



# Asian American and Pacific Islander Educators Network

Virtual Meeting  
Thursday, February 11, 2021  
5 - 6 p.m.

<https://www.sccoe.org/sclis/aapi>



# Welcome



# Logistics

- State your name when speaking
- Mute your microphone when not speaking
- Use the chat box to ask questions (be specific) and/or use the “raised hand” icon to indicate that you have a question



# Network Objectives

- Provide professional networking opportunities for AAPI educators;
- Learn about trending topics related to AAPI students and educators;
- Discuss issues and challenges related to AAPI students and educators; and
- Encourage AAPI educators to aim for leadership roles



# Agenda

**I. Welcome and Introductions**

**II. Getting Centered**

**III. Panel and Discussion**

*AAPI Students, Racial Justice, the Pandemic, and Beyond*

**IV. Announcements**

**V. Closing**



# Getting Centered



Sofia Fojas  
Arts Coordinator,  
Professional Learning and  
Instructional Support Division,  
Santa Clara County Office of Education



# Getting Centered

Resonance - A strategy for moving people to internalize a compelling message



# AAPI Students, Racial Justice, the Pandemic and Beyond



## **Presenter & Facilitator**

Erica Misako Boas, Ph.D.  
(she/her/hers)

Education Researcher / Community Activist



## **Presenter & Facilitator**

Mae Lee, Ph.D.  
(she/her/friend)

Department Chair  
Asian American & Asian Studies  
DeAnza College





# Making the Case

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Why Educators and Schools Should Pay Attention to  
Asian American and Pacific Islander Students

*Erica Boas, Ph.D. | Education Researcher, WestEd & Community Activist <emboas@gmail.com>*

*Mae Lee, Ph.D. | Chair, Asian American and Asian Studies, De Anza College <leemae@fhda.edu>*

*11 February 2021 · Santa Clara County Office of Education, Asian American and Pacific Islander Educators Network*

# Reopening America's Schools During the COVID-19 Pandemic: Protecting Asian Students From Stigma and Discrimination

 **Daisuke Akiba\***

School of Education, Queens College and The Graduate Center of The City University of New York, Queens, NY, United States



## Biden directive combats racism against Asian Americans amid COVID-19 pandemic

*The Asian American community faced a rise in hate crimes during the pandemic.*

By **Deena Zaru**

January 26, 2021, 1:47 PM • 8 min read



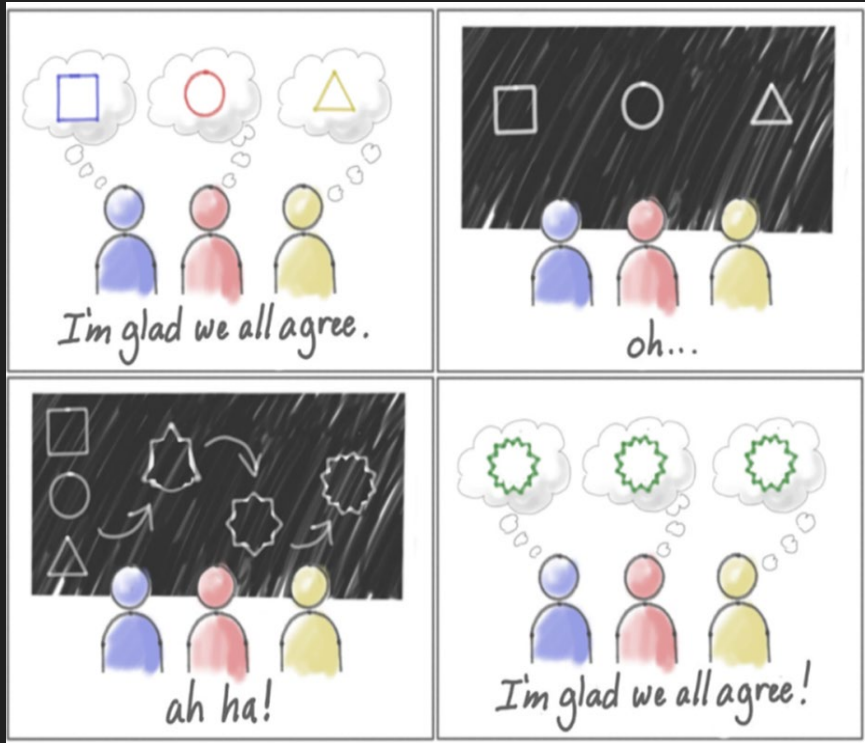
## Students denounce 'rampant, unchecked racism' at Lowell after slurs flood anti-racism lesson

[IDA MOJADAD](#) / Jan. 21, 2021 4:30 p.m. / [NEWS](#) / [NEWSLETTER](#) / [THE CITY](#)

...ered an academically elite public school. (Kevin N. Hume/S.F. Examiner)

# Building a Shared Understanding

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So we can...

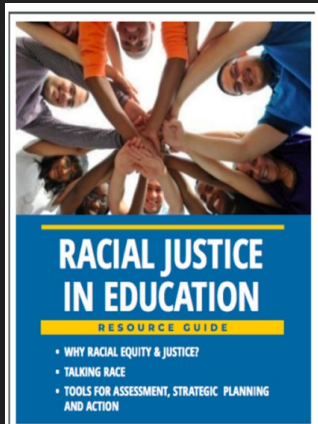
grow AAPIEN's collective efficacy as an advocate for AA and PI students

Starting with...

articulating AAPIEN's position on the need for schools and educators to pay attention to the particular needs of AA and PI students

# Grounding...Our Last Conversation

- Definitions: anti-racism, racial justice, anti-Asian racism
- Current Moment: anti-Asian scapegoating and violence
- Racialized Position: model minority and perpetual foreigner
- Racial Relationality: racial triangulation of AAs

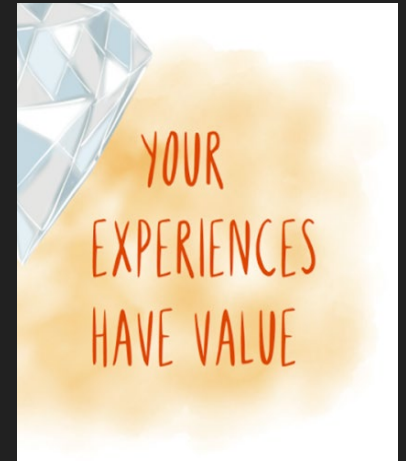


# Today's Conversation...

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Rooted in your experiences as advocates:

- Needs of AA and PI students in your school
- Challenges you have with advocacy
- Institutional support you could use
- Responding to resistance



...Toward Shared Understanding

# Needs of AA and PI Students

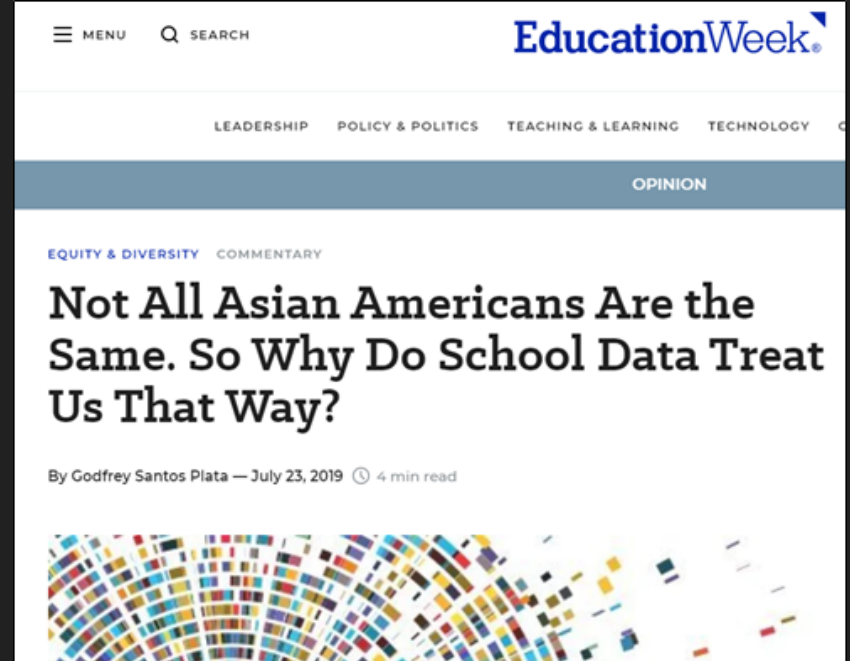
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# National Context

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Movement for educational justice to include institutional policies and practices to **disaggregate data**


<https://www.edweek.org/leadership/opinion-not-all-asian-americans-are-the-same-so-why-do-school-data-treat-us-that-way/2019/07>



# Disaggregating “AAPI”

2017


**The Racial Heterogeneity Project: Implications for Educational Research, Practice, and Policy**



Bach Mai Dolly Nguyen  
Cynthia M. Alcantar  
Edward R. Curammeng

Edwin Hernandez  
Victoria Kim  
Audrey D. Paredes

Rachel Freeman  
Mike Hoa Nguyen  
Robert T. Teranishi



**ACT** Center for Equity in Learning

## Asian American and Pacific Islander

### Asian American

- Asian Indian
- Bangladeshi
- Bhutanese
- Burmese
- Cambodian
- Chinese
- Filipino
- Hmong
- Indonesian
- Japanese
- Korean
- Laotian
- Malaysian
- Nepalese
- Pakistani
- Sri Lankan
- Taiwanese
- Thai
- Vietnamese
- Other Asian

### Native Hawaiian and Pacific Islander

- Native Hawaiian
- Samoan
- Tongan
- Guamanian
- Marshallese
- Fijian
- Other Polynesian
- Other Micronesian
- Other Melanesian

## Native Hawaiian and Pacific Islander Ethnic Groups

### Melanesian

- Fijian
- New Caledonian
- New Guinean
- Papuan
- Solomon Islander
- Vanuatu

### Micronesian

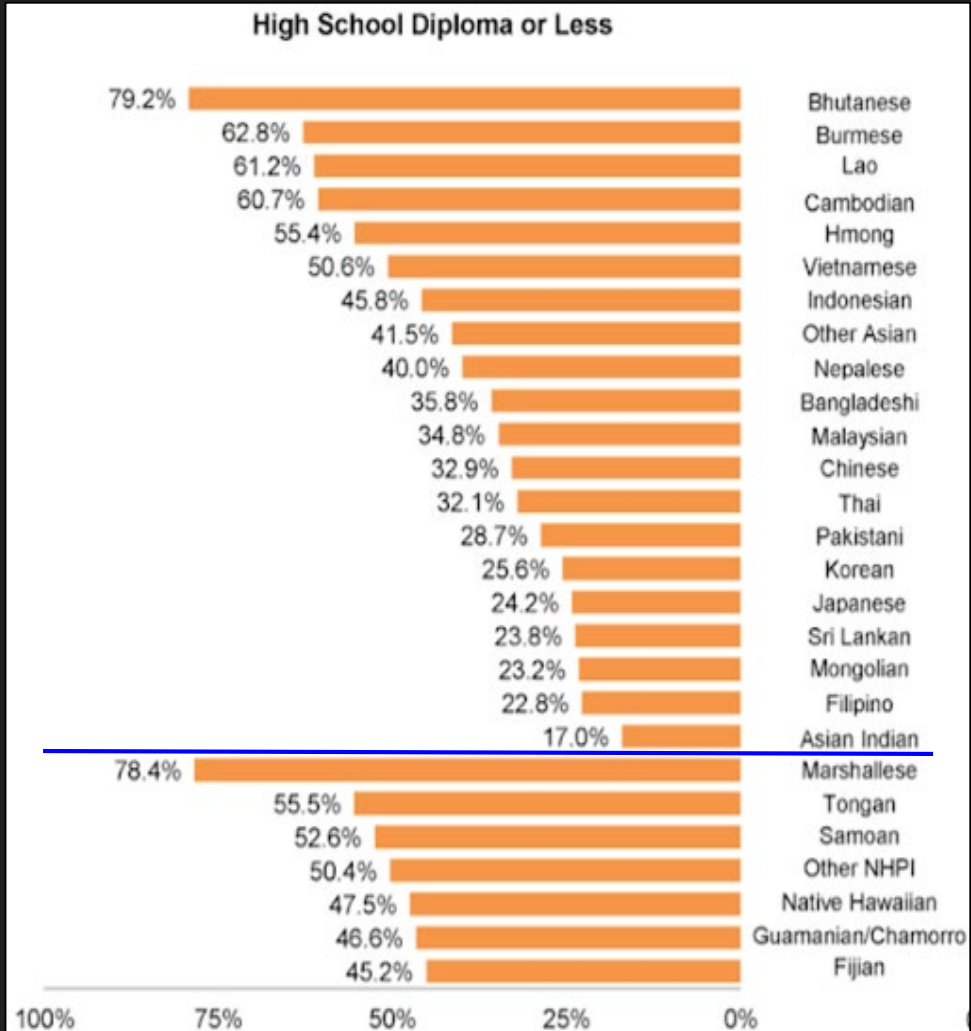
- Carolinian
- Chamorro Islander
- Guamanian
- Kiribatese
- Kosraean
- Nauruan
- Marshallese
- Palauan
- Pohnpeian
- Saipanese
- Tarawa Islander
- Tinian Islander
- Trukese (Chuukese)
- Yapese

### Polynesian

- Cook Islander
- Native Hawaiian
- Kapingamarangan
- Maori
- Niuean
- Samoan
- Tahitian
- Tokelauan
- Tongan
- Tuvaluan



# Disaggregated AAPI Data



Source: ACS, 2011–2013.

Figure 13. Educational Attainment among AAPIs 25 or older, 2011

# More Disaggregated AA and PI Data

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**2.5%** **Teachers** nationwide identify as AANHPI (6% student pop.)

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## Language Diversity & Proficiency

**66%** AA students speak a **language** other than English at home

**17%** AA students speak **English** “with difficulty” (8% Filipino American, 21% Korean, Chinese, Japanese American, 25% Vietnamese American)

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**16%** of 11M **undocumented** immigrants in U.S. are Asian

*Data from Teach for America AAPI Alliances*

“...**bullying** is often compounded by cultural, religious, and linguistic barriers that can keep AANHPI youth from seeking and receiving help.” *AAPI Alliances, Teach for America*

**42%** NH & PI students report bullying in schools is “very serious” problem

**44%** Vietnamese American

**45%** Cambodian American

**46%** Filipino American

**52%** Asian Indian American

**71%** Hmong American

*What's comparable data for SCC schools?*

# Jamboard

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What are the unaddressed or overlooked needs of AA and PI students in your school or district?

# Challenges with Advocacy

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# Your Comments from Last Time

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2. What's been most tricky for you to handle as an advocate for Asian American students in the context of racial equity?

#2 =  
Pink

The needs of other student groups are greater than Asian students.

There is a zero-sum game around resources. The issue is not how much but what are our priorities?

Feeling like concerns for Asian Am students is even valid considering the national BLM movement

We do not have understanding of what race is or how it functions in relationship to one another, so conversation comes down to racial categories only.

How to engage students in these discussions during DL? When there are many many priorities and asks coming down

The needs of other students are seen as greater due to their race.

**Undercurrent of Model Minority Logic**

# Your Comments from Last Time

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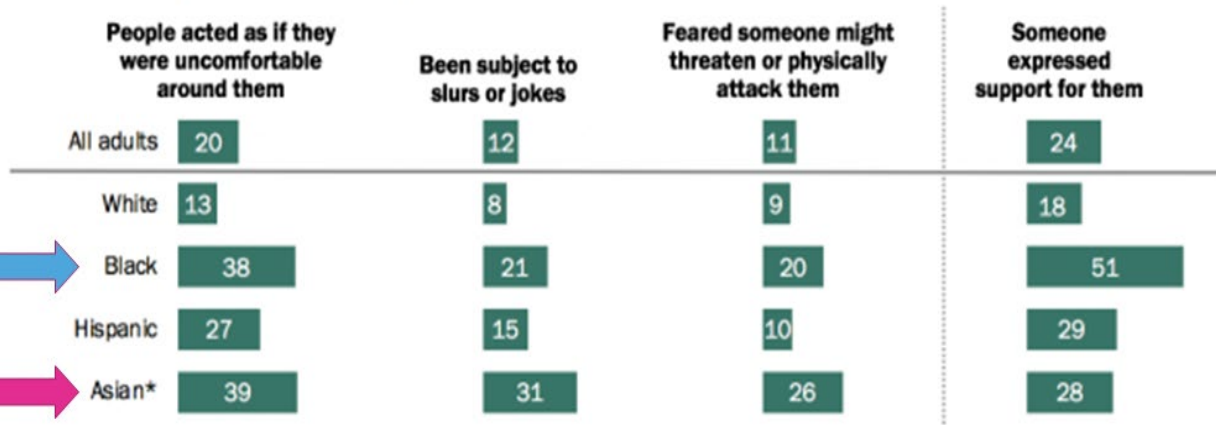
The needs of other students are seen as greater due to their race.

**Undercurrent of Model Minority Logic**

# Racial Relationality & Solidarity

## Black and Asian Americans most likely to report adverse experiences due to their race or ethnicity since the coronavirus outbreak began

% saying each of the following has happened to them because of their race or ethnicity since the coronavirus outbreak



\*Asian adults were interviewed in English only.

Note: White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanics are of any race.

Source: Survey of U.S. adults conducted June 4-10, 2020.

"Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak"

PEW RESEARCH CENTER

<https://www.pewsocialtrends.org/2020/07/01/many-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak/>

Advocacy for AA and PI students...

- ❖ requires tracing the interconnectedness of different racisms (ex: anti-Asian and anti-Black)
- ❖ needs to avoid the trap of a zero-sum mindset for priorities and resource allocation

# Jamboard

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What kind of institutional support would make it easier for you to be an effective advocate for AA and PI students in your school?



# Jamboard

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## Imagined Dialogue...Making the Case

*I just don't see how we can pay special attention to AAPI students right now. Our resources are limited, we're still dealing with the COVID pandemic, and we really need to focus on Black and Brown students right now.*

**How would you respond?**

# Possible Next Steps

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- ❖ Review, prioritize, and synthesize responses from Imagined Dialogue to begin **crafting AAPIEN's position statement** on why educators and schools need to pay attention to the particular needs of Asian American and Pacific Islander students.
- ❖ Incorporate context with **county-specific needs** of AA and PI students to highlight those that are unaddressed/overlooked.
- ❖ Include **rationale for such a position statement** to highlight the challenges and institutional support needed for effective advocacy for AA and PI students.

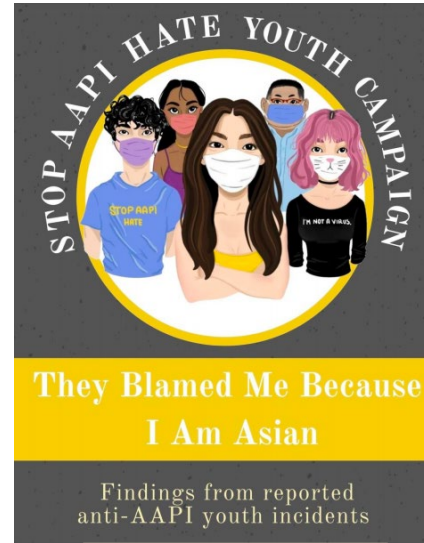
Thank you for participating in the conversation!

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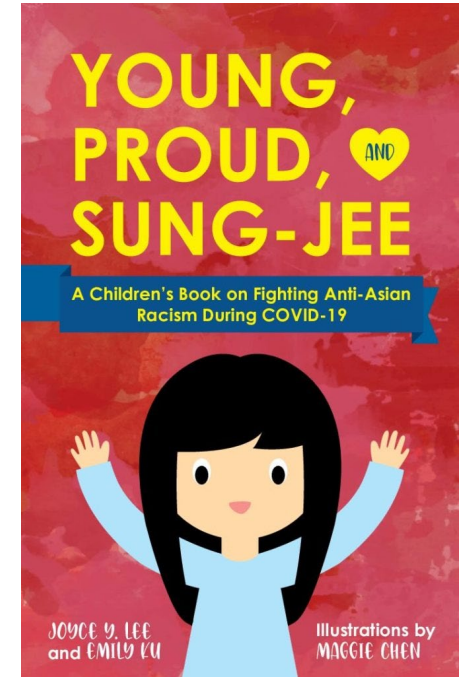
# Resources and Tools



[LINK TO SITE](#)



[LINK TO REPORT](#)

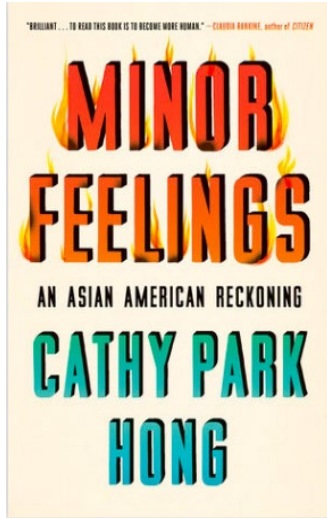


**ATTEND BYSTANDER INTERVENTION TRAININGS:**

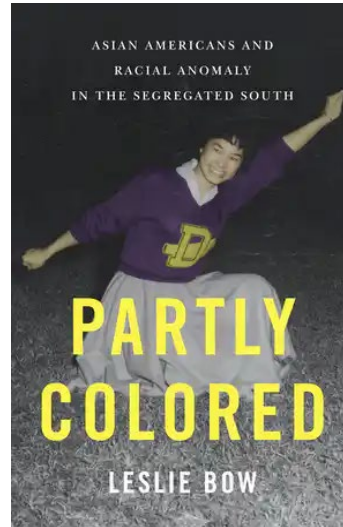
- [CAIR](#)
- [Hollaback](#)



# Sources for Understanding Anti-Asian Racism



[\(Hong, 2020\)](#)



[\(Bow, 2010\)](#)

## The Racial Triangulation of Asian Americans

CLAIRE JEAN KIM

### 1. INTRODUCTION

Recently, the call to go “beyond Black and White” in discussions of race has become something of a mantra in scholarly circles. The conventional trope of “two nations, Black and White”—crafted and reproduced over the past half-century by Gunnar Myrdal, the Kerner Commission, Andrew Hacker, and others—seems increasingly outdated as unprecedented levels of Asian and Latin American immigration continue to diversify the U.S. population. While the multi-racial composition of the American populace has always given the lie to a bipolar racial framework, these post-1965 demographic changes have thrown the framework’s shortcomings into especially bold relief. But what does it mean to go “beyond Black and White” in thinking about race? As with most ritualistic exhortations, the need to do something is more apparent than how it is to be done.

Scholars have adopted two broad approaches to going “beyond Black and White”: both of which, in my view, have certain shortcomings. The first approach, which I call the different trajectories approach, examines racialization (or the creation and characterization of racial categories) as an open-ended, variable process that has played out differently for each subordinated group. Michael Omi and Howard Winant’s discussion of distinct and independent group

[\(Kim, 1999\)](#)



# Planning Committee Members

- Kasturi Basu, Alum Rock Union School District
- Tina Choy, Berryessa Union School District
- Keysha Doutherd, Santa Clara County Office of Education
- Sofia Fojas, Santa Clara County Office of Education
- Eva Marlow, Evergreen School District
- Gena Pacada, Santa Clara County Office of Education
- Joanna Shea, East Side Union High School District
- Jas Sohal, Santa Clara County Office of Education
- Karen van Putten, Principal, Argonaut Elementary School
- Dr. Yee Wan, Santa Clara County Office of Education



# *Please Provide Feedback*

<https://www.surveymonkey.com/r/AAPIEN02112021>

THANK YOU!





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Instructional Services Department

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- [www.sccoe.org](http://www.sccoe.org)

