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.
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<th>Agenda</th>
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<td><strong>I. Welcome and Introductions</strong></td>
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<td><strong>II. Getting Centered</strong></td>
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| **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

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 Zarif
January 26, 2021, 1:47 PM • 8 min read
Building a Shared Understanding

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

The Racial Triangulation of Asian Americans

Claire Jean Kim

Recent theories on "Racialized and White" indicators of racism have become central issues in scholarly discourse. The conventional ways of thinking about race and identity have often been characterized by a binary opposition between White and non-White, with a focus on the experiences of racial minorities. However, recent scholarship has challenged this paradigm by highlighting the multiplicity of racial identities and experiences within Asian American communities. This essay examines the concept of racial triangulation as a way of understanding the complex and nuanced experiences of Asian American communities. It argues that the traditional binary of race and identity is insufficient to capture the richness and diversity of experiences within Asian American communities. Instead, it proposes a more nuanced and inclusive approach that recognizes the fluidity of identity and the importance of intersectionality. The essay concludes with a call for greater awareness and understanding of the experiences of Asian American communities, as well as for continued research and activism in this area.
Today’s Conversation...

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
National Context

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

Disaggregating “AAPI”

2017

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
- Fijian
- Other Polynesian
- Other Micronesian
- Other Melanesian

Native Hawaiian and Pacific Islander Ethnic Groups

Melanesian
- Fijian
- New Caledonian
- New Guinean
- Papuan
- Solomon Islander
- Yanuatan

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

Polynesian
- Cook Islander
- Native Hawaiian
- Kapingamarangans
- Maori
- Niuean
- Samoan
- Tahitian
- Tokelauan
- Tongan
- Tuvaluan
Disaggregated AAPI Data

More Disaggregated AA and PI Data

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

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)

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

42% Vietnamese American
44% Cambodian American
45% Filipino American
52% Asian Indian American
71% Hmong American

What’s comparable data for SCC schools?
What are the unaddressed or overlooked needs of AA and PI students in your school or district?
Challenges with Advocacy
2. What’s been most tricky for you to handle as an advocate for Asian American students in the context of racial equity?

- 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 American students is even valid considering the national BLM movement.

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

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

Undercurrent of Model Minority Logic
Your Comments from Last Time

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

- 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?

#2 = Pink

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

- 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.

Undercurrent of Model Minority Logic
Racial Relationality & Solidarity

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

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

<table>
<thead>
<tr>
<th>People acted as if they were uncomfortable around them</th>
<th>Been subject to slurs or jokes</th>
<th>Feared someone might threaten or physically attack them</th>
<th>Someone expressed support for them</th>
</tr>
</thead>
<tbody>
<tr>
<td>All adults</td>
<td>20</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Black</td>
<td>38</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Asian*</td>
<td>39</td>
<td>31</td>
<td>26</td>
</tr>
</tbody>
</table>

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

PEW RESEARCH CENTER

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

❖ 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!
Resources and Tools

ATTEND BYSTANDER INTERVENTION TRAININGS:

- CAIR
- Hollaback
Sources for Understanding Anti-Asian Racism

(Hong, 2020)

(Bow, 2010)

(Kim, 1999)

The Racial Triangulation of Asian Americans

CLAUDE JEAN KIM

I. 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,” central and reproduced over the past half-century by census data, the Census Commission, Andrew Hacker, and others—those increasingly evident in unprejudiced levels of Asian and Latin American immigration continues to dominate the U.S. population. While the multicultural composition of the American populace has always given the lie to a bipolar racial framework, those post-1965 demographic changes have transformed America’s rhetorical into especially bold relief. But what does it mean to go “beyond Black and White” in thinking about race? As with most methodological innovations, the need to do something new appears first or second or third...

Scholars have adopted two broad approaches to going “beyond Black and White” method which, in my view, has curtailed many dimensions. The first approach, which I call the “distribution approach” essentially mediates (or the creation and characterization of social categories) as an open-ended, variable process that has played a different role for each subordinated group. Michael Omi and Howard Winant’s discussion of distinct and independent group...
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!
Yee Wan, Ed.D.
Director, School Climate, Leadership and Instructional Services Department
Professional Learning & Instructional Support Division

ywan@sccoe.org
(408) 453-6825
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