



Asian American and Pacific Islander Educators Network

Virtual Meeting

Thursday, February 2, 2023

4:30 - 6 p.m.

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

Welcome & Introductions



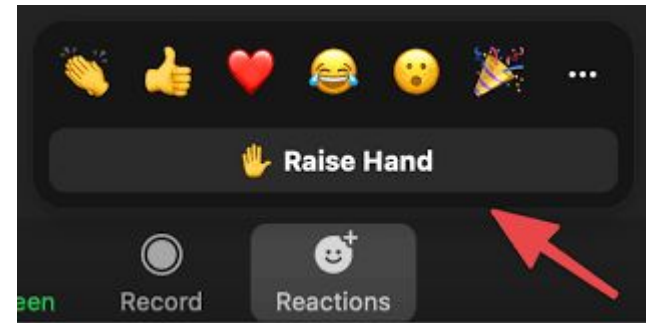
Dr. Anisha Munshi

Associate Superintendent,
Professional Learning and
Instructional Support Division,
Santa Clara County Office of Education

**Please put your name, role, and
district/agency in the chat.**



Zoom Logistics



Leadership, Service, & Advocacy

County Superintendent



Dr. Mary Ann Dewan

County Board of Education



Victoria Chon
Area 5



Joseph Di Salvo
Area 4



Rosemary Kamei
Area 3



Grace Mah
Area 1



Peter Ortiz
Area 6



Claudia Rossi
Area 7



Tara Sreekrishnan
Area 2

Network Goals

- 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. Keynote: Hmong History, Culture, and Arts

III. Breakout Rooms & Share Outs

**IV. AAPI Educator Toolkit:
Expanding Perceptions of AAPI Diaspora**

V. Closing & Feedback

Land Acknowledgment

We acknowledge that Santa Clara County schools and districts occupy the unceded territory of the [Muwekma Ohlone Nation](#), the sovereign nation and original people of the skies, land, and waters where we work. It is vitally important that we not only come to understand the history of this land, but that we recognize that the Muwekma Ohlone people are living and flourishing within Santa Clara County communities.

Statement of Solidarity

The Santa Clara County Office of Education (SCCOE) in collaboration with the Asian American and Pacific Islander Educators Network affirms its commitment to...

- creating inclusive, affirming, and equitable school environments for each and every Asian American and Pacific Islander student, family, and staff of our Santa Clara County schools. This statement thus provides rationale and a foundation for operationalizing equity and social justice at the systems level for the Asian American and Pacific Islander students, families, and staff who make up our school communities.
- recognizing that the broad categories of “Asian American” and “Pacific Islander”, [when disaggregated](#), encompass a diversity of cultures, languages, religions, histories, geographical ties, immigration status, socio-economic backgrounds, and generations among over 50 ethnic groups, comprising almost [90,000 K-12 students](#) (35.3%) across Santa Clara County.

Statement of Solidarity

- taking appropriate action to disrupt and dismantle the stereotypes that create barriers to full expressions of humanity for [Asian American](#) and [Pacific Islander](#) students. We recognize that such stereotypes lead to [bullying, harassment, and violence](#) as well as invisibility and dismissal of individual student's needs in school environments.
- nurturing and cultivating the social, emotional, and academic development of all Asian American and Pacific Islander students so that each student's full humanity is recognized and actualized.
- providing the institutional supports for Asian Americans and Pacific Islanders that are responsive to their unique experiences and needs.

In this spirit, the SCCOE proudly re-affirms its commitment to Asian American and Pacific Islander students, families, and staff as part of its ongoing practice as a leader in educational equity and social justice for all based on SCCOE's [non-discrimination policy](#), and [its goals](#).

Keynote Speaker

Creating Art and Literature for Each Other: Hmong American Storytelling

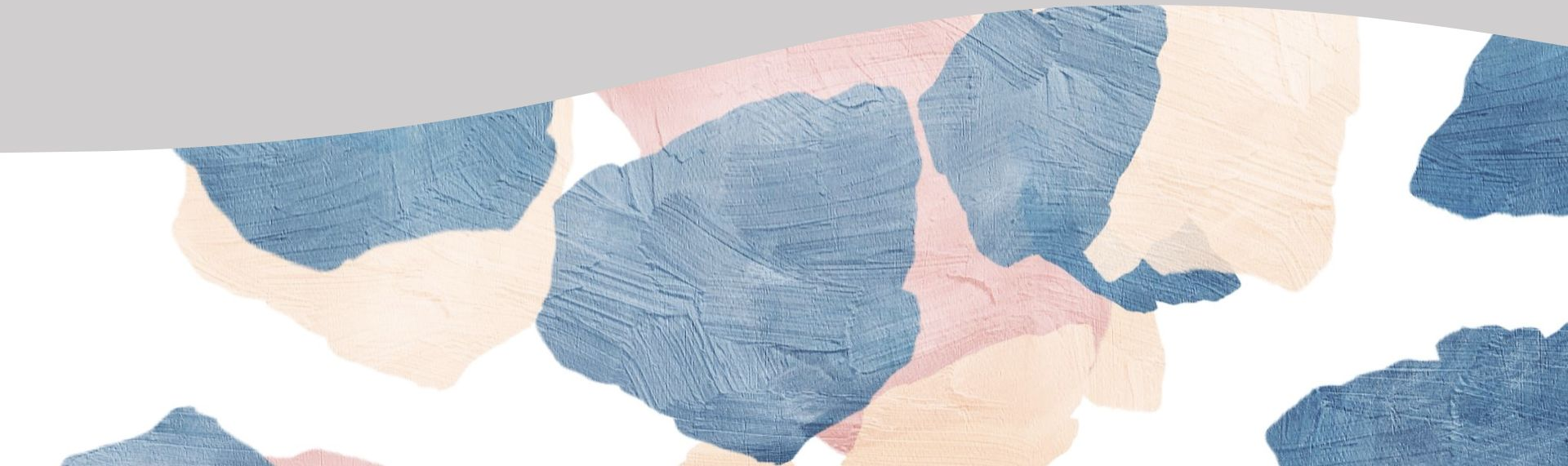


Dr. Ma Vang
Associate Professor
Critical Race and Ethnic Studies,
School of Social Sciences,
Humanities and Arts
University of California, Merced

Creating Art and Literature for Each Other: Hmong American Storytelling

Ma Vang, PhD

University of California, Merced





HISTORY
ON THE RUN
SECRECY,
FUGITIVITY,
AND HMONG
REFUGEE
EPISTEMOLOGIES
MA VANG

Hmong
histories that
were not
supposed to
exist

1) State violence and war

2) Knowledge and perspectives
of displaced peoples

3) Gap or missing

Storytelling

Art, culture, literature

Western Airlines Statement of Loss

1. This claim is filed covering loss of:

Checked baggage (including contents)

2. Details of loss:

Trip began at Bangkok, Thailand (Trans Inter Airline) to Okinawa

then to San Francisco, California

then to St. Paul & Minneapolis

When and where last seen: Jan. 28, 1980 Bangkok, Thailand.

When and where loss first reported: Jan. 29, 1980, St. Paul & Minneapolis

Does claim check show property was checked to final destination? Yes

Do you carry insurance against this loss? No

3. Baggage Information

Number of pieces of baggage checked: 3

| Description of articles | When purchased | Where Purchased | Original Cost (in US dollars) |
|---------------------------------|----------------|-----------------|-------------------------------|
| 1) 4 Blue Hmong dresses (skirt) | Self made | Thailand | 1,000.00 |
| 2) 1 chain gold jewelry | 1979 | Thailand | 500.00 |
| 3) 2 silver bars | 1972 | Laos | 500.00 |
| 4) 1 Necklace jewelry (silver) | 1979 | Thailand | 500.00 |
| 5) 1 Headdress | 1978 | Thailand | 25.00 |
| 6) 1 Suit men custom dress | 1976 | Thailand | 50.00 |
| 7) 1 Baby sling | 1980 | Thailand | 15.00 |
| 8) 1 Hat | 1980 | Thailand | 10.00 |

THE WHITE HOUSE
WASHINGTON

~~SECRET~~

April 17, 1962

MEMORANDUM FOR
THE PRESIDENT

Congressional Briefing on Laos

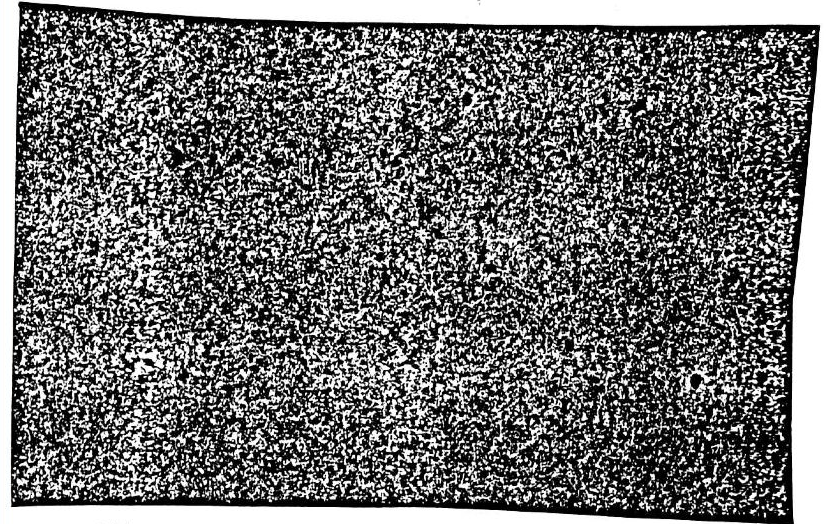
The purpose of this briefing is:

- (a) to bring the Congressional leadership up to date on developments in Laos since their last briefing, and
- (b) to prepare them for a decision to apply a mild form of suspension of military assistance to General Phoumi.

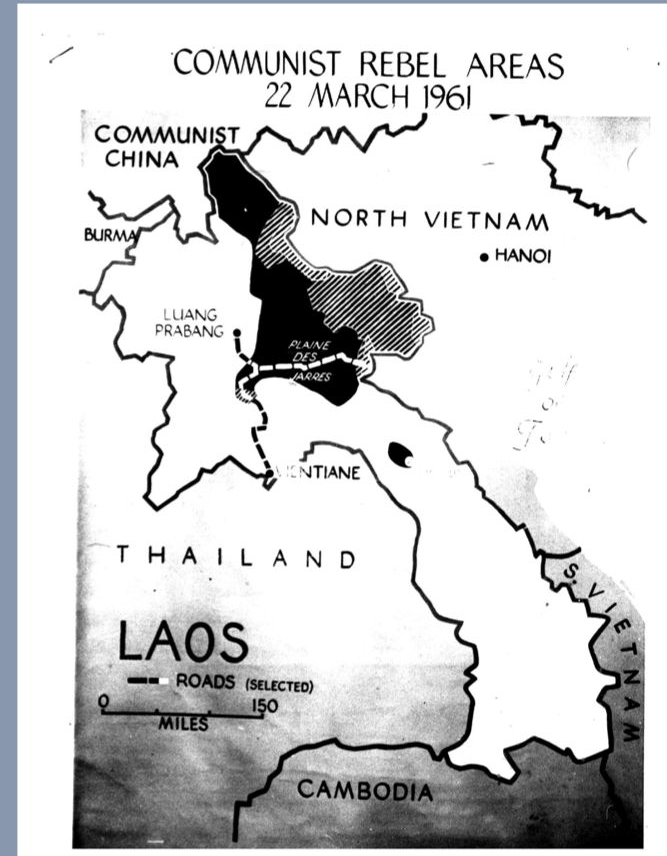
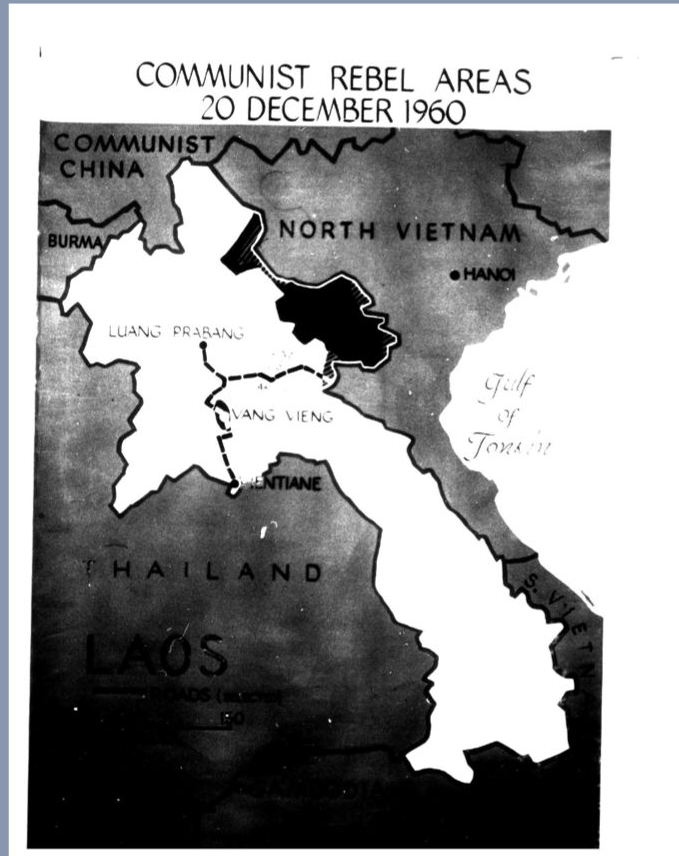
A. Secretary Rusk, General Lemnitzer and Averell will be able to discuss recent events in Laos from a political and military point of view. You may wish to refer to your conversation with Foreign Minister Thanat, [REDACTED] and to your recent conversation with the Lao Ambassador.

~~SECRET~~

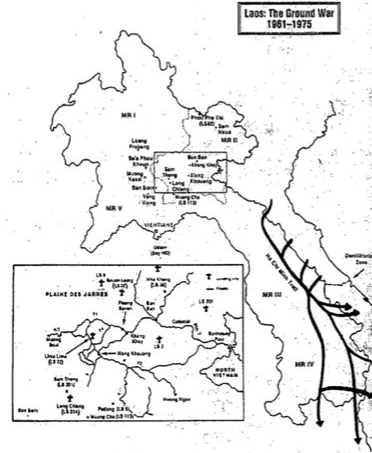
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Although...



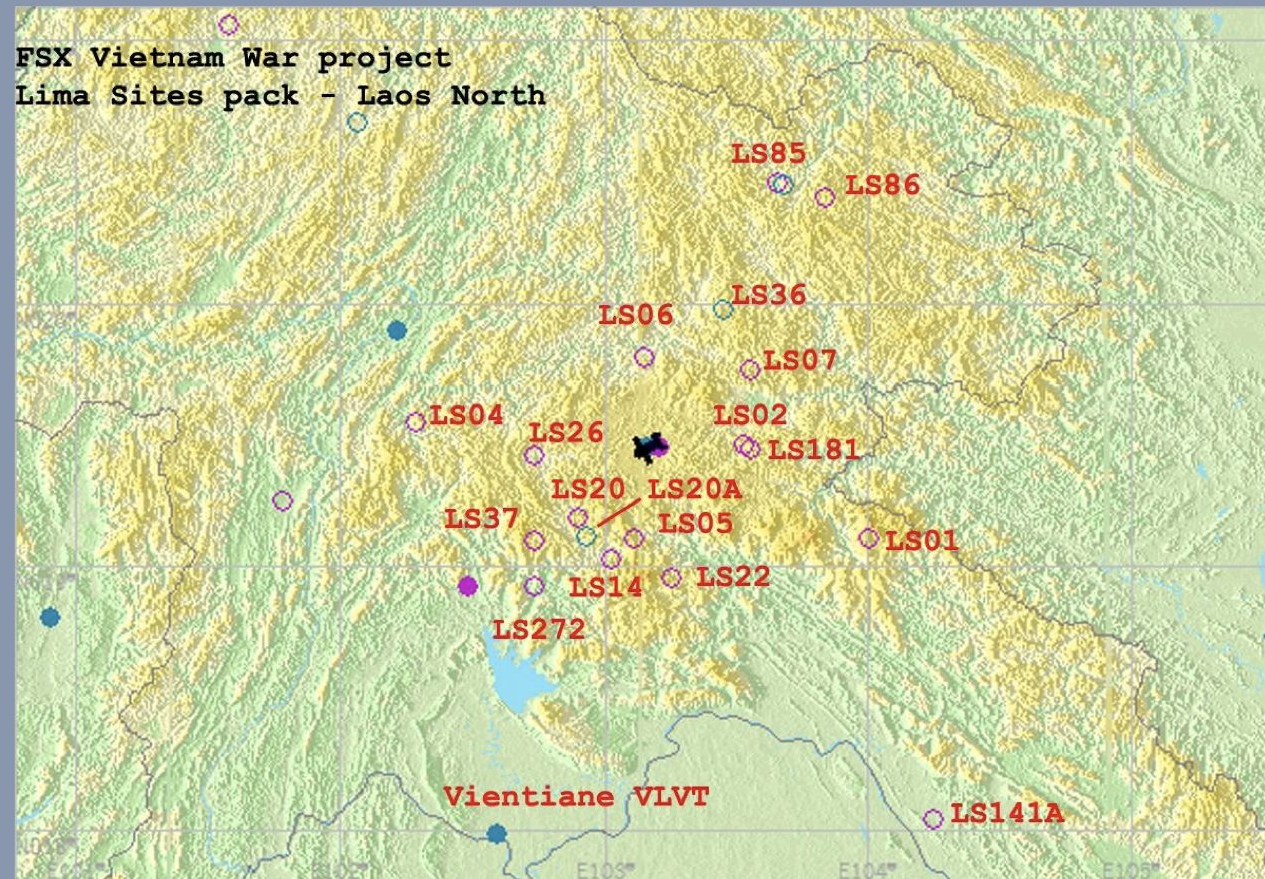


~~SECRET/MR~~

Laos ground war, 1961-75. ☐

Washington and Vientiane to end Laotian neutrality. This would have abrogated the 1962 Geneva Agreements, which prohibited all foreign powers but the French from maintaining a military presence in Laos. Overtly committing US combat forces or even military advisers would imperil the basis for a negotiated peace, something the Kennedy administration shrank from doing. The upshot was that, in addition to deploying its own paramilitary resources, CIA often found itself mediating between the Vientiane embassy and MACV in Saigon. In this capacity, it worked to preserve the ambassador's authority

~~SECRET/MR~~
xvi



Iconic imagery





Hmong fugitive history

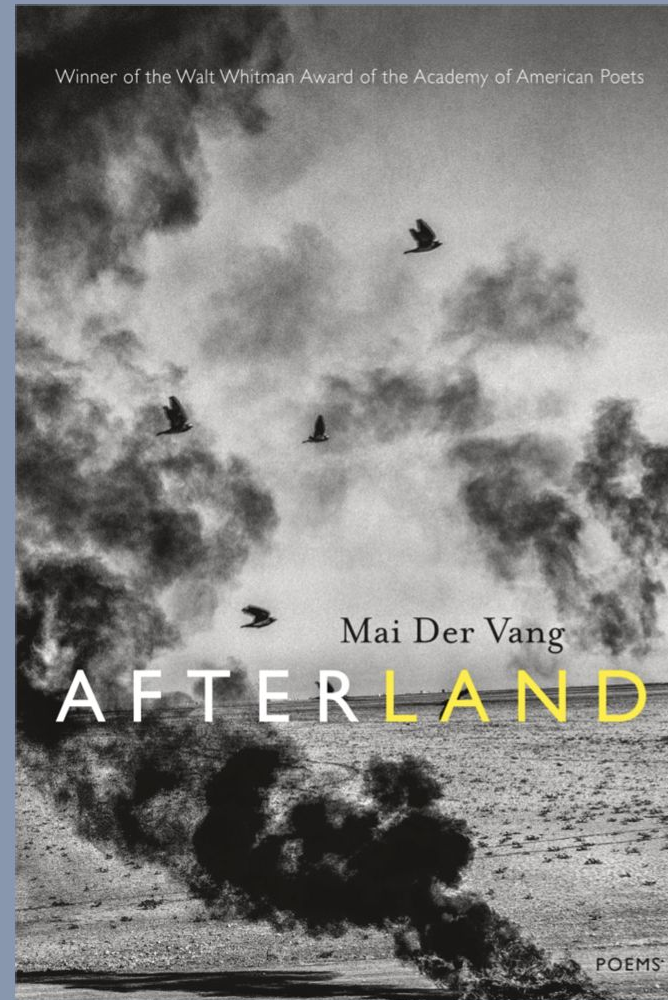
Vim peb tsis muaj teb chaws [because we do not have a country]

Not-yet-modern

Hmong presence in place and time



Refugee return and presence



Spirit, we are in this with each other. . . .

.

When I make the crossing, you must not be taken no matter what the current gives.

.

.

[Y]ou must follow me to the roads and waiting pastures of America.

.

I am refugee. You are too. Cry, but do not weep.

To meet the end is to go back
Through every dwelling,
return my footfalls
to yesterday's land.
Fresno, California.
Merced, California.
Lansing, Michigan.
St. Paul, Minnesota.
Ban Vinai refugee camp, Thailand.
Long Cheng, Laos.
Sayaboury, Laos.
I go to funerals to meet the ancients.
I go to funerals
To keep.

Drift now as the creature
Not meant to land,
Wings in reverse against wind.
How to index my geography,
Map two miles from inhale to breath.
To recycle the chronology of a clock,
Borrow the ladder
From a shaman's dream:
Once, I lived in the valley.
Then I moved to the tent of ghosts.
Next came partitions of ice.
Metallic roads.
Once, I was born in a bowl.

Breakout Conversations

- How can educators use stories, art, and culture critically in the classroom?
- How do we know which stories or forms of art are appropriate AND how do we read or analyze art and culture?

AAPIEN Educator Toolkit

Community of Practice



Erica Boas, Ph.D.
(she/her/hers)
Education Researcher /
Community Worker

AAPIEN Educator Toolkit

Community of Practice

Understanding and Affirming our Asian American & Pacific Islander Students

Please attend our LAST meeting on February 7, 2023 at 4-5:15!
President Rowena Tomaneng (SJCC), Dr. Harshdeep Nanda (Ohlone), and
Mylinh Pham (DeAnza).

Vision

- Acknowledging an interconnected history and shared humanity
- Cultivating a culture of belonging
- Building the engine to fuel the well-being of AAPI students in schools

Expanding Perceptions of AAPI Diaspora

Guiding question:

*How might these
(re)considerations be
incorporated into the next
version of the Toolkit?*

1. The notion of “homeland”

Section I

Immigration and Diaspora



Objectives:

- Understand how telling and learning stories about personal and family histories impact our work in schools
- Acknowledge an interconnected history and shared humanity

Introduction

The Asian American Pacific Islander Educator Network kicked off its four-part series with a panel of speakers who spoke about their families' immigration stories. They shared what it means for them to think about this history as part of a global diaspora. In technical terms, "diaspora" is the movement, migration, or scattering of people from their ancestral homelands.

As the panelists spoke, they reminded us that diaspora is not only physical movement; understanding ourselves as part of a diaspora fills an emotional, psychological, and spiritual space. Individuals and families leave homelands and come to the United States for myriad reasons.

The panelists described in their talk that these reasons are deeply part of their identities. In addition -- and importantly -- these immigration stories are not only stories of individual people and families, they have much to teach us about international and U.S. politics and history, as well as our shared humanity.



What is a homeland?

homeland *noun*



 /'həʊmlænd/

 /'həʊmlænd/

1 ★  [usually singular] the country where a person was born

- *Many refugees have been forced to flee their homeland.*

Reconsidering the notion of homeland as country or nation

Indigenous

Hill People

Stateless

Hill Tribes

Ethnic minority

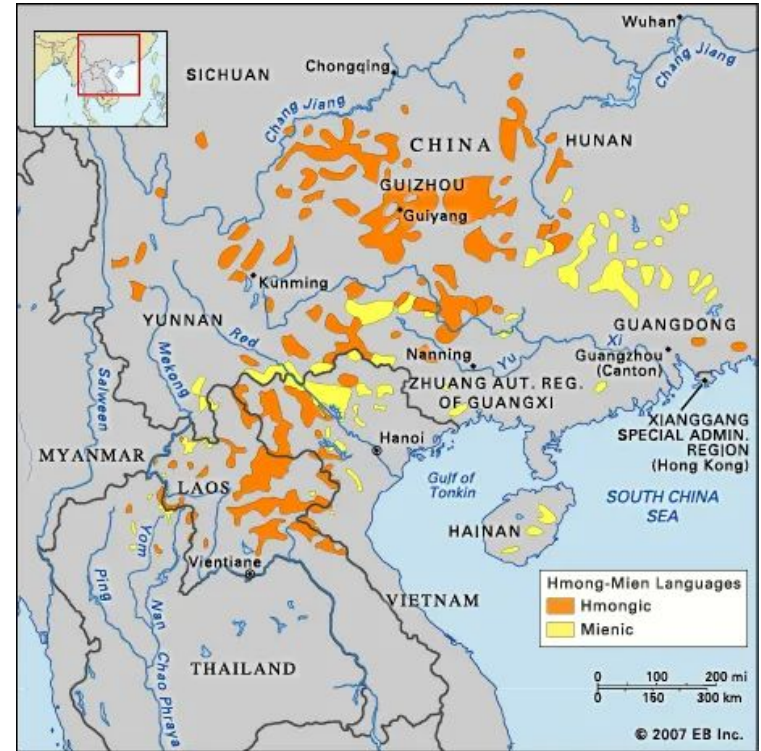
Aboriginal

Ethnic-linguistic groups

Others?

Hmong people

- There is no Hmong geographical nation or state.
- They have lived in Laos, Vietnam, Thailand, and China.
- They are an ethno-linguistic group, not a nationality.



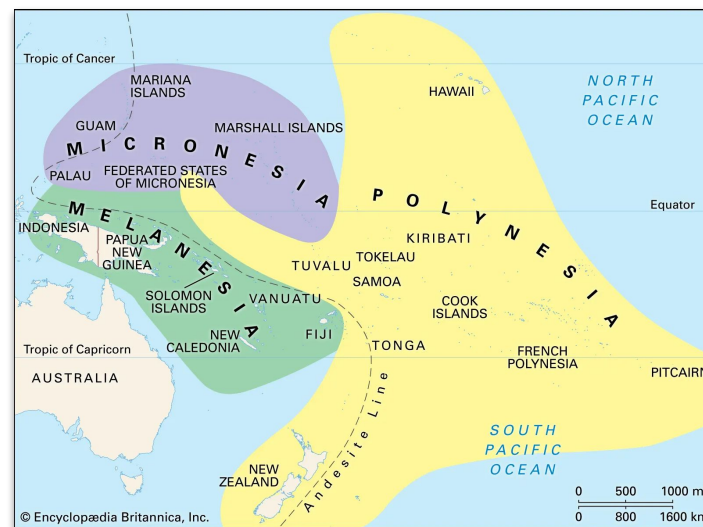
Section III



Education and Pacific Islanders: Sustaining Community and Culture

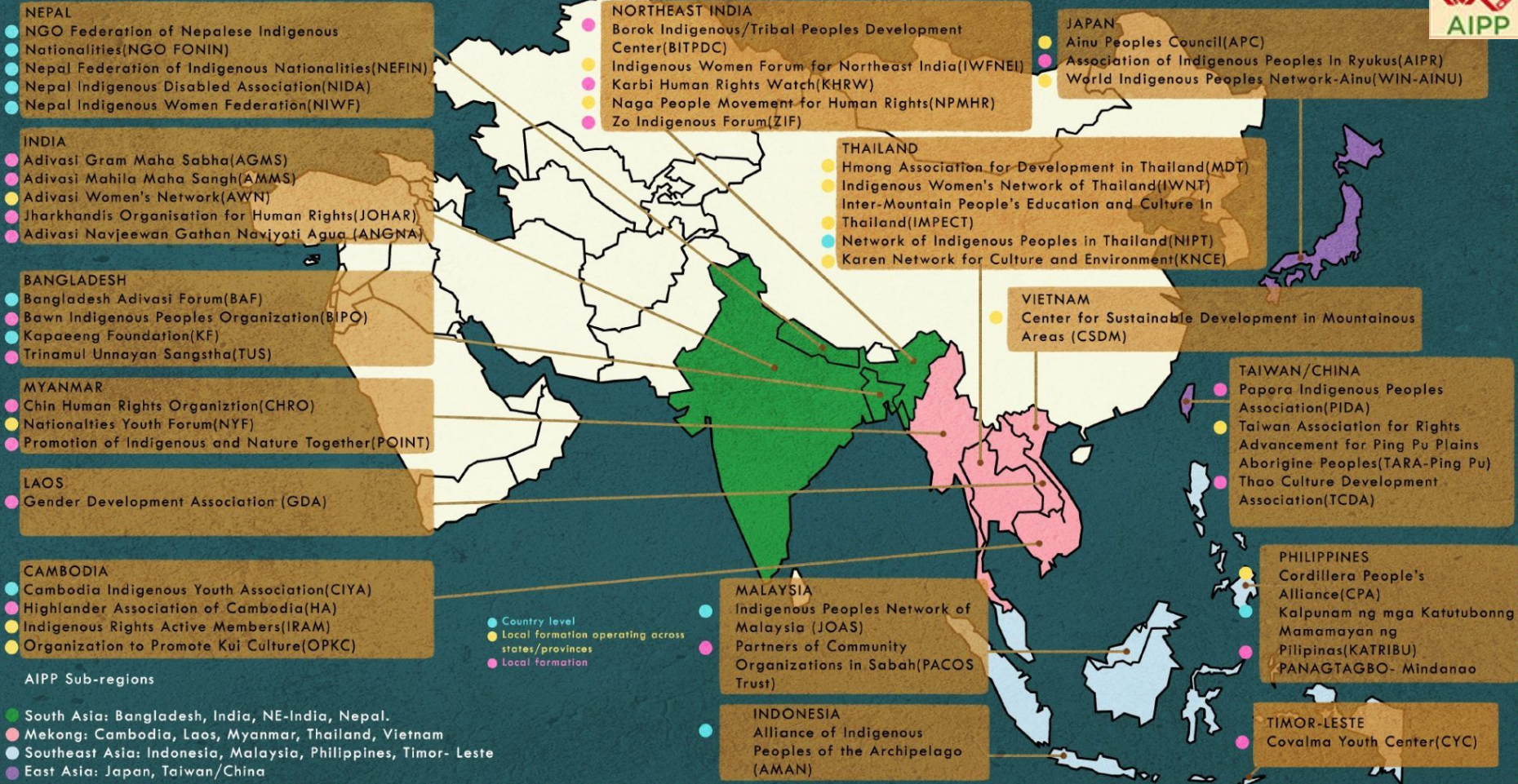
Objectives:

- Gain deeper understanding of Pacific Islander experiences with the education system
- Gain deeper understanding of Pacific Islander educational aspirations and how non-Pacific Islanders can support their communities
- Gain better understanding of Pacific Islander cultural identities

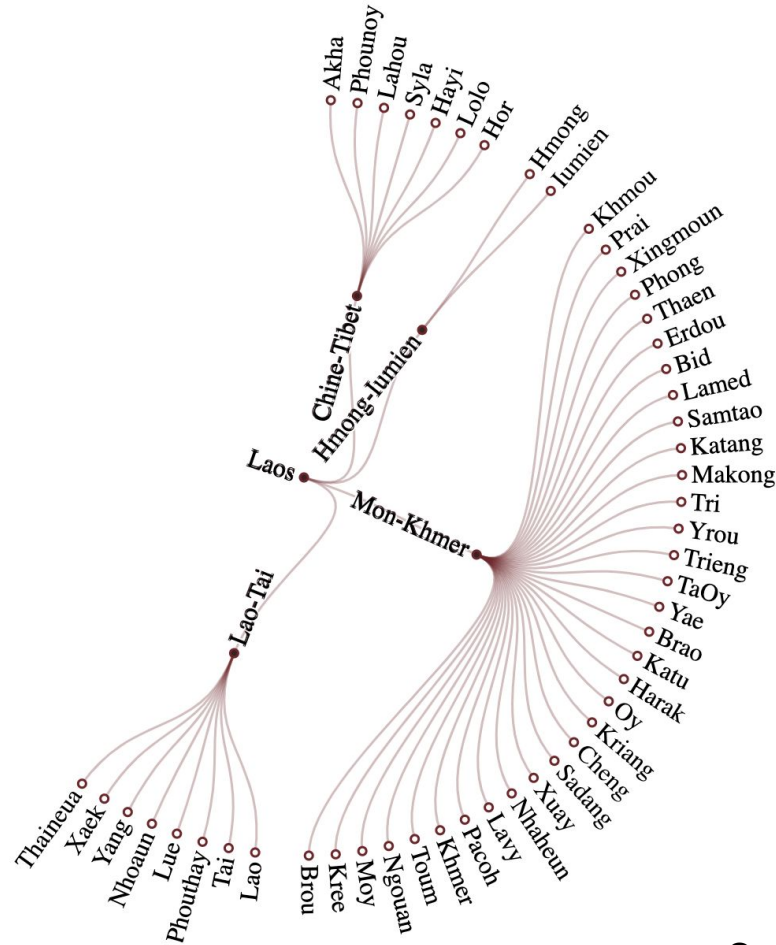


2. Who (or where) is counted in the diaspora?

There are over 260 million indigenous peoples in Asia, three-quarters of the world's total, making it the most culturally diverse region in the world.

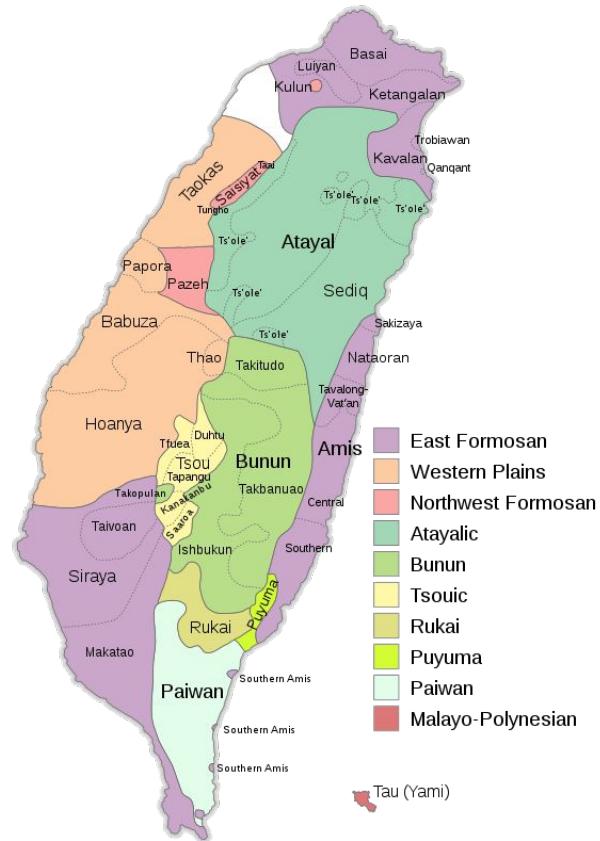


Laos



Source: [OpenDevelopmentLao](https://OpenDevelopmentLao.org)

Taiwan



When indigenous people from Asia must settle in the United States, what must we consider if we are to include them in our circle of support?

Questions we can ask ourselves

- Do families identify as the ethnicity of record?
- What language is spoken at home?
- What is the worldview / knowledge system held by the family?
- Others?

| Asian or Pacific Islander Ancestry | % | # |
|------------------------------------|-------|-----------|
| Chinese | 29.8% | 612,624 |
| Indian | 16.4% | 336,998 |
| Filipinx | 15.9% | 327,505 |
| Vietnamese | 8.4% | 172,297 |
| Korean | 3.6% | 74,728 |
| Japanese | 3.2% | 66,712 |
| Taiwanese | 2.3% | 47,999 |
| Pakistani | 0.8% | 16,748 |
| Cambodian | 0.5% | 10,413 |
| Laotian | 0.5% | 10,065 |
| Thai | 0.4% | 8,682 |
| Nepali | 0.4% | 8,339 |
| Tongan | 0.4% | 7,550 |
| Samoaan | 0.3% | 6,347 |
| Burmese | 0.3% | 5,938 |
| Indonesian | 0.2% | 4,216 |
| Native Hawaiian | 0.2% | 4,172 |
| Guamanian/Chamorro | 0.2% | 3,972 |
| Bangladeshi | 0.2% | 3,144 |
| Hmong | 0.1% | 1,828 |
| Sri Lankan | 0.1% | 1,719 |
| Other Asian or Pacific Islander | 15.7% | 323,323 |
| Total API Population | 100% | 2,055,319 |



3. Stateless peoples

Rohingya

REFUGEES 
INTERNATIONAL

[HOME](#)

[OUR STORY](#)

[OUR WORK](#)

[OUR PEOPLE](#)

[BLOG](#)

[MEDIA](#)

[GET INVOLVED](#)

[Q](#)



[DONATE](#)

Statement

Rohingya Resettlement to United States a
Welcome and Significant Step

Discussion: What do we need to hold in consideration as we think about the classroom and school context?

- Why is it important to understand and talk about AAPI diasporas?
- What is the connection between Dr. Vang's talk, today's discussion, and the AAPI Educator Toolkit?

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
- Dr. Hong Nguyen, San Ramon Valley Unified School District
- Sandhya Raman, Berryessa Union School District
- Joanna Shea, East Side Union High School District
- Jas Sohal, Santa Clara County Office of Education
- Dr. Yee Wan, Santa Clara County Office of Education



Please Provide Feedback

https://sccoe.to/aapien_020223

THANK YOU!



Upcoming Meetings

Join us for our next network meeting!

May 8, 2023 | 4:30 to 6:30 p.m.

[Invite your colleagues to register!](#)



Yee Wan, Ed.D.

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Instructional Services Department

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Connect with SCCOE

- Social Media



- [IMPACT Weekly](#) (e-newsletter)

- www.sccoe.org