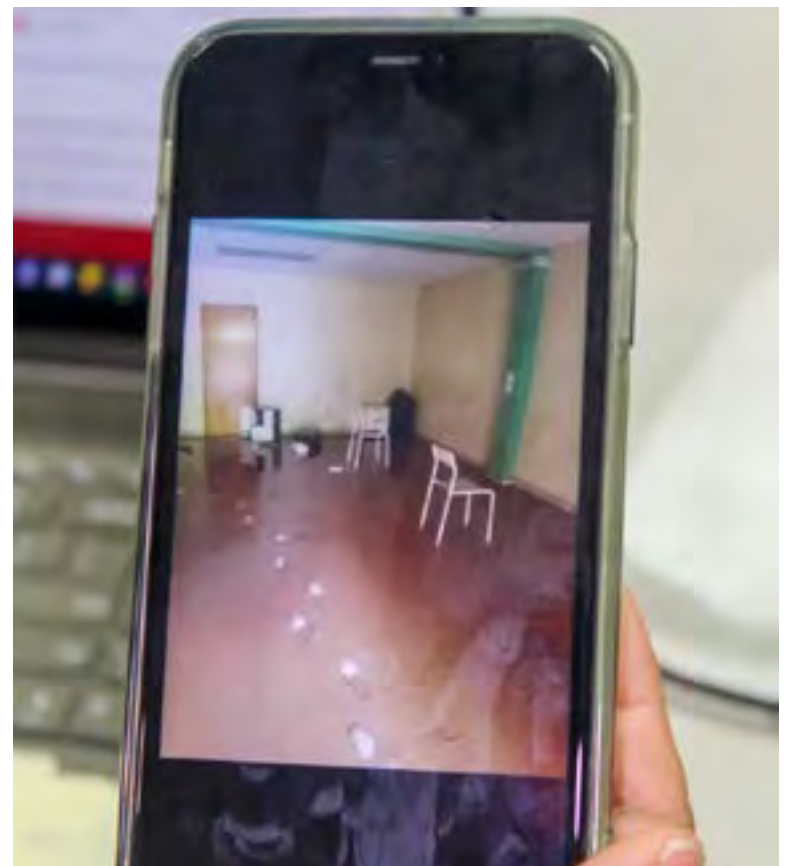
Puerto Rico's school system is both uniquely vulnerable to natural disasters that are becoming more common across the U.S. because of climate change, and unusually ill-equipped to help children recover from the learning setbacks that come with them. The island has faced corruption and mismanagement in local government, billions of dollars in debt and mass emigration that has caused a critical loss of professionals and essentially halved the island's student population in 15 years, from almost 550,000 in 2006 to 276,413 in 2021.

“

"I want to be someone in life. How will I pass my school exams and graduate if I can't go to school?"
Dinelys Rodriguez, Student

The Puerto Rican school district, the sixth largest in the U.S., is often ignored in conversations about U.S. education. Yet experts say it is the canary in the coal mine that other districts could learn from as they grapple with the effects of climate change on learning, health and infrastructure.

"How do we make up for the impact of those disruptions of school and how do we make schools more resilient?" said John King, a former U.S. secretary of education who is co-chair of This is Planet Ed, an initiative of the Aspen Institute that works on climate solutions through the education sector. "That's



A staff member holds up a photo of a Casa Familiar program at a school in Comerio. The school was flooded during Hurricane Fiona with the water line over six feet high, half covering some of the posters they had on the walls. Staff are still waiting on donations so the program can restart. / Un empleado alza una foto de un programa de Casa Familiar en una escuela en Comerio. La escuela se inundó durante el huracán Fiona con un nivel de agua de más de seis pies que cubría la mitad de algunos posters que tenían en las paredes. El personal sigue en espera de donaciones para poder reanudar el programa. (Foto/Foto: Kavitha Cardoza for The Hechinger Report)

an acute problem in Puerto Rico today, but it's a problem we're already seeing in other parts of the country that's going to grow."

Miguel Cardona, the secretary of education under President Biden, promised "a new day" for Puerto Rico. Over the past two years, he has signed off on almost \$6 billion in federal dollars for the island's school system. Almost a billion of that funding was made possible by reversing a Trump administration decision to restrict pandemic aid to the island because of what had been called "longstanding challenges"

with the island's mismanagement of federal funds. The Puerto Rican governor, Pedro Pierluisi, promised to implement "greater accountability" and enlist an independent third party to administer the funds.

The money has so far been used to pay for temporary teacher salary increases, hire hundreds of school mental health professionals and fund tutoring programs. But, despite a 2018 education reform law that allows for more local control, the Puerto Rico department

See Puerto Rico on page 19

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¿Son Las Dificultades de las Escuelas en Puerto Rico un Avance de lo Que Enfrentarán Otros Distritos?

by Kavitha Cardoza

Fue poco lo que su familia pudo rescatar. Solamente unas sillas plásticas, algunas fotos, su uniforme escolar.

La inundación el pasado otoño que devastó el hogar de Deishangelxa Nuez Galarza, estudiante de quinto grado en esta área costera del sur de Puerto Rico, también provocó el cierre de su escuela primaria, El Coquí, durante tres días mientras el personal limpiaba un pie de agua lodosa de cada salón del primer piso. Deishangelxa se enfocó en su bulto.

“Cuido mis cosas de la escuela”, dijo, “porque un día yo quiero ser enfermera”.

“

“Quiero ser alguien en la vida. ¿Cómo voy a aprobar mis exámenes y graduarme si no puedo ir a la escuela?”

Dinelys Rodríguez,
Estudiante

Deishangelxa perdió dos semanas de clases, algo que le disgustó.

Se trataba de la más reciente pausa en una educación que ha sido caracterizada por interrupciones casi constantes. Deishangelxa comenzó el kinder en la Escuela Ana Hernández Usera en el 2017, año en el que el huracán María azotó la isla. Las escuelas en todo Puerto Rico permanecieron cerradas por un promedio de cuatro meses.

Ana Hernández Usera nunca volvió a abrir. Como más de 260 escuelas en Puerto Rico con una matrícula baja, cerró de manera permanente como parte de medidas más amplias para reducir costos. Deishangelxa se trasladó a El Coquí, pero la isla no tendría tregua de los desastres naturales. Tenía 8 años en enero del 2020 cuando terremotos estremecieron la isla, obligando el cierre de su escuela durante tres meses mientras los ingenieros inspeccionaban las estructuras físicas del edificio para asegurarse de que no hubiera peligro para que los estudiantes regresaran.

Cuando se reanudaron las clases, no fue por mucho tiempo. Pocas semanas después, las escuelas volvieron a cerrar por el Covid-19. A Deishangelxa, que tenía 9 años en ese momento, se le hizo difícil el aprendizaje virtual y se retrasó considerablemente.

En agosto del 2021, después de olas sucesivas de infección durante las que las escuelas abrieron y cerraron, la instrucción en persona se reanudó para los estudiantes de la isla, pero duró poco. Apenas un año después, el huracán Fiona desató su furia contra la isla, causando inundaciones extensas y daños a la infraestructura. Deishangelxa tenía 10 años cuando las escuelas volvieron a cerrar en septiembre del 2022 — en esta ocasión por dos semanas.

Los percances que ha tenido Deishangelxa se reflejan en todo Puerto Rico. Desde el 2017, varios desastres naturales han golpeado a la isla — diezmando casas, devastando la red eléctrica y destruyendo la infraestructura. Ese trauma recurrente, lo que un residente llama el “TEPT colectivo de la isla”, ha sido agravado por la pobreza extensa y los desafíos burocráticos.

El sistema escolar de Puerto Rico es excepcionalmente vulnerable a los desastres naturales que se están volviendo más comunes en los Estados Unidos debido al cambio climático, y al mismo tiempo está extraordinariamente mal preparado para ayudar a los niños a recuperarse de los contratiempos de aprendizaje que conllevan. La isla ha enfrentado corrupción y mal manejo por parte del gobierno local, miles de millones en deuda y emigración masiva que ha resultado en una pérdida crítica de profesionales y en esencia ha reducido a la mitad la población estudiantil de la isla, de casi 550,000 en el 2006 a 276,413 en el 2021.

El distrito escolar de Puerto Rico, el sexto más grande en los Estados Unidos, suele ser ignorado en conversaciones sobre la educación en el país. Sin embargo, los expertos dicen que se trata de un aviso temprano del cual otros distritos podrían aprender a medida que luchan con los efectos del cambio climático en el aprendizaje, la salud y la infraestructura.

“¿Cómo compensamos el impacto de esas interrupciones de escuela y cómo hacemos que las escuelas sean más resistentes?” dijo John King, ex secretario de educación de EE.UU. que es co-presidente de This is Planet Ed, una iniciativa del Instituto Aspen que trabaja en soluciones climáticas a través del sector educativo. “Es un problema agudo para Puerto Rico hoy en día, pero es un problema que estamos viendo en otras partes del país que va a seguir creciendo”.

Miguel Cardona, el secretario de educación bajo el Presidente Biden,



Luz Rivera Ocasio, a social worker who is part of a school-based mental health program, Casa Familiar, trabaja con la estudiante Victoria Ortiz. Todo el mundo está “sujetando, cargando u ocultando” sus emociones, dijo Rivera. “Y se está acumulando”. / Luz Rivera Ocasio, a social worker who is part of a school-based mental health program, Casa Familiar, works with student Victoria Ortiz. Everyone is “holding, carrying or covering up” their emotions, Rivera said. “And it’s accumulating.” (Foto/Photo: Kavitha Cardoza for The Hechinger Report)

prometió “un nuevo día” para Puerto Rico. Entre los últimos dos años, ha aprobado más de \$6 mil millones en fondos federales para el sistema escolar de la isla. Casi mil millones de ese financiamiento se hicieron posibles revertiendo una decisión de la administración Trump de restringir asistencia por la pandemia a Puerto Rico por lo que ha sido caracterizado como “problemas de largo tiempo” con la mala administración de fondos federales en la isla. El gobernador de Puerto Rico, Pe-

dro Pierluisi, prometió implementar “una mayor rendición de cuentas” y contratar a un tercer partido independiente para administrar los fondos.

Hasta ahora, el dinero se ha utilizado para costear aumentos temporales en los salarios de los maestros, contratar a cientos de profesionales de salud mental escolares y financiar programas de tutoría. Pero, pese a la Ley de Reforma Educativa de Puerto Rico del 2018 que permite más control local, el departamento de educación

de Puerto Rico sigue estando fuertemente centralizado, lo que impide que se reparta el dinero rápidamente.

Chris Soto, asesor senior de Cardona que encabeza el esfuerzo federal por mejorar las escuelas de Puerto Rico, dijo que es importante abordar no solamente las necesidades del sistema a corto plazo, sino también alguno de sus problemas sistémicos, como una burocracia sofocante y la infrae-

Ve Puerto Rico/Esp, página 20

Immigrants Report Dehumanizing Treatment at Aurora ICE Facility

COLORADO

By Robert Davis

Mateo Lozano was eight years old when his older brother Jaime was deported back to Colombia in 2012.

Neither Lozano, 28, nor his mom could visit Jaime while he was at the Immigration and Customs Enforcement detention center in Aurora, because they were both undocumented at the time. Instead, Lozano told Colorado Newsline, they would go stand outside the facility so his mom could try to still feel the presence of her son.

Lozano said it took four months for the family to be reunited. Once Jaime came back to the U.S., he shared a harrowing story about his time in Aurora. Lozano said his brother worked as a janitor in the facility making about 10 cents per hour and that some of the guards “treated him like an animal” while he was detained. Jaime was also put in what’s called “isolated detention,” which is like solitary confinement, because he tried to break up a fight between two other immigrants, Lozano said.

“I’d always looked up to my brother as a sort of role model, but here he



The ICE detention facility in Aurora. / Centro de detención del ICE en Aurora. (Photo/Foto: Robert Davis for Colorado Newsline)

was being treated like a criminal. Like a murderer, or someone who did something awful to society,” said Lozano.

Lozano’s experience is akin to the affirmations that at least 17 immigrants shared with the Colorado Immigrant Rights Coalition for a recent [qualitative study](#) about the living conditions at the Aurora detention center. The study identified broad themes of dehumanizing and potentially racist behavior by ICE agents. It was released as state and federal lawmakers continue to debate legislation to prohibit local gov-

ernments from providing jail space for undocumented immigrants.

“Jaime’s experience really gave me a different perspective about my place in the U.S. as an immigrant,” Lozano said. “It made me realize that there are a lot of people here who would take away my rights just because they don’t want me in the country.”

Colorado Newsline reached out to ICE for comments about CIRC’s findings and the agency’s plans to address the concerns but did not receive a response.

Colorado’s relationship with federal immigration authorities has become strained, at best, in recent years. In 2019, Gov. Jared Polis signed a bill that became known as the state’s sanctuary law. Under the law, local law enforcement cannot detain an individual solely based on a civil immigration detainer. It also prohibits probation officers from sharing their client’s personal information with immigration authorities and prevents law enforcement from interviewing suspected undocumented immigrants in another custodial facility.

However, ICE has skirted that law on multiple occasions. For example, CIRC [obtained emails](#) showing that ICE agents and employees at some Colorado Department of Motor Vehicle branches shared information about suspected undocumented immigrants. That information led to multiple arrests between 2018 and 2020.

Then in 2022, the organization [found](#) that ICE had contracted with LexisNexis, a New York-based data analytics company, to receive real-time jail booking data from Colorado sheriff’s offices and the whereabouts of immigrants in county jails.

U.S. Rep. Jason Crow, a Democrat from Centennial, cited these issues, among others, when he visited Aurora in early April 2023 and [called to end private detention centers](#). GEO Group, a private company that invests in prisons and mental health facilities, has been under contract to operate the Aurora facility since the 1980s. The facility has a capacity to serve more than 1,500 detainees.

Crow added that overseeing ICE’s operations in the state has been difficult because the agency puts on a “dog and pony show” for regulators.

“We gained access to the facility and saw a lot of the things that we had been told about and warned about by the community, and that started my work and our office’s work to try to reform this facility and clean it up as best we could, absent ending private detention centers, which we’re trying to do,” Crow told Colorado Newsline at the time.

To that end, state lawmakers like Democratic Sens. Julie Gonzales of Denver and Sonya Jacquez Lewis of Longmont are currently sponsoring [House Bill 23-1100](#), a bill that would prohibit local governments from entering into their own contracts with private immigration detention facilities. The bill has passed both chambers of the Legislature and needs the governor’s signature to become law.

“Right now, Colorado taxpayers are helping fund ICE facilities and deten-

tion,” Jacquez Lewis said in a statement. “This runs counter to the values of an overwhelming majority of Coloradans and it’s time to put an end to it.”

Changed view of the U.S.

Despite these efforts, some immigrants like Lorena Barreras, 37, say the damage has already been done. Her son was 19 years old when he was arrested by local law enforcement in 2020 while working as a painter in Grand Junction. He was arraigned at the Eagle County court and posted bail. However, he was arrested by immigration authorities as he exited the courthouse, transferred to the Aurora ICE facility, and eventual-

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“Right now, Colorado taxpayers are helping fund ICE facilities and detention.”
State Senator Sonya Jacquez Lewis

ly deported, even though he was never convicted of a crime, Barreras said.

Barreras adds that her family is still reeling from that event. She still cries whenever she thinks about her son wearing the orange jumpsuit and shackles. Her two younger children also cry about missing their brother because he used to help them with their homework and took them to soccer practice, Barreras said.

“It was really scary for him to be arrested at that time because it was during COVID and he was suffering from a lot of tooth pain,” Barreras said, adding that officials at the Aurora ICE center removed multiple teeth from her son’s mouth instead of getting him dental help.

Barreras said that her son’s experience also changed the way she views the U.S. When she immigrated in 2007, she saw the U.S. as a country where she could give her children a better life. Now, she sees the U.S. as a country where immigrants experience rampant racism and can’t trust the police.

“I really want my son to be able to have his record cleaned up so he can come back to the U.S., and we can be a family again,” Barreras said. “It strikes me as really unfair, and I think it’s a reflection that our laws aren’t always just.”

Robert Davis is a Freelance Journalist. This article is republished from Colorado Newsline under a Creative Commons license.

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Inmigrantes Denuncian Trato Deshumanizado en las Instalaciones del ICE en Aurora

COLORADO

Por Robert Davis

Mateo Lozano tenía ocho años cuando su hermano mayor, Jaime, fue deportado a Colombia en 2012.

Ni Lozano, de 28 años, ni su madre pudieron visitar a Jaime mientras estaba en el centro de detención del Servicio de Inmigración y Control de Aduanas en Aurora, porque ambos eran indocumentados en ese momento. En su lugar, Lozano dijo a Colorado Newline, que iban a pararse fuera de las instalaciones para que su mamá pudiera tratar de seguir sintiendo la presencia de su hijo.

Lozano dijo que la familia tardó cuatro meses en reunirse. Una vez que Jaime regresó a los EE.UU., compartió una historia desgarradora sobre su tiempo en Aurora. Lozano dijo que su hermano trabajaba como conserje en el centro ganando unos 10 céntimos por hora y que algunos de los guardias “le trataban como a un animal” mientras estaba detenido. Jaime también fue puesto en lo que se llama “detención aislada”, que es como el confinamiento solitario, porque trató de separar una pelea entre otros dos inmigrantes, dijo Lozano.

“Siempre había admirado a mi hermano como una especie de modelo a seguir, pero aquí se le trataba como a un criminal. Como un asesino, o alguien que ha hecho algo horrible a la sociedad”, dijo Lozano.

La experiencia de Lozano es similar a las afirmaciones que al menos 17 inmigrantes compartieron con la Coalición por los Derechos de los Inmigrantes de Colorado para un reciente estudio cualitativo sobre las condiciones de vida en el centro de detención de Aurora. El estudio identificó amplios temas de comportamiento deshumanizador y potencialmente racista por parte de los agentes del ICE. Se dio a conocer mientras los legisladores estatales y federales continúan debatiendo legislación para prohibir que los gobiernos locales proporcionen espacio carcelario a los inmigrantes indocumentados.

“La experiencia de Jaime realmente me dio una perspectiva diferente sobre mi lugar en los EE.UU. como inmigrante”, dijo Lozano. “Me hizo darme cuenta de que hay mucha gente aquí que me quitaría mis derechos sólo porque no me quieren en el país”.

Colorado Newline se puso en contacto con ICE para obtener comentarios sobre los hallazgos de CIRC y los planes de la agencia para abordar las preocupaciones, pero no recibió respuesta.

La relación de Colorado con las autoridades federales de inmigración se ha vuelto tensa, en el mejor de los casos, en los últimos años. En 2019, el gobernador Jared Polis firmó un proyecto de ley que se conoció como la ley santuario del estado. Según la ley, las fuerzas del orden locales no pueden detener a una

persona únicamente sobre la base de una orden de retención civil de inmigración. También prohíbe a los agentes de libertad condicional compartir la información personal de sus clientes con las autoridades de inmigración e impide a las fuerzas del orden entrevistar a presuntos inmigrantes indocumentados en otro centro de detención.

Sin embargo, el ICE ha eludido esa ley en múltiples ocasiones. Por ejemplo, el CIRC obtuvo correos electrónicos que muestran que agentes del ICE y empleados de algunas sucursales del Departamento de Vehículos de Motor de Colorado compartían información sobre presuntos inmigrantes indocumentados. Esa información condujo a múltiples arrestos entre 2018 y 2020.

Luego, en 2022, la organización descubrió que el ICE había contratado a LexisNexis, una empresa de análisis de datos con sede en Nueva York, para recibir datos en tiempo real de las oficinas del sheriff de Colorado sobre las detenciones y el paradero de los inmigrantes en las cárceles de los condados.

El representante estadounidense Jason Crow, demócrata de Centennial, citó estas cuestiones, entre otras, cuando visitó Aurora a principios de abril de 2023 y pidió que se pusiera fin a los centros de detención privados. GEO Group, una empresa privada que invierte en prisiones y centros de salud

mental, tiene un contrato para gestionar el centro de Aurora desde la década de 1980. El centro tiene capacidad para más de 1.500 detenidos.

Crow añadió que supervisar las operaciones del ICE en el estado ha sido

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“En este momento, los contribuyentes de Colorado están ayudando a financiar las instalaciones de ICE y la detención”.

Senadora Sonya Jacquez Lewis

difícil porque la agencia monta un “espectáculo de perros y ponis” para los reguladores.

“Tuvimos acceso a las instalaciones y vimos muchas de las cosas de las que nos habían hablado y sobre las que nos había advertido la comunidad, y eso inició mi trabajo y el de nuestra oficina para tratar de reformar estas instalaciones y limpiarlas lo mejor que pudiéramos, sin poner fin a los centros de detención privados, lo que estamos tratando de hacer”, dijo Crow a Colorado Newline en ese momento.

Para ello, legisladores estatales como las senadoras demócratas Julie Gonza-

les, de Denver, y Sonya Jacquez Lewis, de Longmont, patrocinan actualmente el proyecto de ley 23-1100 de la Cámara de Representantes, que prohibiría a los gobiernos locales firmar sus propios contratos con centros privados de detención de inmigrantes. El proyecto ha sido aprobado por ambas cámaras de la Legislatura y necesita la firma del gobernador para convertirse en ley.

“En este momento, los contribuyentes de Colorado están ayudando a financiar las instalaciones de ICE y la detención”, dijo Jacquez Lewis en un comunicado. “Esto va en contra de los valores de una abrumadora mayoría de coloradenses y es hora de ponerle fin”.

Cambio de visión de EE.UU.

A pesar de estos esfuerzos, algunos inmigrantes como Lorena Barreras, de 37 años, dicen que el daño ya está hecho. Su hijo tenía 19 años cuando fue detenido por la policía local en 2020 mientras trabajaba como pintor en Grand Junction. Fue procesado en el tribunal del condado de Eagle y pagó la fianza. Sin embargo, fue arrestado por las autoridades de inmigración al salir del tribunal, trasladado a las instalaciones de ICE en Aurora y finalmente deportado, a pesar de que nunca fue condenado por un delito, dijo Barreras.

Barreras añade que su familia aún no se ha recuperado de aquel suceso.

Todavía llora cuando piensa en su hijo vestido con el mono naranja y los grilletes. Sus dos hijos menores también lloran por echar de menos a su hermano porque solía ayudarles con los deberes y les llevaba a los entrenamientos de fútbol, dijo Barreras.

“Fue realmente aterrador para él que le detuvieran en ese momento porque fue durante el COVID y sufría mucho dolor de muelas”, dijo Barreras, añadiendo que los funcionarios del centro de ICE de Aurora extrajeron varios dientes de la boca de su hijo en lugar de conseguirle ayuda dental.

Barreras dijo que la experiencia de su hijo también cambió su forma de ver EE.UU. Cuando emigró en 2007, veía EE.UU. como un país donde podría dar a sus hijos una vida mejor. Ahora lo ve como un país donde los inmigrantes sufren un racismo desenfrenado y no pueden confiar en la policía.

“Realmente quiero que mi hijo pueda limpiar sus antecedentes para que pueda volver a Estados Unidos y podamos volver a ser una familia”, dijo Barreras. “Me parece realmente injusto, y creo que es un reflejo de que nuestras leyes no siempre son justas”.

Robert Davis es un periodista independiente. Este artículo fue publicado originalmente por Colorado Newline.

Traducido por Juan Carlos Uribe, The Weekly Issue/El Semanario.

Para Noticias de Colorado:
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El Semanario

DAM's Untitled 'Artist Takeover' Features Franklin Cruz and Sammy Lee

COLORADO

The Denver Art Museum's (DAM) is hosting a lineup of local creatives, artists and collaborators for the 2023 season of *Untitled* events. Emerging in this year with a new title "Artist Takeover," the re-envisioned moniker clearly highlights collaborators' roles in creating these exciting quarterly opportunities for a night of creative celebration.

On Friday, **April 28**, 6-10 p.m. "Untitled" features [Franklin Cruz](#), queer

Latin poet and writer; and [Sammy Lee](#), South Korean visual artist specializing in cast paper and performative collaboration. Additional highlights include Grupo Tlaloc Danza Azteca will kick off the night with a traditional Mexica/Azteca group dance before passing off the stage for more dance performances throughout the evening.

Additional highlights include: See the exhibitions [Speaking with Light](#) and [Near East to Far West](#) through new eyes during two Offbeat Art Tours. Make your own mask in-

spired by Indigenous ceramic masks. Contribute to a paper-cast communal table by serving imagined meals to loved ones using Korean dishes. Sample some delicious dumplings with Penelope Wong of [Yuan Wonton Food Truck](#).

Check out the [event program](#) for all of the details and grab a ticket ahead of time [here](#).

Untitled events connect the community with local creatives and offer immersive programming featuring performances, artmaking and one-of-a-kind experiences along with the opportunity for connecting and socializing. Each event is led by a duo of artists and selected collaborators, showcasing the artists' perspectives and practices and providing a unique lens into the museum's collections and exhibitions, activating the museum in participatory ways.

At each Untitled, featured artists showcase their work while providing an unexpected and engaging atmosphere. Experiences are developed around current exhibitions and programming, and 2023 Untitled events will create a platform for Denver's creative community to engage the public in celebrating the museum's global collections and exhibitions on view.

The DAM's [The Ponti](#) restaurant and Café Gio will both be open for visitors to dine during the special late-night hours of the quarterly Untitled events. Reservations for The Ponti can be made at [thepontidenver.com](#).

"Creativity is an essential part of community building. We aim to create connections between creatives and visitors by highlighting artists' voices in a social environment," said Sarah Rockett, Manager of Creative and Public Engagement at the DAM. "Untitled is an opportunity to connect with creativity while enjoying entertainment, artmaking, and other participatory experiences."

Creative experiences across the campus will be part of the event, inspired by [Her Brush: Japanese Women Artists from the Fong-Johnstone Collection](#). On view through May 13, 2023, Her Brush traces the pathways women artists forged for themselves in their pursuit of art during the 1600s to 1900s Japan and explores the universal human drive of artistic expression as self-realization for these artists who navigated cultural barriers during a time with strict gender roles for women.

Upcoming Untitled events:

July 28, 6-10pm: [Joshua Emerson](#), Navajo comedian, writer and actor;



Franklin Cruz, queer Latin poet and writer. (Photo: Denver Art Museum)

and [Drew Austin](#), interdisciplinary visual artist and curator.

October 27, 6-10pm: [Cherish Marquez](#), Latina and queer-identifying visual artist with a focus on digital media; and [Jasmine Colgan](#), Ameri-Ghanian visual artist, educator, scholar, entrepreneur and civil rights activist.

Untitled is included in general admission, which is free for museum members and kids 18 and under thanks to the [Free for Kids](#) program. Museum audiences are encouraged to check the museum's website and social media channels—including [#UntitledDAM](#)—to learn more.

See [Art](#) on page 13

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Colorado Senators Call for TPS Redesignation for El Salvador and Honduras

COLORADO

Colorado U.S. Senators Michael Bennet and John Hickenlooper joined U.S. Senator Tim Kaine (D-Va.) and 115 members of Congress in calling on the Biden Administration to continue to protect displaced Salvadorans and Hondurans by redesignating El Salvador and Honduras for Temporary Protected Status (TPS). Established by the U.S. Congress through the Immigration Act of 1990, TPS is a temporary, renewable program that provides relief from removal and access to work permits for eligible foreign nationals who are unable to return safely to their home countries due to natural disasters, armed conflicts, or other extraordinary conditions.

Over 400,000 people with TPS are currently living in communities across the United States. Of the 2,978 people currently living in Colorado with TPS, 2,108 are from El Salvador and 523 are from Honduras.

"We urge you to redesignate Honduras and El Salvador for Temporary Protected Status (TPS), as it is unsafe

for the nationals of these countries to be returned at this time due to severe environmental damage caused by successive hurricanes and climate change-related catastrophes, combined with human rights violations and cascading political crises exacerbated by the COVID-19 pandemic. Both El Salvador and Honduras face separate but

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“Both El Salvador and Honduras face separate but equally devastating realities that prevent individuals who have fled these countries from safely returning.”

equally devastating realities that prevent individuals who have fled these countries from safely returning,” wrote Bennet, Hickenlooper, Kaine, and the lawmakers in their letter to the U.S. Secretary of Homeland Security Alejandro Mayorkas and U.S. Secretary of State Antony Blinken.

Regarding El Salvador, the lawmakers continued: “According to the U.S. State Department’s 2022 country report, there have been significant human rights issues in the country, including credible reports of ‘unlawful or arbitrary killings, forced disappearances; torture and cruel, inhuman, or degrading treatment or punishment by security forces; harsh and life-threatening prison conditions; arbitrary arrest and detention.’[1] In particular, the government’s implementation of the State of Exception, a year-long and continuing state of emergency that is renewed monthly, has imprisoned 2% of the population, led to mass disappearances, and threatened the ability of communities to thrive economically. [2] Since its implementation, security officials have committed widespread human rights violations, including arbitrary detentions, torture, inhumane treatment, and deaths in custody, specifically targeting young people in poor neighborhoods.[3] Furthermore, the Inter-American Commission on

See [TPS](#), página 17

Hastings & Torres/Esp

Donald Trump; entre otras cosas, mirando las leyes de asilo y permitiendo la detención de familias enteras en la frontera.

Pero el pasado martes, el senador demócrata de Nueva Jersey, Bob Menéndez, dio a conocer un programa migratorio que no requiere de la intervención del Congreso y que, entre otras cosas, agiliza los procesos en los casos de asilo y también de las deportaciones de quienes no tengan casos creíbles; crea un Estatus de Protección Temporal (TPS) para Centroamérica, y propone que se gire un perdón humanitario (*parole*) para que 12 millones de indocumentados vivan sin temor a la deportación, de acuerdo con Univision.

Si se mira bien, este plan abre una nueva ruta no solo en el debate migratorio, sino que se coloca en la cima de las soluciones reales que toman en cuenta, sobre todo, la vida de millones de seres humanos; de familias enteras que trabajan arduamente día a día para mantener a flote las economías locales, mediante empleos que solo los migrantes están dispuestos a hacer, además de escuelas, bancos, hospitales y toda una gama de pequeños negocios que salen siempre al rescate.

Es decir, la intención de Menéndez es demostrar que hay cosas que pueden hacerse sin que medie el Congreso, y que no es necesario centrarse solamente en la frontera y permitir que ello eclipse las otras cosas que pueden conseguirse.

Más aún, es un mensaje a la Casa Blanca de que no hay que centrarse únicamente en medidas punitivas, sino dar cabida a iniciativas que brinden un alivio, en tanto puede conseguirse algo a nivel legislativo. Es cierto que no se han propuesto algunas acciones ejecutivas positivas ante el temor de que sean frenadas en los tribunales, pero al menos hay que intentarlo.

El 27 de junio se cumplen 10 años de la aprobación del proyecto S. 744 en el Senado federal. Ese proyecto ofrecía una vía a la legalización y posterior ciudadanía a millones de indocumentados. Se aprobó en votación 68-32 con el apoyo de todo el caucus demócrata y de 14 republicanos en un Senado, en ese momento, de mayoría demócrata.

Pero como ha sido el caso durante años, los republicanos que controlaban la Cámara Baja lo dejaron “morir”, pues solamente se han dedicado a obstruir cualquier visado de solución sensata y únicamente, como ahora, quieren explotar el tema para mantener despierta a su base MAGA, pues solucionar este asunto sería quitarles un arma electoral.

Por eso Biden —y cualquier demócrata que ocupe la Casa Blanca— no debe entrar en ese juego y debe proponer y ejecutar medidas que beneficien a los inmigrantes, al país y a la economía. Y, ¿por qué no?, es también beneficioso a nivel electoral. Aunque la inmigración no sea la primera de las prioridades entre los votantes latinos, sí incide en su apoyo a los candidatos, ya sea por empatía o porque hay millones de familias de estatus migratorio mixto y, por ende, la falta de reforma migratoria toca a muchos.

Ahora que se aproxima el fin del Título 42 y la Casa Blanca teme repercusiones políticas ante lo que ocurra en la frontera, el presidente debe recordar que de todos modos nunca tendrá el apoyo de votantes republicanos extremistas. Pero en su afán de mostrar mano dura, puede apartar a votantes que, en las buenas y en las malas, han apoyado al Partido Demócrata esperando una reforma migratoria.

Maribel Hastings is a Senior Advisor to *América's Voice*. David Torres es Asesor en Español de *América's Voice*.

Leer Más Comentarios:
ElSemanarioOnline.com

Art

Exhibitions highlighted during the 2023 Untitled season include a diverse mix of ancient to contemporary presentation, such as *Speaking with Light: Contemporary Indigenous Photography*, *Near East to Far West: Fictions of French and American Colonialism*, *From Chaos to Order: Greek Geometric Art from the Sol Rabin Collection* and *Islands Beyond Blue: Niki Hastings-McFall and Treasures from the Oceania Collection*. Additionally, programming will feature re-installed collection galleries for *African Arts* and *Modern and Contemporary Art*. Featured artists for the 2023 Untitled: Artist Takeover series are listed below. For the most up-to-date information and specific program details, visit denverartmuseum.org.

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The NDN Girls Book Club is Igniting a Spark for Native American Literature

NEW MÉXICO

By Jeanette DeDios

Kinsale Drake started teaching writing and literary workshops to children when she was seventeen.

She'd help with anything, from teaching poetry to editing portfolios and submissions students sent to fellowships or literary journals.

Drake's newest endeavor, The NDN Girls Book Club, is not just a bookclub and it's not just for Native American girls.

The Diné writer and winner of the J. Edgar Meeker Prize and the Academy of American Poets Prize, said her initiative is designed to grow literacy for Native Americans while promoting and boosting Indigenous authors and publishers.

"We're definitely underrepresented and excluded in publishing spaces," Drake said, "I don't think there's any lack of amazing Native authors that ex-

ist, it's just hard to feel like your voice matters."

The book club, which officially launched this month, but has already hosted events, aims to support Native literature at all levels whether that's through publishing, Indigenous book-sellers, writers, or readers.

Drake wants to provide literary and writing workshops, host author talks both in-person and online and work with publishing companies to provide free books to Native youth.

In New Mexico alone, only 20% of all Native American students in grades 3-8 are proficient in reading according to the 2021-2022 Tribal Education Status Report.

Drake said there's been a rise in Native literature and it has been at the forefront of many cultural, political, and social movements. She hopes showcasing these authors will boost interest for Native youth to pick up a book.

"Over the years, we saw the first wave of the Native renaissance and literature hand in hand with the Ameri-



Kinsale Drake is the founder of the NDN Girls Book Club that is distributing books to tribal libraries and promoting Native authors and publishers. / Kinsale Drake es la fundadora del NDN Girls Book Club, que distribuye libros a bibliotecas tribales y promueve a autores y editores nativos. (Photo/Foto: courtesy Erica Elan)

can Indian Movement and critical race studies."

Authors tell their stories

She said this moment is a chance for Native writers to take control of their narrative artistically.

"It's a way for Native peoples to understand, analyze and position themselves in the greater world and what's happening. It's a way to historically orient yourselves, and provide context."

The book club has expanded to hosting free author talks both virtual and in-person.

Native authors like Darcie Little Badger (Lipan Apache), Danielle Geller (Diné), and Carole Lindstrom (Anishinabe/Metis and Turtle Mountain

Band of Ojibwe) have all participated in events for their readers to talk about their books and writings.

Sareya Taylor (White Mountain Apache and Diné) is one of the writers contacted by Drake and the NDN Girls Book Club. They are in their third year at the Institute of American Indian Arts (IAIA) where they are studying creative writing with a focus in poetry.

Taylor was the Inaugural Youth Poet Laureate in Phoenix, where they first met Drake. From there, the book club collaborated with Taylor to host readings.



Author Sareya Taylor is collaborating with the NDN Girls Book Club to increase access to literature. / La escritora Sareya Taylor colabora con el NDN Girls Book Club para aumentar el acceso a la literatura. (Photo/Foto: Courtesy Laura Ten Fingers)

Taylor writes about a range of things; from matcha lattes to her grandmas. They're grateful to be mentioned in Drake's article with *Teen Vogue* where she discussed the importance of including Native writers.

Jeanette DeDios is from the Jicarilla Apache and Diné Nations and grew up in Albuquerque, NM. This article is republished from *Source New Mexico* under a Creative Commons license.

For More New México News: ElSemanarioOnline.com

El Club de Lectura para Chicas de NDN Enciende la Chispa de la Literatura Nativa Americana

NEW MÉXICO

Por Jeanette DeDios

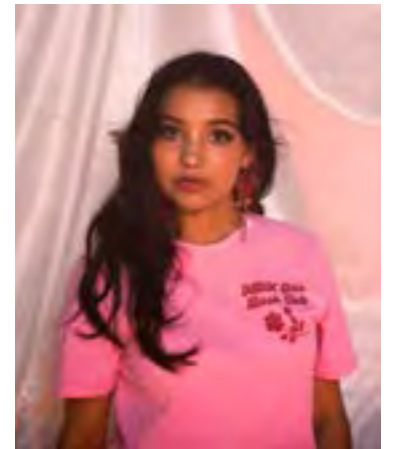
Kinsale Drake empezó a impartir talleres literarios y de escritura a niños cuando tenía diecisiete años.

Estaba dispuesta a ayudar en todo, desde enseñar poesía hasta editar las carpetas y los trabajos que los estudiantes enviaban a becas o revistas literarias.

El nuevo proyecto de Drake, el NDN Girls Book Club, no es sólo un club de lectura ni está dirigido únicamente a las niñas nativas americanas.

La escritora diné, ganadora del Premio J. Edgar Meeker y del Premio de la Academia de Poetas Estadounidenses, dijo que su iniciativa está diseñada para aumentar la alfabetización de los nativos americanos, al tiempo que promueve e impulsa a los autores y editores indígenas.

"Definitivamente estamos infrarrepresentados y excluidos en los espacios editoriales", afirmó Drake. "No creo que falten autores nativos increíbles, simplemente es difícil sentir que tu voz importa".



Kinsale Drake, fundadora del NDN Girls Book Club, ha sido galardonada con el Premio J. Edgar Meeker y el Premio de la Academia de Poetas Americanos. / NDN Girls Book Club founder Kinsale Drake is a winner of the J. Edgar Meeker Prize and the Academy of American Poets Prize. (Foto/ Photo: Courtesy Erica Elan)

El club del libro, que se ha puesto en marcha oficialmente este mes, pero que ya ha organizado eventos, pretende apoyar la literatura nativa a todos los niveles, ya sea a través de editoriales, librerías indígenas, escritores o lectores.

Vea NDN/Esp, página 21

Learn about the many youth summer programs, events, camps, lessons, and classes offered across the city!

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Depressed? Anxious? Air Pollution May Be a Factor

By Jim Robbins

In the 1990s, residents of Mexico City noticed their dogs acting strangely — some didn't recognize their owners, and the animals' sleep patterns had changed.

At the time, the sprawling, mountain-ringed city of more than 15 million people was known as the most polluted in the world, with a thick, constant haze of fossil fuel pollution trapped by thermal inversions.

In 2002, toxicologist and neuropathologist Lilian Calderón-Garcidueñas, who is affiliated with both Universidad del Valle de México in Mexico City and the University of Montana, examined brain tissue from 40 dogs that had lived in the city and 40 others from a nearby rural area with cleaner air. She discovered the brains of the city dogs showed signs of neurodegeneration while the rural dogs had far healthier brains.

Calderón-Garcidueñas went on to study the brains of 203 human residents of Mexico City, only one of which did not show signs of neurodegeneration. That led to the conclusion that chronic exposure to air pollution can negatively affect people's olfactory systems at a young age and may make them more susceptible to neurodegenerative dis-

eases such as Alzheimer's and Parkinson's.

The pollutant that plays the "big role" is particulate matter, said Calderón-Garcidueñas. "Not the big ones, but the tiny ones that can cross barriers. We can detect nanoparticles inside neurons, inside glial cells, inside epithelial cells. We also see things that shouldn't be there at all — titanium, iron, and copper."

The work the Mexican scientist is doing is feeding a burgeoning body of evidence that shows breathing polluted air not only causes heart and lung damage but also neurodegeneration and mental health problems.

It's well established that air pollution takes a serious toll on the human body, affecting almost every organ. Asthma, cardiovascular disease, cancer, premature death, and stroke are among a long list of problems that can be caused by exposure to air pollution, which, according to the World Health Organization, sits atop the list of health threats globally, causing 7 million deaths a year. Children and infants are especially susceptible.

Sussing out the impact of air pollution on the brain has been more difficult than for other organs because of its inaccessibility, so it has not been

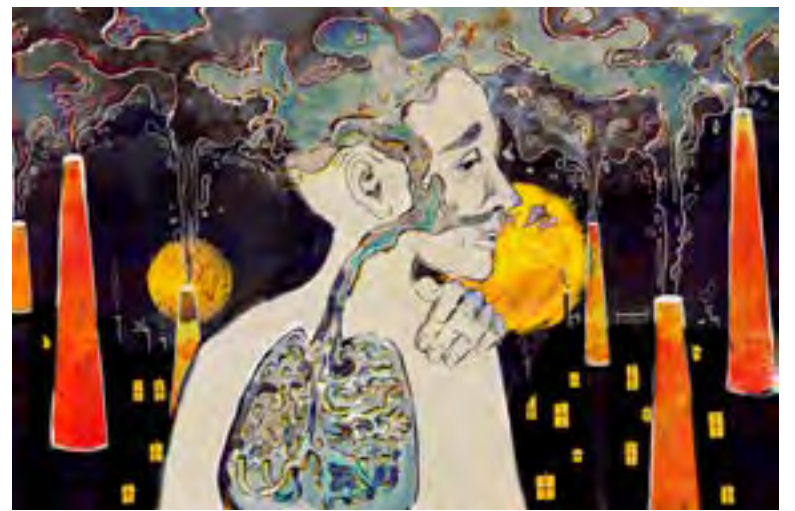
researched as thoroughly, according to researchers. Whether air pollution may cause or contribute to Alzheimer's or Parkinson's is not settled science. But Calderón-Garcidueñas' work is at the leading edge of showing that air pollution goes directly into the brain through the air we breathe, and has serious impacts.

Some psychotherapists report seeing patients with symptoms stemming from air pollution. Not only does the pollution appear to cause symptoms or make them worse; it also takes away forms of relief.

"If we exercise and spend time in nature we become extra resilient," said Kristen Greenwald, an environmental social worker and adjunct professor at the University of Denver. "A lot of folks do that outside. That's their coping mechanism; it's soothing to the nervous system."

On polluted days a lot of her clients "can't go outside without feeling they are making themselves more sick or distressed."

Megan Herting, who researches air pollution's impact on the brain at the University of Southern California, said environmental factors should be incorporated in doctors' assessments these days, especially in places like Southern



Illustration/Ilustración: Oona Tempest / KFF Health News

California and Colorado's Front Range, where high levels of air pollution are a chronic problem.

"When I go into a medical clinic, they rarely ask me where I live and what is my home environment like," she said. "Where are we living, what we are exposed to, is important in thinking about prevention and treatment."

High ozone levels on the Front Range

In the last two decades, with new technologies, research on air pollution and its impact on the human nervous system has grown by leaps and bounds.

Research shows tiny particles bypass the body's filtering systems as they are breathed in through the nose and mouth and travel directly into

the brain. Fine and ultrafine particles, which come from diesel exhaust, soot, dust, and wildfire smoke, among other sources, often contain metals that hitchhike a ride, worsening their impact.

A changing climate is likely to exacerbate the effects of air pollution on the brain and mental health. Warmer temperatures react with tailpipe emissions from cars to create more ozone than is generated when it's cooler. And more and larger forest fires are expected to mean more days of smoky skies.

Ozone has been linked to neurodegeneration, decline in cerebral plasticity, the death of neurons, and learning and memory impairment. Ozone levels are extremely high in Los Angeles and

See [Pollution](#) on page 23

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¿Depresión? ¿Ansiedad? La Contaminación Atmosférica Podría Ser Responsable

Por Jim Robbins

En la década de 1990, los habitantes de Ciudad de México se dieron cuenta que sus perros actuaban de forma extraña: algunos no reconocían a sus dueños y los patrones de sueño de los animales habían cambiado.

En aquella época, a esta ciudad desbordante y rodeada de montañas, de más de 15 millones de habitantes, se la conocía como la más contaminada del mundo, con una densa y constante neblina de contaminación.

En 2002, la toxicóloga y neuropatóloga Lilian Calderón-Garcidueñas, afiliada a la Universidad del Valle de México en Ciudad de México y a la Universidad de Montana, examinó el tejido cerebral de 40 perros que habían vivido en la ciudad y de otros 40 de una zona rural cercana con aire más limpio.

Descubrió que los cerebros de los perros urbanos mostraban signos de neurodegeneración, mientras que los del campo tenían cerebros mucho más sanos.

Calderón-Garcidueñas pasó a estudiar los cerebros de 203 personas residentes en Ciudad de México, de los cuales sólo uno no mostraba signos de neurodegeneración.

Esto llevó a la conclusión de que la exposición crónica a la contaminación atmosférica puede afectar negativamente al sistema olfativo de las personas a una edad temprana, y puede hacerlas más susceptibles a enfermedades neurodegenerativas como el Alzheimer y el Parkinson.

El principal contaminante es la materia de partículas en el aire, dijo Calderón-Garcidueñas. Contiene sólidos microscópicos o gotitas de líquido que son tan pequeñas que pueden inhalarse y causar problemas de salud graves.

"Podemos detectar nanopartículas dentro de las neuronas, dentro de las células gliales, dentro de las células epiteliales. También vemos cosas que no deberían estar ahí: titanio, hierro y cobre", agregó.

Vea [Pollution/Esp](#), página 17

Pollution/Esp

El trabajo que realiza la científica mexicana se suma al creciente conjunto de pruebas que demuestran que respirar aire contaminado no sólo provoca daños cardíacos y pulmonares, sino también neurodegeneración y problemas de salud mental.

Está demostrado que la contaminación atmosférica es perjudicial para el cuerpo humano y afecta a casi todos los órganos. El asma, las enfermedades cardiovasculares, el cáncer, la muerte prematura y los derrames cerebrales figuran en la lista de fecciones que puede disparar la contaminación. Según la Organización Mundial de la Salud (OMS), encabeza la lista de amenazas para la salud en todo el mundo, causando 7 millones de muertes al año. Los niños y los bebés son especialmente susceptibles.

Averiguar el impacto de la contaminación atmosférica en el cerebro ha sido más difícil que en otros órganos debido a su inaccesibilidad, por lo que no se ha investigado tan a fondo.

La cuestión de si la contaminación puede causar o contribuir al Alzheimer o al Parkinson no está científicamente comprobado. Pero el trabajo de Calderón-Garcidueñas está a la vanguardia para demostrar que la contaminación atmosférica afecta directamente al cerebro a través del aire que se respira, y tiene graves repercusiones.

“Si hacemos ejercicio y pasamos tiempo en la naturaleza nos volvemos más resistentes”, afirmó Kristen Gre-

enwald, trabajadora social medioambiental y profesora de la Universidad de Denver.

Megan Herting, que investiga el impacto de la contaminación atmosférica en el cerebro en la Universidad del Sur de California, señaló que, hoy en día, los factores ambientales deberían incorporarse a las evaluaciones de los médicos, especialmente en lugares como el sur de California y la Front Range de Colorado, donde los altos niveles de contaminación atmosférica son un problema crónico.

“Cuando voy a una consulta médica, rara vez me preguntan dónde vivo y cómo es mi entorno familiar”, explicó. “Dónde vivimos, a qué estamos expuestos, es importante a la hora de pensar en la prevención y el tratamiento”.

Las investigaciones demuestran que las partículas diminutas eluden los sistemas de filtrado del organismo al espirarse por la nariz y la boca, y que viajan directamente al cerebro. Las partículas finas y ultrafinas, que proceden de los gases de escape de los motores diésel, el hollín, el polvo y el humo de los incendios forestales, entre otras fuentes, suelen contener metales, lo que empeora su impacto.

Es probable que el cambio climático agrave los efectos de la contaminación atmosférica sobre el cerebro y la salud mental. El ozono se ha relacionado con la neurodegeneración, la disminución de la plasticidad cerebral, la muerte de neuronas y el deterioro del aprendizaje

y la memoria. Los niveles de ozono son extremadamente altos en Los Angeles y en los valles montañosos del Oeste, como el Front Range de Colorado, Phoenix y Salt Lake City.

La contaminación atmosférica también causa daños por inflamación crónica. “A tu cuerpo no le gusta estar expuesto a la contaminación atmosférica y produce una respuesta inflamatoria”, explicó Patrick Ryan, investigador del Hospital Infantil de Cincinnati, en un correo electrónico. “A tu cerebro tampoco le gusta. Hay más de 10 años de ciencia toxicológica y estudios epidemiológicos que demuestran que la contaminación del aire causa neuroinflamación”.

Gran parte de la investigación actual se centra en cómo la contaminación causa problemas de salud mental.

Los daños en el cerebro son especialmente perniciosos porque es el panel de control principal del organismo, y los daños de la contaminación pueden causar toda una serie de trastornos neuropsiquiátricos.

Uno de los focos de investigación en la actualidad es cómo los daños causados por la contaminación afectan a las áreas del cerebro que regulan las emociones, como la amígdala, el córtex prefrontal y el hipocampo.

La amígdala, por ejemplo, controla como procesamos el temor y las emociones, y su deterioro puede causar ansiedad y depresión. En una revisión reciente, el 95% de los estudios que

analizaban los cambios físicos y funcionales de las áreas del cerebro que regulan las emociones mostraban un impacto de la contaminación atmosférica.

Un estudio muy amplio publicado en febrero en JAMA Psychiatry, realizado por investigadores de las universidades de Oxford y Pekín, y del Imperial College de Londres, realizó un seguimiento de la incidencia de la ansiedad y la depresión en casi 400,000 adultos del Reino Unido durante 11 años. Y descubrió que la exposición, a largo plazo, incluso a niveles bajos de una combinación de contaminantes atmosféricos —partículas en suspensión, dióxido de nitrógeno y óxido nítrico— aumentaba la aparición de depresión y ansiedad.

Otro estudio reciente, de Erika Manczak, de la Universidad de Denver, descubrió que los adolescentes expuestos al ozono predecían “un aumento más pronunciado de los síntomas depresivos a lo largo del desarrollo adolescente”.

Pero la investigación epidemiológica presenta deficiencias debido a factores confusos difíciles de explicar. Algunas personas pueden estar genéticamente predispuestas a la susceptibilidad y otras no. Algunas pueden sufrir estrés crónico o ser muy jóvenes o muy mayores, lo que puede aumentar su susceptibilidad. Las personas que residen cerca de zonas verdes, que reducen la ansiedad, pueden ser menos susceptibles.

“Las personas que viven en zonas más expuestas a los contaminantes, tienen menos recursos y muchos problemas sistémicos. Hay más casos de estrés, depresión y ansiedad”, explicó Manczak. “Dado que esas zonas han sido marginadas por muchas razones, es un poco difícil decir que estos casos se deban a la exposición a la contaminación atmosférica”.

La mejor forma de saberlo con seguridad sería realizar ensayos clínicos, pero eso conlleva problemas éticos. “No podemos exponer aleatoriamente a los niños a la contaminación atmosférica”, afirmó Ryan.

Jim Robbins/ KFF Health News. Esta historia fue producida por KFF Health News, conocido antes como Kaiser Health News (KHN), una redacción nacional que produce periodismo en profundidad sobre temas de salud y es uno de los principales programas operativos de KFF, la fuente independiente de investigación de políticas de salud, encuestas y periodismo.

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TPS

Human Rights named El Salvador the most dangerous Latin American country for women as it reported the highest number of murders of women in Latin America and the Caribbean.[4] Each of these human rights violations mean that Salvadorans living outside of the country are unable to return to the country safely at this time.”

TPS for El Salvador was designated in 2001.

Regarding Honduras, the lawmakers wrote: “The 2021 general elections faced unprecedented levels of political violence. Deadly attacks on municipal and congressional candidates and their supporters more than doubled in 2021, and at least 68 municipal or congressional candidates were murdered leading up to election day.[5] Further, the U.S. State Department’s 2022 country report on human rights practices in Honduras concludes that there have been significant human rights issues in the country, including criminal groups committing acts of ‘homicide, torture,

kidnapping, extortion, human trafficking, intimidation, and other threats and violence,’ particularly against vulnerable populations, including human rights defenders, judicial authorities, women, and ethnic minorities.[6] ... The ongoing humanitarian crises in Honduras coupled with the devastating impact of the environmental disasters, makes the safe return of Honduran TPS holders and those eligible for TPS inconceivable.”

TPS for Honduras was designated in 1999.

TPS for both El Salvador and Honduras is in jeopardy because of actions by the Trump Administration. Redesignating El Salvador and Honduras for TPS would ensure that current TPS recipients and those eligible for TPS from these countries receive needed protection.

In addition to Bennet, Hickenlooper, and Kaine, the letter was also signed by U.S. Senate Majority Leader Chuck Schumer (D-N.Y.), U.S.

Senators Tammy Baldwin (D-Wis.), Richard Blumenthal (D-Conn.), Cory Booker (D-N.J.), Ben Cardin (D-Md.), Tom Carper (D-Del.), Chris Coons (D-Del.), Catherine Cortez Masto (D-Nev.), Dick Durbin (D-Ill.), Diane Feinstein (D-Calif.), John Fetterman (D-Pa.), Kirsten Gillibrand (D-N.Y.), Mazie Hirono (D-Hawaii), Amy Klobuchar (D-Minn.), Ben Ray Lujan (D-N.M.), Edward J. Markey (D-Mass.), Patty Murray (D-Wash.), Alex Padilla (D-Calif.), Jacky Rosen (D-Nev.), Bernie Sanders (I-Vt.), Tina Smith (D-Minn.), Chris Van Hollen (D-Md.), Mark R. Warner (D-Va.), Elizabeth Warren (D-Mass.), Ron Wyden (D-Ore.), and Rev. Raphael Warnock (D-Ga.), and 87 members of the U.S. House of Representatives.

The text of the letter is available [here](#).

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SNAP, federally known as the Supplemental Nutrition Assistance Program, exists to ensure families and individuals can purchase groceries. It supports working families, children and older adults to help weather life storms.

- **SNAP is like social security:** A portion of your tax dollars funded SNAP, and now it's here to help you!
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**EBT cards do not allow for cash withdrawals.*

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Keeps older adults stable and independent



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Increases the likelihood of completing high school

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Contact the Food Resource Hotline to speak with a food assistance navigator and get help finding food resources, like food pantries, in your area and assistance with your SNAP application. The hotline is free, bilingual and confidential. Call for immediate assistance (Monday – Friday, 8 am – 4:30 pm), no appointments necessary.

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Hunger Free Colorado connects families and individuals to food resources and fuels change in policies, systems and social views, so no Coloradan goes hungry.

This institution is an equal opportunity provider. This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture. The contents of this publication do not necessarily reflect the view or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Puerto Rico



The elementary school, El Coquí, in Salinas, Puerto Rico serves almost 300 children. Over the past five years, hurricanes, flooding, earthquakes and the Covid-19 pandemic have forced the school to close repeatedly. / La escuela primaria, El Coquí, en Salinas, Puerto Rico sirve a casi 300 niños. En los últimos cinco años, huracanes, inundaciones, terremotos y la pandemia del Covid-19 han obligado a esta escuela a cerrar en numerosas ocasiones. (Photo/Foto: Kavitha Cardoza for The Hechinger Report)

of education is still heavily centralized, al policies still disadvantage the island, Nation's Report Card), about a third of



Damage after heavy rains in Salinas, a southern coastal region of Puerto Rico. / Daños tras fuertes lluvias en Salinas, una región costera en el sur de Puerto Rico. (Photo/Foto: Kavitha Cardoza for The Hechinger Report)

making it difficult to get the money out the door quickly.

Chris Soto, a senior advisor to Cardona who heads the federal effort to improve Puerto Rican schools, said it's important to tackle not only the system's short-term needs, but also some of its systemic issues, such as the stifling bureaucracy and crumbling infrastructure that have plagued the department for decades.

"That way we're not having the same conversation in 20 years," he said.

Puerto Rico, which has been under U.S. control since the end of the Spanish-American War in 1898, has long occupied a nebulous position as an "unincorporated territory." Its residents are U.S. citizens but lack a presidential vote and representation in Congress. Feder-

the result of a "quasi-colonial relationship," said King.

The federal share of Medicaid funding, for example, is capped at 55 percent (if Puerto Rico were a state, it could receive 83 percent), residents are denied certain disability benefits and there are restrictions on access to other funding, such as the child tax credit. Child poverty is widespread: In the 50 U.S. states, 17 percent of children live below the poverty line; in Puerto Rico, that figure is 55 percent and even higher in rural areas.

Academic outcomes in Puerto Rico are poor and have been on a steady decline since Hurricane María. On the math test that children all over the U.S. take (the National Assessment for Educational Progress, commonly called the

fourth graders and a quarter of eighth graders on the mainland were considered "proficient" in 2022. By comparison, so few students made the cut in Puerto Rico in either grade that year that the percentages rounded to zero.

Between 2017 and 2022, the percentage of children considered on grade level in Spanish, math, English and science decreased by at least 10 percentage points in each subject, as measured by the local assessment, META-PR. In 2021, school officials announced that 13,000 students had failed all their classes.

Online learning was particularly challenging for Puerto Rican students. Even in 2017, before Hurricane María, about a quarter of the island's children lacked internet access and half lacked

computers at home. Those who do have them now often struggle with intermittent power.

Students struggled to get back on track after in-person learning resumed: More than half of all students were "disengaged" between February and May last year, according to an estimate in a 2021 U.S. Department of Education report. At El Coquí, Deishangelxa's school, principal Jorge Luis Colón González said a third of his students are now struggling, despite some extra help.

Federal funds paid for a private company to run an afterschool academic recovery program at El Coquí this school year. More than 75 children, including Deishangelxa, stay behind after school every day for two hours of extra tutoring in Spanish, English, math and science. Colón said he hopes this additional support can help his students catch up. "I'm very worried about their learning," he said.

Yiria Muñiz, a teacher at a Catholic girls' school, Academia María Reina, in San Juan, said Puerto Rico's students have experienced a full five years of disrupted learning, and it shows. Muñiz said she used to teach her students the metric system in a week; now, it takes more than two months.

"2017 and 2022 children are not the same. If you think about my seventh graders right now, they've been going through something ever since second grade. So, they have missed on many, many opportunities to develop social, academic, behavioral, emotional skills," she said.

Muñiz is constantly having to change her curriculum to accommodate her students. "Everything I've done before is no good anymore," she said.

Teachers across Puerto Rico say they have received little assistance in meeting their students' changing needs. Professional development is often spotty, optional or hastily put together, and many teachers have not received any such support for years, said Victor Manuel Bonilla Sánchez, the president of the Asociación de Maestros de Puerto Rico, a union that represents teachers.

Some nonprofits have stepped in to fill the gap. For example, a coalition of organizations focused on literacy, headed by the nonprofit Flamboyant Foundation, holds workshops to train teachers in how to teach reading, stocks school libraries with culturally appropriate books and educates the broader community on the importance of reading. Yadira Sánchez, a school psychologist who also heads a nonprofit Lectores para el Futuro (Readers for the Future), said teachers are "hungry" for this support; a recent training session she helped organize was packed. Now, the coalition is working to expand its outreach to more teachers thanks to an expected infusion of new federal funds.

Even more worrying than the academic disruptions, perhaps, is the mental health crisis among the island's

children. In one recent assessment, the Puerto Rican Department of Education's Social Worker Program found that more than 500 children had lost a family member during the 2020-21 academic year and approximately 68,000 kids, almost a third of all students, were identified as needing help because of an emotional, mental or behavioral situation.

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“It's the only tool they have to rise above poverty. It can change their lives.”

Jorge Luis Colón González, Principal, El Coquí School

Compounded trauma from the barrage of disasters lingers. Teachers speak of children crying when a passing truck makes the ground vibrate, because it reminds them of an earthquake. Some kids become distracted in class at the slightest sound of rain drops, while others hide food in their pockets and socks.

Puerto Rico's plan included using the \$6 billion recovery money provided by the federal education department to beef up existing school mental health teams, in part by hiring more than 420 school nurses and 110 school psychologists to address severe staff shortages among school health personnel. The money will also help pay for hundreds of overdue invoices for evaluations and therapy already conducted for children in special education programs.

Dinelys Rodríguez, 14, studies at Delia Dávila de Cabán School in Toa Baja, about 25 minutes from San Juan. She remembers waiting in line with her mother for more than three hours just to enter a supermarket after Hurricane María. Now, every time there's a storm, she worries she won't have enough to eat. That time was challenging, but she and her brother, Jadniel, 11, also remember playing cards with family in the aftermath of the hurricanes and taking showers in the rain, memories that make them smile.

But as they've grown, they've started to worry about missing so much school. Dinelys wants to be a lawyer. "I want to be someone in life," she said. "How will I pass my school exams and graduate if I can't go to school?" Jadniel worries as well. "It is difficult to study when all the adults around me are always worried," he said. "I am always on alert."

Both children participate in a long-standing mental health program in their school, run by the nonprofit Instituto Nueva Escuela. Luz Rivera Ocasio, a social worker with the program, said she supports families whether they need counseling or practical help such as money for food or clothes. But the program, Casa Familiar, is only in 13 schools, reaching just a tiny fraction of those who need help.

Puerto Rico/Esp



A book in an elementary school library — El Apagón means The Blackout. The power grid in Puerto Rico is extremely unreliable, with citizens commonly facing intermittent or no power without notice. /Un libro en la biblioteca de una escuela primaria. La red eléctrica en Puerto Rico es errática, por lo que los ciudadanos comúnmente enfrentan servicio eléctrico intermitente y se quedan sin luz de un momento a otro. (Foto/Photo: Kavitha Cardoza for The Hechinger Report)



A mural on a wall in the elementary school, El Coquí, in Salinas, Puerto Rico. The school is named after the tiny frog with an outsized voice that is native to and beloved on the island. /Un mural en una pared en la escuela primaria, El Coquí, en Salinas, Puerto Rico. La escuela lleva el nombre de la pequeña especie de rana con voz grande que es tan querida en la isla. (Foto/Photo: Kavitha Cardoza for The Hechinger Report)

estructura deteriorada, que han plagado al departamento durante décadas.

“De esa manera no estaremos hablando de lo mismo en 20 años”, dijo.

Puerto Rico, que ha estado bajo control de Estados Unidos desde que terminó la guerra hispano-estadounidense en 1898, por largo tiempo ha ocupado una posición nebulosa como un “territorio no incorporado”. Sus residentes son ciudadanos estadounidenses, pero no pueden votar por el presidente y no tienen representación en el Congreso. Las políticas federales aún ponen en desventaja a la isla, el resultado de una “relación cuasi-colonial”, dijo King.

La porción federal del financiamiento del Medicaid, por ejemplo, tiene un límite de 55 por ciento (si Puerto Rico fuese un estado, podría recibir 83 por ciento), a los residentes se les niega cier-

tos beneficios por discapacidad y se restringe el acceso a otros fondos, como el crédito tributario por hijos. La pobreza infantil es extensa: En los 50 estados, 17 por ciento de los niños viven debajo del umbral de pobreza; en Puerto Rico, esa cifra es de 55 por ciento y aún más alta en áreas rurales.

Los resultados académicos en Puerto Rico son bajos y han ido disminuyendo a un paso constante desde el huracán María. En un examen de matemáticas que toman niños en todo Estados Unidos (la Evaluación Nacional de Progreso Educativo, comúnmente conocida como la Libreta de Calificaciones de la Nación), aproximadamente a un tercio de los estudiantes de cuarto grado y a un cuarto de los estudiantes de octavo grado en Estados Unidos continental se les consideraba “aptos” en el 2022. En comparación, tan pocos estudiantes estuvieron a la altura de los estándares

en Puerto Rico en cualquiera de los dos grados ese año que el porcentaje se redondea a cero.

Entre el 2017 y el 2022, el porcentaje de niños con un rendimiento considerado a nivel de grado en español, matemática, inglés y ciencia disminuyó por al menos 10 puntos porcentuales en cada materia, como lo mide la evaluación local, META-PR. En el 2021, funcionarios escolares revelaron que 13,000 estudiantes habían reprobado todas sus materias.

El aprendizaje virtual se le hizo particularmente difícil a los estudiantes puertorriqueños. Aun en el 2017, antes del huracán María, aproximadamente un cuarto de los niños de la isla carecían de acceso al internet y la mitad no tenían computadoras en el hogar. A los que cuentan con esos recursos hoy en día los entorpece un servicio eléctrico intermitente.

A los estudiantes les costó encaminarse cuando se reanudó el aprendizaje en persona: Más de la mitad de todos los estudiantes estaban “desinteresados” entre febrero y mayo del año pasado, según un cálculo en un reporte del Departamento de Educación de Estados Unidos. En El Coquí, la escuela de Deishangelxa, el director Jorge Luis Colón González dijo que un tercio de sus estudiantes tienen dificultades ahora, pese a que reciben algo de ayuda adicional.

Fondos federales le pagaron a una compañía privada para operar un programa de recuperación académica extraescolar en El Coquí durante el presente año escolar. Más de 75 niños, incluyendo Deishangelxa, se quedan después de la jornada escolar todos los días para recibir dos horas de tutoría adicional en español, inglés, matemática y ciencia. Colón dijo que espera que este apoyo adicional les permita a sus estudiantes ponerse al día. “Me preocupa mucho su aprendizaje”, dijo.

Yiria Muñiz, maestra en una escuela católica para niñas, Academia María Reina, en San Juan, dijo que los estudiantes de Puerto Rico han tenido cinco años completos de aprendizaje interrumpido, y que se nota. Muñiz dice que antes les enseñaba el sistema métrico decimal a sus estudiantes en una semana; ahora, le toma más de dos meses.

“Los niños del 2017 y del 2022 no son iguales. Si piensas en mis estudiantes de séptimo grado ahora mismo, han estado pasando por algo desde el segundo grado. Entonces, han perdido muchas, muchas oportunidades para desarrollar destrezas sociales, académicas, de conducta y emocionales”, dijo.

Muñiz se ve obligada a cambiar su currículo constantemente para acomodar a sus estudiantes. “Todo lo que había hecho anteriormente ya no sirve”, dijo.

Maestros en todo Puerto Rico dicen que han recibido poca asistencia para satisfacer las necesidades cambiantes de sus estudiantes. El desarrollo profesional suele ser irregular, opcional u organizado apresuradamente, y muchos maestros no han recibido ese tipo de apoyo en años, dijo Víctor Manuel Bonilla Sánchez, presidente de la Asociación de Maestros de Puerto Rico, un sindicato que representa a los maestros.

Algunas organizaciones sin fines de lucro han intervenido para llenar la brecha. Por ejemplo, una coalición de organizaciones enfocadas en la alfabetización, encabezada por la organización de fines de lucro Flamboyant Foundation, realiza talleres para entrenar a los maestros sobre cómo enseñar la lectura, llena las bibliotecas escolares con libros culturalmente adecuados y educa a la comunidad general sobre la importancia de la lectura. Yadira Sánchez, una psicóloga escolar que también encabeza la organización sin fines de lucro Lectores para el Futuro, dijo que los maestros están “hambrientos” por este apoyo; una reciente sesión de capacitación que ayudó a organizar estuvo atestada. Ahora, la coalición está luchando

por expandir su alcance a más maestros gracias a una esperada infusión de nuevos fondos federales.

Quizás aún más preocupante que las interrupciones académicas es la crisis de salud mental entre los niños de la isla. En una evaluación reciente, el Programa de Trabajadores Sociales del Departamento de Educación de Puerto Rico determinó que más de 500 niños habían perdido a un familiar durante el año académico del 2020-21 y que aproximadamente 68,000 niños, casi un tercio de todos los estudiantes, fueron identificados como necesitados de ayuda debido a una situación emocional, mental o de comportamiento.

El trauma compuesto por el torrente de desastres perdura. Los maestros cuentan de niños que se echan a llorar cuando un camión que pasa hace vibrar el suelo, porque les recuerda un terremoto. Algunos niños se distraen en clase al más leve sonido de gotas de lluvia, mientras que otros esconden comida en sus bolsillos y sus medias.



“Es la única herramienta que tienen para salir de la pobreza. Puede cambiar vidas”.

Jorge Luis Colón González,
Director, El Coquí

El plan de Puerto Rico incluía el uso de los \$6 miles de millones proporcionados por el departamento de educación federal para fortalecer los equipos escolares de salud mental, en parte con la contratación de más de 420 enfermeras y 110 psicólogos escolares para abordar la severa escasez de empleados entre el personal de salud escolar. El dinero también ayudará a pagar cientos de facturas atrasadas por evaluaciones y terapias que ya se les realizaron a niños en programas de educación especial.

Dinelys Rodríguez, de 14 años, estudia en la Escuela Delia Dávila de Cabán en Toa Baja, aproximadamente a 25 minutos de San Juan. Recuerda haber hecho fila con su madre por más de tres horas simplemente para entrar a un supermercado después del huracán María. Ahora, cada vez que hay una tormenta, se preocupa por no tener suficiente para comer. Fueron tiempos difíciles, pero ella y su hermano, Jadniel, de 11 años, también recuerdan que jugaron a las cartas en familia después de los huracanes y se bañaron en la lluvia, recuerdos que los hacen sonreír.

Pero a medida que han ido creciendo, se han empezado a preocupar por perder tantos días de escuela. Dinelys quiere ser abogada. “Quiero ser alguien en la vida”, dijo. “¿Cómo voy a aprobar mis exámenes y graduarme si no puedo ir a la escuela?” Jadniel también se preocupa. “Es difícil estudiar cuando los adultos a mi alrededor siempre están preocupados”, dijo. “Siempre estoy en alerta”.

Puerto Rico 1

Rivera described her role as “the cloth that absorbs all the tears.” Children come in and out of her room to give — and get — a warm, enveloping hug. Everyone is “holding, carrying or covering up” their emotions, she said. “And it’s accumulating.”

El Coquí employs a school social worker; two years ago, it added a school psychologist. Colón, the principal, said students and teachers are still recovering emotionally from the isolation of virtual learning. “Anxiety is the biggest issue,” Colón said. Not only does he encourage teachers to speak to the school psychologist, he sometimes confides in her as well.

Sánchez, the school psychologist who leads Lectores para el Futuro, said people on the island pride themselves on being resilient, but the unrelenting natural disasters have made that attitude impossible to sustain. She counsels teachers who blame themselves for not being with dying family members, who feel terrible for having yelled at students in frustration, and even those who have left the profession.

“Before we had time to recover, now we haven’t had time to recover. So, you think you’re getting out of it and something else happens,” she said. “It’s a crisis.”

While public schools on the island had seen a steady decline in enrollment for almost two decades, the academ-

ic year immediately after Hurricane Maria saw a precipitous drop of more than 42,000 children. School officials had already closed 167 schools the year before and decided to further consolidate by closing more than 260 additional neighborhood schools. Teachers were reassigned, children had longer commutes and school buildings were left vacant. Since then, enrollment has continued to decline, falling by another 16,878 since 2021.

Ana Díaz, who teaches third graders at Delia Dávila de Cabán School in Toa Baja, has experienced the plummeting enrollment first hand. Five years ago, before Hurricane Maria, she had 28 students in her class. This school year she started off with just 14.

Díaz said many students have gone to the mainland, usually to Florida to stay with relatives. But that’s not an easy path — not only must they get accustomed to a new place, new friends and new language, but the curriculum isn’t aligned with that in Puerto Rico, and kids often struggle academically, she said. Sometimes they return to the island, and it’s often hard for them to readjust and catch up with what they’ve missed.

“The poor outcomes are super frustrating,” said Díaz. “Because I see the potential in a lot of them.” This migration has implications for Díaz’s job as well. If more students leave, she could

be transferred to a different school.

Educators have also been affected by austerity measures. An oversight board established by the federal government to restructure Puerto Rico’s massive debt announced in January 2022 that educators would no longer receive a guaranteed pension, their benefits would be cut and they would no longer be eligible for retirement benefits before age 63. This was a blow to teachers on the island who are already poorly paid: The average pay in 2018 was \$27,000; teachers in U.S. states averaged \$61,730.

The inadequacy of teacher pay was harshly illustrated in early 2022, when a teacher died in a car crash after he fell asleep while driving home from night work as a security guard, one of two moonlighting jobs he needed to make ends meet. In response to the tragedy and other events, educators staged massive walk outs, prompting the government to approve a temporary \$1,000-a-month bump for all educators, and bonuses for some teachers, paid for with federal relief funds.

But it isn’t clear what will happen once the money runs out. “I may never be able to retire at this rate,” Díaz said.

Bonilla, of the teachers’ union, said the group’s top priority this year is better mental health support for teachers. Puerto Rico’s education department recently signed an agreement with a local university to provide virtual therapy for educators, but Bonilla said it needs to do much more. “We’ve never seen

such a need in the history of Puerto Rico,” he said. “We are making a clarification call for help.”

Puerto Rico’s secretary of education, Eliezer Ramos Parés, who is beginning his second year on the job, acknowledges the tough road ahead. But he is optimistic that the federal money will help and that the U.S. government, nonprofits and the local education department will find ways to work together. Ramos Parés said his department has already made some changes — for example, using more electronic records, rather than paper; collecting more data and documenting its actions.

“Trust is important and for trust, there needs to be transparency,” he said. “Puerto Rico can’t do it alone; we need to be a team.”

Outside El Coquí — the school was named after a tiny species of frog with an outsized voice that is beloved on the island — thousands of yellow and white butterflies flutter around like confetti. But despite the beauty around them, the area’s residents exude a palpable sense of anxiety, fearing the next natural disaster. Locals are always on the alert for warning signs: Here in southern Puerto Rico, if certain ocean birds are suddenly found inland, people believe another disaster is coming, Colón said.

Anxiety could be a factor in a recent increase in the cases of asthma among the students at El Coquí, the school’s social worker said. The number of students at El Coquí with skin conditions

has also risen. The maladies could result from the children’s exposure to mold in their homes after the floods, or from environmental contamination that has been a concern in this area for years, she added.

Some of the federal funds will be used to remove mold, asbestos and lead in buildings and provide students with desks that are free of mold or rust. There are also plans to buy or replace outdated air-conditioning systems.

The per capita income in this coastal region of Salinas is less than \$10,000 a year; just over a third of working-age residents are in the workforce. Colón, who grew up poor in a nearby town, said education was his way out. It’s a path he fervently wants for his students.

“It’s the only tool they have to rise above poverty,” he said. “It can change their lives.” Because of that, even with the challenges of the past few years, Colón said his resolve to keep working in education is stronger than ever.

“When something isn’t working, we change strategies,” he said. “But we will never give up.”

Kavitha Cardoza, Independent Reporter, for The Hechinger Report. This article was produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education.

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NDN/Esp

Drake quiere ofrecer talleres literarios y de escritura, organizar charlas de autores tanto en persona como en línea y trabajar con editoriales para proporcionar libros gratuitos a los jóvenes nativos.

Sólo en Nuevo México, sólo el 20% de todos los estudiantes nativos americanos en los grados 3-8 son competentes en lectura, según el

Informe sobre el Estado de la Educación Tribal 2021-2022.

Drake dijo que ha habido un aumento en la literatura nativa y ha estado a la vanguardia de muchos movimientos culturales, políticos y sociales. Espera que la presentación de estos autores aumente el interés de los jóvenes nativos por coger un libro.

“A lo largo de los años, vimos la primera oleada del renacimiento nativo y la literatura de la mano del Movimiento Indio Americano y los estudios raciales críticos”.

Los autores cuentan sus historias

Dijo que este momento es una oportunidad para que los escritores nativos tomen el control de su narrativa artística.

“Es una forma de que los pueblos indígenas comprendan, analicen y se sitúen en el mundo y lo que está ocurriendo. Es una forma de orientarse históricamente y proporcionar un contexto”.

El club de lectura se ha ampliado para acoger charlas gratuitas de autores, tanto virtuales como presenciales.

Autores nativos como Darcie Little Badger (apache lipan), Danielle Geller (diné) y Carole Lindstrom (anishinabe/metis y Turtle Mountain Band of Ojibwe) han participado en actos para que sus lectores hablen de sus libros y escritos.

Sareya Taylor (apache de las Montañas Blancas y diné) es una de las escritoras con las que Drake y el NDN Girls Book Club se han puesto en contacto. Se encuentra en su tercer año en el Institute of American Indian Arts (IAIA), donde estudia escritura creativa con especialización en poesía.

Taylor fue la poetisa laureada inaugural de Phoenix, donde conocieron a Drake. A partir de ahí, el club de lectura colaboró con Taylor para organizar lecturas.

Taylor escribe sobre todo tipo de temas, desde el café con leche matcha hasta sus abuelas. Están agradecidos de que Drake les mencionara en su artículo para Teen Vogue, en el que hablaba de la importancia de incluir a escritores nativos.

Jeanette DeDios pertenece a las naciones Jicarilla Apache y Diné y creció en Albuquerque, Nuevo México. Este artículo ha sido publicado por Source New Mexico bajo una licencia Creative Commons.

Traducido por Juan Carlos Uribe, The Weekly Issue/El Semanario.

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Puerto Rico/Esp 1

Ambos niños participan en un programa de salud mental que se ha ofrecido por mucho tiempo en su escuela, que es administrado por la organización sin fines de lucro Instituto Nueva Escuela. Luz Rivera Ocasio, una trabajadora social que pertenece al programa, dijo que apoya a las familias, sea que necesiten consejería o ayuda práctica como dinero para alimentos o ropa. Pero el programa, Casa Familiar, solamente está disponible en 13 escuelas, brindándole ayuda a sólo una pequeña fracción de quienes la necesitan.

Rivera describe su función como “el pañuelo que seca todas las lágrimas”. Los niños entran y salen de su salón para darle — y recibir — un abrazo caluroso y acogedor. Entre huracanes, la pandemia y todo lo que ha pasado, “le ha afectado emocionalmente”, dijo. “O sea, esto han seguido rastrando, poco a poco.”

El Coquí emplea a una trabajadora social escolar; hace dos años, sumó a una psicóloga escolar. Colón, el director, dice que los estudiantes aún se están recuperando emocionalmente del aislamiento del aprendizaje virtual. Y las maestras también. No podían dar con los estudiantes que no tenían internet, o que estaban haciendo cuidado a sus familias, y fue difícil. “La ansiedad fue una de los factores que afectó a nuestros maestros”. No solamente anima a los maestros a que hablen con la psicóloga de la escuela, sino que a veces él mismo se desahoga con ella.

Sánchez, la psicóloga escolar que encabeza Lectores para el Futuro, dijo que la gente de la isla se enorgullece de su fortaleza, pero que los implacables desastres naturales han hecho imposible sostener esa actitud. Aconseja a maestros que se culpan por no estar con familiares que se están muriendo,

que se sienten muy mal por haberles gritado a los estudiantes en un momento de frustración, y hasta a los que han dejado la profesión.

“Antes teníamos tiempo para recuperarnos, ahora no hemos tenido para recuperarnos. Entonces crees que estás saliendo adelante y pasa otra cosa”, dijo. “Es una crisis”.

Aunque las escuelas públicas de la isla habían visto una disminución constante en las matriculas durante casi dos décadas, en el año escolar inmediatamente después del huracán María hubo un bajón abrupto de más de 42,000 niños. Los funcionarios escolares ya habían cerrado 167 escuelas el año anterior y decidieron seguir consolidando otras 260 escuelas locales. Los maestros fueron reasignados, los viajes diarios de los niños se hicieron más largos y los edificios escolares quedaron vacantes. Desde entonces, la matrícula ha seguido disminuyendo, cayendo por otros 16,878 desde el 2021.

Ana Díaz, maestra de tercer grado en la Escuela Delia Dávila de Cabán en Toa Baja, ha presenciado el desplome en la matrícula de primera mano. Hace cinco años, antes del huracán María, tenía 28 alumnos en su aula. Comenzó el presente año escolar con apenas 14.

Díaz dijo que muchos estudiantes se han ido a Estados Unidos continental, usualmente a la Florida a hospedarse con familiares. Pero no es un camino fácil — no solamente deben acostumbrarse a un nuevo lugar, nuevas amistades y un nuevo idioma, sino que el currículo no está alineado con el de Puerto Rico, y los niños suelen tener problemas académicos, dijo. A veces regresan a la isla, y se les dificulta reajustarse y ponerse al día con lo que se han perdido.

“Es bien frustrante porque yo veo el potencial que ellos tienen”, dijo Díaz. Esta transmigración también podría tener consecuencias para el empleo de Díaz. Si se van más estudiantes, es posible que sea trasladada a otra escuela.

Los educadores también se han visto afectados por medidas de austeridad. Una junta de supervisión establecida por el gobierno federal para reestructurar la deuda masiva de Puerto Rico anunció en enero del 2022 que los educadores ya no recibirán una pensión garantizada, que sus beneficios serían reducidos y que ya no serían elegibles para recibir beneficios de retiro antes de los 63 años. Fue un golpe para los maestros de la isla a los que ya se les pagaba poco: El sueldo promedio en el 2018 fue de \$27.000; los maestros en Estados Unidos tuvieron un sueldo promedio de \$61.730.

La insuficiencia del pago de los maestros se manifestó de forma severa a principios del 2022, cuando un maestro falleció en un accidente automovilístico luego de quedarse dormido mientras conducía a casa de su empleo nocturno como guardia de seguridad, uno de dos trabajos adicionales que necesitaba para hacer alcanzar el dinero. En respuesta a la tragedia y otros sucesos, los educadores llevaron a cabo huelgas masivas, incitando al gobierno a aprobar un aumento temporal de \$1.000 mensuales para todos los educadores y bonificaciones para algunos maestros, pagados con fondos federales.

Pero no está claro qué sucederá una vez que se agote el dinero. Dijo que nunca va a poder jubilarse.

Bonilla, del sindicato de maestros, dijo que la máxima prioridad del grupo es mayor apoyo para la salud mental de los maestros. El departamento de ed-

ucación de Puerto Rico recientemente firmó un acuerdo con una universidad local para brindarles terapia virtual a los educadores, pero Bonilla dice que debe hacer mucho más, por la escala del problema.

El secretario de educación de Puerto Rico, Eliezer Ramos Parés, quien está comenzado su segundo año en el cargo, reconoce que les espera un camino difícil. Pero se siente optimista de que el dinero federal ayudará y que el gobierno estadounidense, las organizaciones sin fines de lucro y el departamento de educación local encontrarán la manera de trabajar en conjunto. Ramos Parés dijo que su departamento ya ha hecho algunos cambios — por ejemplo, están usando más récords electrónicos, en lugar de papeles; recopilando más datos y documentando sus actividades.

“La confianza es importante y para que haya confianza, tiene que haber transparencia”, dijo. “Puerto Rico no lo puede lograr solo; tenemos que ser un equipo”.

Afuera de El Coquí — la escuela lleva el nombre de la pequeña especie de rana con voz grande que es tan querida en la isla — miles de mariposas amarillas y blancas aletean como confeti. Pero a pesar de la belleza que los rodea, los residentes del área exudan una ansiedad palpable, temerosos del próximo desastre natural. Los residentes locales están en estado de alerta por señales de advertencia: Aquí en el sur de Puerto Rico, si de pronto aparecen ciertas aves marinas en el interior, la gente cree que viene otro desastre, dijo Colón.

La ansiedad podría ser un factor en el reciente aumento en los casos de asma entre los estudiantes de El Coquí, dijo la trabajadora social de la escuela. También ha aumentado el número de estudiantes en El Coquí con problemas

de la piel. Los padecimientos podrían ser consecuencia del moho al que los niños estuvieron expuestos en sus hogares después de las inundaciones, o de la contaminación ambiental que ha sido una preocupación en esta área durante años, agregó.

Algunos de los fondos federales se utilizarán para remover moho, asbestos y plomo de los edificios y proveerles a los estudiantes pupitres que estén libres de moho u óxido. También hay planes para reemplazar sistemas de aire acondicionado anticuados.

El ingreso por cápita en esa región costera de Salinas es menos de \$10.000 al año; apenas un poco más de un tercio de las personas de edad para trabajar forman parte de la fuerza laboral. Colón, quien se crio pobre en un pueblo cercano, dice que la educación fue su salida. Es un camino que anhela con fervor para sus estudiantes.

“Es la única herramienta que tienen para salir de la pobreza”, dijo. “Puede cambiar vidas”. Es por eso que, pese a los desafíos de los últimos años, Colón dijo estar más decidido que nunca a seguir trabajando en el ámbito de la educación.

“Nunca me voy a rendir”, dijo. “Siempre voy a estar buscando estrategias. Las que no funcionan, las cambiamos”.

Kavitha Cardoza para The Hechinger Report. Este artículo acerca del sistema escolar de Puerto Rico fue producido por The Hechinger Report, una organización de noticias independiente sin fines de lucro enfocada en la desigualdad y la innovación en la educación. Este artículo fue traducido por Nathalie Alonso.

Lea Mas Noticias de Portada en: [ElSemanaarioOnline.com](https://www.ElSemanaarioOnline.com)

Pendergrass

come and rent. Low-income renters and renters of color suffer the most. Onerous application processes and income qualifications are barriers to renters of color and disabled renters, as well as continuing direct discrimination.

A lack of access to housing is the upstream cause of the downstream crisis for unhoused people. One statistic tells a lot of the story: every \$100 increase in median rent is associated with a 9 percent increase in the homelessness rate.

As in every American city, Colorado’s unhoused population reflects historic racial discrimination. For example, in Denver, Black individuals are overrepresented by 3.6 times as compared to Denver’s general population, Indigenous people by 4 times, and Asian American Pacific Islanders by 4.5 times.

Unhoused people suffer some of the most egregious civil rights abuses of our time. Those harms include constant criminalization, the never-ending

homeless-to-jail cycle, police abuse, and the indiscriminate destruction of irreplaceable property in deadly and heartless sweeps.”

Whether people are trying to buy a home, rent an apartment, or simply get off the street, the access to housing crisis is both the cause and effect of systemic civil rights deprivations.

How We’re Working to Improve a Broken and Biased System

The ACLU has been fighting over decades for fair housing, including just evictions, housing protections for survivors of domestic violence, drawing the connection between housing segregation and police abuse, and suing over racially discriminatory lending practices.

But unprecedented crises call for unprecedented responses. That is why ACLU of Colorado is recommitting itself to a new, multi-year campaign joining the fight for access to housing. And

at the national ACLU, we’re expanding our fair housing work through our Systemic Equality program, with a focus on reducing mass evictions and barriers to housing opportunities through a multi-pronged litigation campaign, and advocating for the right to representation to ensure all people facing eviction have the ability to assert their rights in court. We will work for and alongside people and communities impacted by housing insecurity, advocates, and other experts, to address the root causes of these systemic inequalities as well as the many symptoms.

As Dr. King taught us nearly 60 years ago, the housing crisis is, in fact, a civil rights crisis.

Taylor Pendergrass, Director of Advocacy, American Civil Liberties Union of Colorado.

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Pollution

the mountain valleys of the West, including the Front Range of Colorado, Phoenix, and Salt Lake City.

Air pollution also causes damage from chronic inflammation. As air pollution particles enter the brain, they are mistaken for germs and attacked by microglia, a component of the brain's immune system, and they stay activated.

"Your body doesn't like to be exposed to air pollution and it produces an inflammatory response," said Patrick Ryan, a researcher at Cincinnati Children's Hospital, in an email. "Your brain doesn't like it either. There's more than 10 years of toxicological science and epidemiologic studies that show air pollution causes neuro-inflammation."

Symptoms of depression

Much of the current research focuses on how pollution causes mental health problems.

Damage to the brain is especially pernicious because it is the master control panel for the body, and pollution damage can cause a range of neuropsychiatric disorders. A primary focus of research these days is how pollution-caused damage affects areas of the brain that regulate emotions — such as the amygdala, prefrontal cortex, and hippocampus. The amygdala, for example, governs the processing of fearful experiences, and its impairment

can cause anxiety and depression. In one recent review, 95% of studies looking at both physical and functional changes to areas of the brain that regulate emotion showed an impact from air pollution.

A very large study published in February in JAMA Psychiatry, by researchers from the universities of Oxford and Peking and Imperial College London, tracked the incidence of anxiety and depression in nearly 400,000 adults in the United Kingdom over a median length of 11 years and found that long-term exposure even to low levels of a combination of air pollutants — particulate matter, nitrogen dioxide, and nitric oxide — increased the occurrence of depression and anxiety.

Another recent study, by Erika Manczak at the University of Denver, found adolescents exposed to ozone predicted "for steeper increases in depressive symptoms across adolescent development."

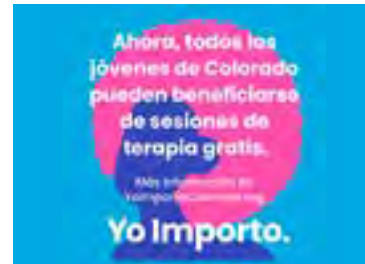
But the epidemiological research has shortcomings because of confounding factors that are difficult to account for. Some people may be genetically predisposed to susceptibility and others not. Some may experience chronic stress or be very young or very old, which can increase their susceptibility. People who reside near a lot of green space, which reduces anxiety, may be less susceptible.

"Folks living in areas where there is greater exposure to pollutants tend to be areas under-resourced in many ways and grappling with a lot of systemic problems. There are bigger reports of stress and depression and anxiety," said Manczak. "Given that those areas have been marginalized for a lot of reasons, it's a little hard to say this is due to air pollution exposure."

The best way to tell for sure would be to conduct clinical trials, but that comes with ethical problems. "We can't randomly expose kids to air pollution," Ryan said.

Jim Robbins, Journalist for KFF Health News. KFF Health News, formerly known as Kaiser Health News (KHN), is a national newsroom that produces in-depth journalism about health issues and is one of the core operating programs at KFF — the independent source for health policy research, polling, and journalism.

Read More Health News:
ElSemanarioOnline.com



NOTICE OF REQUEST FOR PROPOSALS
Procurement No. 2023-05
PROVIDE ANNUAL FINANCIAL AUDITS
PROPOSALS DUE: April 28, 2023, 2:00 p.m. (MDT)

Proposals from individuals and firms to provide annual financial audits for the Mid-Region Council of Governments (MRCOG), the Rio Metro Regional Transit District (RMRTD) and New Mexico Workforce Connection (WCCNM) will be accepted until the date and time shown above at:

Mid-Region Council of Governments
809 Copper N.W.
Albuquerque, NM 87102

The MRCOG invites qualified individuals and firms to submit proposals to provide annual financial audits for the MRCOG, RMRTD and WCCNM. This requirement may be funded in part by federal and state funds. Therefore, this solicitation and resulting contract are subject to any related federal and state laws, regulations and guidelines. Interested parties may receive a complete copy of this solicitation by accessing the following websites:
<https://www.mrcog-nm.gov>
<https://www.rametro.org>

Questions or any correspondence related to this procurement should be submitted to Phil Pino, Procurement Officer, at ppino@mrcog-nm.gov.

ANUNCIO DE RECEPCIÓN DE PROPUESTAS
Adquisición No. 2023-05
PROPORCIONAR AUDITORÍAS FINANCIERAS ANUALES
FECHA LÍMITE PARA LA PRESENTACIÓN DE PROPUESTAS: 28 de abril de 2023, 2:00 p.m. (MDT)

Se aceptarán propuestas de individuos y empresas para proporcionar auditorías financieras anuales para el Consejo de Gobiernos de la Región Central (MRCOG), el Distrito de Tránsito Regional de Río Metro (RMRTD) y la Conexión de la Fuerza Laboral de Nuevo México (WCCNM) hasta la fecha y hora indicadas anteriormente en:

Consejo de Gobiernos de la Región Central
809 Copper N.W.
Albuquerque, NM 87102

El MRCOG invita a individuos y empresas calificadas a presentar propuestas para proporcionar auditorías financieras anuales para el MRCOG, RMRTD y WCCNM. Este requisito puede ser financiado en parte por fondos federales y estatales. Por lo tanto, esta convocatoria y el contrato resultante están sujetos a todas las leyes, reglamentos y directrices federales y estatales relacionados. Aquellos interesados pueden recibir una copia completa de esta convocatoria accediendo a los siguientes sitios web:
<https://www.mrcog-nm.gov>
<https://www.rametro.org>

Las preguntas o cualquier correo relacionados con esta contratación deberán enviarse a Phil Pino, Procurement Officer, a la dirección ppino@mrcog-nm.gov.

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Positions being filled include Guest Service Attendants, Lifeguards, Food Service Attendants, Horticulture Team, Slide Inspection Team, Group Services Team, Water Quality Team, Safety and Security Team, and more! Job seekers must be 14 years old by May 1, 2023. Those interested should see application/details at waterworldcolorado.com.

Hyland Hills Water World is one of the nation's largest family water parks boasting 52 thrilling and unique attractions on 70 beautiful acres. Now in its 44th season, community-owned Water World, has hosted more than 15 million guests over the years, and is again being acknowledged as one of the best water parks in the world. The park introduced two new attractions in 2021. For additional information visit waterworldcolorado.com or call 303-427-SURF. You can also follow us on Facebook at facebook.com/waterworldco or on our Twitter handle @waterworldco.

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Marcelo G. Targa, May 4, 1928 ~ April 9, 2023, Korean War Veteran, Emeritus Consul of Nicaragua C.A., Retired General Manager of Trevino Mortuary, Denver, Colorado.
/ Marcelo G. Targa, May 4, 1928- April 9, 2023, Korean War Veteran, Cónsul Emérito de Nicaragua, A.C. Jubilado Administrador General de Trevino Mortuary bajo la propiedad de la Familia Trevino, Denver, Colorado. (Photo/Foto: courtesy Targa family)

On the 4th day of May 1927, Marcelo Gaston was born the third child of renowned engineer Daniel Targa and Graciela Targa-Arguello. Shortly after his birth in San Salvador, El Salvador, the family moved to Managua, Nicaragua where Marcelo's mother died in childbirth, leaving him (age 3) and his two older siblings motherless. By age 7, Marcelo, his brother Mauricio, and sister Graciela, "Chela," were orphaned after their beloved father succumbed to tuberculosis. While the children were fortunate that their mother's siblings were willing to care for them, their Tias and Tios passed them around, taking turns caring for them until their elderly and blind maternal grandmother invited the children to live with her permanently. As a young man, Marcelo's fiery, rebellious, and energetic personality led him to revolutionary politics; he fought the dictatorship ruling his beloved Nicaragua until he was given a choice to leave his homeland or face prison.

In Memory of Marcelo G. Targa

Marcelo headed to the United States as a political refugee where he joined his brother Mauricio. Upon arrival in the US, he took up residence in New Orleans singing with various Latin bands. Eventually, his brother pushed him to move to Detroit to take work in the auto manufacturing plants. Since his Master's degree in history was not recognized in the US, Marcelo had to build his future any way he could, so when Mauricio joined the Navy, Marcelo volunteered for the U.S. Air Force to fight in the Korean War. His keen eye as a marksman made him a good fit to be a tail gunner. Most tail gunners had an expiration date—five sorties (missions)—but Marcelo flew past his expiration date, racking up successful missions. It was dangerous, and he even lost sight in his left eye, but Marcelo knew he could have lost more. In fact, he attributed his survival to the expertise of his pilot and the professionalism of his crew. After his recovery, Marcelo was sent to Lowry Air Force base in Denver, Colorado as an instructor at the firing range. While stationed at Lowry, he would spend his off-duty evening hours at the Latin clubs where he would meet his future wife, Rose "Rosie" Trevino. His military career was promising, and he was selected to enroll in Officer Candidate School, but he was then rejected because he was not yet an American Citizen, and he wanted to wait to go through the naturalization process.

Marcelo's marriage to Rosie, came with an abundance of blessings. By the end of their first year together, Rosie gave birth to their son Marcel Ramón Targa. His mother-in-law Emma Trevino, founder of Trevino Mortuary, was like the mother he never had. He learned the ins and of the funeral industry from his father-in-law Ramón Trevino—the original Director of Trevino Mortuary—before entering the top-ranked San Francisco College of Mortuary Sciences where he graduated top of his class. Marcelo was offered a teaching position at the school after graduation, but he had promised Rosie and his in-laws that they would return to Colorado.

True to his word, Marcelo and Rosie settled in Denver. He served the Denver community as the right hand to Ramón at Trevi-

no Mortuary. Eventually, Marcelo and Rosie would add to their family by welcoming two daughters: Michelle Geanine Adams -Vecqueray (Bruce Vecqueray) and GiGi Marlane Targa (Ronda Rider).

Marcelo and Rosie became as active in the community as Ramón and Emma Trevino. In 1961, Marcelo was named Consul of Nicaragua. As Consul, the Targas opened their home to countless people who needed temporary shelter while facing many difficulties. His diplomacy and social network became wide and vast, and on December 23, 1972, when Managua, Nicaragua was hit by a devastating earthquake that killed 10,000 souls, he and his wife used those connections to organize a group of doctors, builders, and other aid workers to aid the victims of this devastating earthquake and begin the process of clean up and rebuilding. They also opened their home to the local Nicaraguan community so they all could await news of the events and survivors together.

Marcelo was blessed with three grandchildren: Michael (Madera) Adams, Matthew Adams, and the late Andrew Ramón Adams. In 2014, he was privileged to meet his great-grandchild Jade Rose Kay Adams. Marcelo also has generations of Nieces, Nephews, and other relatives in Nicaragua C.A., Spain, and across the USA.

Marcelo and his wife lived very active lives. They managed the family business, Trevino Mortuary, gave their time, money, and influence over to multiple community efforts, and were active members of the Colorado Consular Corps (CCC), from which Marcelo retired as the Emeritus Consul of Nicaragua, Central America. Marcelo was also an intrepid entrepreneur, investing in an assortment of businesses, from a used car dealership, jewelry store (Carat & Camera) to medical devices, a marble store, and a tortilla factory.

Marcelo was a true Renaissance man, who was a fashionista, loved poetry, literature, singing, dancing, passionate about history and a competitive athlete in soccer, swimming, & golf. He was fortunate to have accomplished a Hole in one "Eagle", before his playing days were over which was the envy of his golf buddies. He was a keen

marksman and was honored by invitation to several hunting groups, like One Shot Antelope Hunt Club, One Shot Past Shooters Club of Lander, Wyoming and the Two Shot Goose Hunt of Florida, among others.

Marcelo participated in countless organizations that aided the Latin Community and his church. He was named the first Latin American President of the former Colorado Mortuary Science Board. He loved his participation in el Cursillo and sang with the Mariachi Alegre. He was also an active member of many groups, including L.A.E.F. (Latin American Educational Foundation), The Annual Sam Sandos Thanksgiving food drive, L.A.R.A.S.A (Latin American Research And Service Agency), now, CLLARO, (Colorado Latino Leadership, Advocacy & Research Organization), The American G.I. Forum of Colorado, The S.P.M.D.T.U., I.F.A. - International Foot Printers, American Legion - Joe P. Martinez Post 204, and the Annual St. Cajetan's Bazaar.

Marcelo was also a lifetime supporter of numerous churches: Sacred Heart, St. Cajetan's, Our Lady of Guadalupe, Our Lady Mother of the Church, Annunciation, St. Rose of Lima, St. Theresa, St. Josephs, St. Anthony of Padua Catholic Churches, New Life in Christ Church, and New Hope Ministries.

IN LIEU OF FLOWERS please make donations to Montessori Academy of Colorado (montessoriacamedyofcolorado.org), St. Andrew Avellino Seminary (Theatine Fathers) (<http://www.theatinesusa.com/benefactors-.html>), L.A.E.F.-Latin American Educational Foundation (laef.org), L.A.R.A.S.A-Latin American Research and Service Agency, now, CLLARO, Colorado Latino Leadership, Advocacy & Research Organization, cllaro@cllaro.org, (<https://volunteermatch.networkforgood.com>) or ST. JUDE Children's Hospital (Stjude.org).

Services for Marcelo G. Targa will be held on Friday, May 5, 2023, 10:00am, St. Anthony of Padua Catholic Church, 3801 W. Ohio Avenue, Denver, CO 80219. Internment, Friday, May 5, 2023, 1:00pm, Fort Logan National Cemetery, 3698 S. Sheridan Blvd, Denver, CO 80236. Details at bmortuary.com.



En Memoria de Marcelo G. Targa

Marcelo G. Targa, May 4, 1928- April 9, 2023, Korean War Veteran, Cónsul Emérito de Nicaragua, A.C. Jubilado Administrador General de Trevino Mortuary bajo la propiedad de la Familia Trevino.

Marcelo Gaston nació el 4 de mayo de 1927, siendo el tercer hijo del reconocido ingeniero Daniel Targa y de Graciela Targa-Arguello. Poco después de su nacimiento en San Salvador, El Salvador, la familia se mudó a Managua, Nicaragua, donde su madre falleció dando a luz dejándole a él a la edad de tres años, y a sus dos hermanos mayores sin mamá. A la edad de 7 años, Marcelo, su hermano Mauricio, y su hermana Graciela, "Chela," se convirtieron en huérfanos tras el fallecimiento de su amado padre quien sucumbió a la tuberculosis.

Aunque los niños fueron afortunados en que sus familiares maternos estuvieron dispuestos a cuidarlos, los tíos y tías se tomaban turnos en cuidarlos hasta que su abuela materna, ya mayor de edad y ciega invitó a los niños a vivir con ella permanentemente. Cuando joven, la personalidad de Marcelo, energética, belicosa, y rebelde lo llevaron al camino de la política revolucionaria. El luchó contra la dictadura que gobernaba su amado Nicaragua hasta que se le dio a escoger entre abandonar su país o ser prisionero.

Marcelo llegó a los Estados Unidos como un refugiado político donde se reunió con su hermano Mauricio. Una vez en los Estados Unidos, como residencia en New Orleans cantando con varios grupos latinos. Eventualmente su hermano lo convenció a mudarse a Detroit y tomar empleo en plantas manufactureras de autos. Su Maestría en Historia no fue reconocida en los Estados Unidos lo cual orilló a Marcelo a construir su futuro de cualquier manera posible. Así que cuando su hermano Mauricio se enlistó en el Navy, Marcelo hizo servicio voluntario con la U.S. Air Force a luchar en la Guerra de Corea. Su ojo de águila para el tiro era perfecto para ser artillero de cola. La mayoría de artilleros de cola tenían una fecha de expiración—cinco salidas (misiones)—pero Marcelo voló más de su fecha de expiración, ama-

sando misiones exitosas. Era peligroso y Marcelo perdió su vista en el ojo izquierdo, pero él sabía que su pérdida pudo ser mayor. De hecho, él atribuyo su sobrevivencia a la experiencia del piloto y al profesionalismo de su tripulación. Después de su recuperación, Marcelo fue enviado a la base Lowry Air Force en Denver, Colorado como instructor de campo de tiro. Mientras estuvo estacionado en Lowry el pasaba su tiempo libre durante la noche en clubs latinos donde conocería a su futura esposa, Rose, "Rosie," Trevino. Su carrera militar era prometedora y fue seleccionado a matricularse en la Escuela de Candidatos para Oficiales, pero fue rechazado por que para entonces no era ciudadano Americano, y él deseaba esperar para iniciar el proceso de naturalización.

El matrimonio de Marcelo con Rosie le trajo bendiciones en abundancia. Para el fin de su primer año juntos, Rosie dio a luz a su primer hijo, Marcel Ramon Targa. Su suegra Emma Trevino, fundadora de Trevino Mortuary, fue para él cómo la madre que perdió en su niñez.

Marcelo aprendió el funcionamiento de la industria funeraria de su suegro Ramon Trevino—el director original de Trevino Mortuary—antes de ingresar a San Francisco College of Mortuary Sciences, una institución de alto rango de donde se graduó el mejor en su clase. Después de su graduación, le ofrecieron una posición de maestro pero él le había prometido a Rosie y a sus familiares que regresarían a Colorado.

Honrando su palabra, Marcelo y Rosie se establecieron en Denver. El sirvió a la comunidad en Denver como el brazo derecho de Ramon Trevino en Trevino Mortuary. Eventualmente, Marcelo y Rosie crecieron su familia y dieron la bienvenida al mundo a sus dos hijas: Michelle Geanine Adams -Vecqueray (Bruce Vecqueray) y GiGi Marlane Targa (Ronda Rider).

Marcelo and Rosie se convirtieron tan activos en la comunidad tal como lo habían hecho Ramon and Emma Trevino. En 1961, Marcelo fue nombrado Cónsul de Nicaragua. Como Cónsul, Los Targas

abrieron su casa a innumerables personas quienes necesitaban un refugio temporal mientras pasaban por muchas dificultades. Su diplomacia y redes sociales aumentaron vastamente, y el 23 de diciembre de 1972, cuando Managua, Nicaragua fue azotada por un devastador temblor que mató 10,000 almas, él y su esposa hicieron uso de sus conexiones para organizar un grupo de doctores, constructores, y otros trabajadores de ayuda para ayudar a las víctimas del devastador temblor y empezar el proceso de limpieza y reconstrucción. También abrieron las puertas de su casa a la comunidad local Nicaragüense para que juntos pudieran esperar noticias de los sucesos y sobrevivientes.

Marcelo fue bendecido con tres nietos: Michael (Madera) Adams, Matthew Adams, y el ya fallecido, Andrew Ramon Adams. En el 2014, él tuvo el privilegio de conocer a su bisnieta Jade Rose Kay Adams. Marcelo también tiene generaciones de sobrinos, sobrinas, y otros familiares en Nicaragua A.C., España, y por todos los Estados Unidos.

Marcelo y su esposa tuvieron vidas muy activas. Ellos administraron el negocio de la familia, Trevino Mortuary, dieron su tiempo, dinero, e influencia a múltiples esfuerzos comunitarios, y fueron miembros activos de Colorado Consular Corps (CCC), de donde Marcelo se jubiló como Cónsul Emérito de Nicaragua, América Central. Marcelo fue también un emprendedor intrépido invirtiendo en varios negocios como un concesionario de coches usados, una joyería, (Carat & Camera), dispositivos médicos, una tienda de mármol, y una tortillería.

Marcelo fue un verdadero hombre renacentista, amante del buen vestir. Fue un amante de la poesía y la literatura. Le gustaba cantar y bailar y fue apasionado de la Historia. Fue un atleta competitivo en el futbol soccer, gustaba de nadar y jugar golf. Logró un hoyo en uno, "un águila" antes de terminar sus mejores tiempos lo que lo hizo la envidia de sus amigos. Marcelo fue un gran tirador por lo cual fue honrado con invitaciones a varios grupos de caza tales como One Shot Antelope

Hunt Club, One Shot Past Shooters Club of Lander, Wyoming y Two Shot Goose Hunt of Florida, entre otros.

Marcelo participó en un sin número de organizaciones de ayuda a la comunidad latina y a su iglesia. Fue nombrado como el primer Presidente Latino Americano de Colorado Mortuary Science Board. Él amaba su participación en el Cursillo y canto con el Mariachi Alegre. También fue miembro activo de muchos grupos incluyendo L.A.E.F. - Latin American Educational Foundation, The Annual Sam Sandoz Thanksgiving food drive, L.A.R.A.S.A - Latin American Research And Service Agency, ahora, CLLARO, Colorado Latino Leadership, Advocacy & Research Organization, The American G.I. Forum of Colorado, The S.P.M.D.T.U., I.F.A. - International Foot Printers, American Legion - Joe P. Martinez Post 204, y the Annual St. Cajetan's Bazaar.

Marcelo también apoyó a varias Iglesias entre ellas: Sacred Heart, St. Cajetan's, Our Lady of Guadalupe, Our Lady Mother of the Church, Annunciation, St. Rose of Lima, St. Theresa, St. Josephs, St. Anthony of Padua Catholic Churches, New Life in Christ Church, and New Hope Ministries.

EN VEZ DE FLORES favor de hacer donaciones a Montessori Academy of Colorado (montessoriacamedyofcolorado.org), St. Andrew Avellino Seminary (Theatine Fathers) (<http://www.theatinesusa.com/benefactors-.html>), L.A.E.F-Latin American Educational Foundation (laef.org), L.A.R.A.S.A-Latin American Research and Service Agency, ahora, CLLARO, Colorado Latino Leadership, Advocacy & Research Organization, cclaro.org, (<https://volunteermatch.networkforgood.com>) or ST. JUDE Children's Hospital (Stjude.org).

Los servicios para Marcelo G. Targa se llevarán a cabo el viernes 5 de mayo de 2023 a las 10:00 a. m. en la iglesia católica St. Anthony of Padua, 3801 W. Ohio Avenue, Denver, CO 80219. Internamiento, viernes 5 de mayo de 2023, 1:00 p. m., Cementerio Nacional de Fort Logan, 3698 S. Sheridan Blvd, Denver, CO 80236. Detalles en bmortuary.com.



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