



Asian American and Pacific Islander Educators Network

Virtual Meeting

Monday, November 3, 2022

4:30 - 6 p.m.

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

Welcome & Introductions



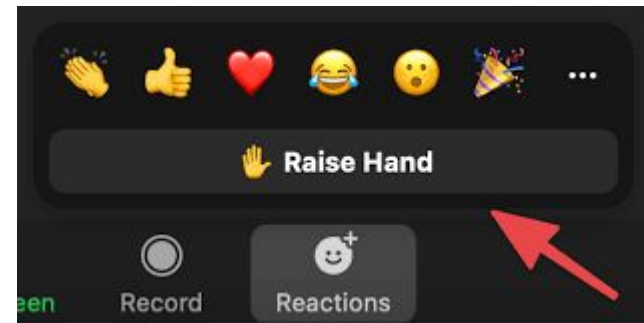
Dr. Anisha Munshi

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: "C-ing" Learning Opportunities for AAPI Students

III. Breakout Rooms & Share Outs

IV. AAPI Community of Practice: Student Voice

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



Dr. Cindy Huynh

Full-Time Faculty, Ethnic Studies
Coordinator, Leveraging Education
for AAPI Students (LEAP)
San José City College

How can educators and educational leaders rethink the way lessons are designed?

How can educators make lessons relevant, reflective of their local community, and expand their thinking around texts and resources to include?

Why does this work matter?

“C-ing” Learning Opportunities for AAPI Students

Who is considered AAPI?

Whose definition are we using for AAPI?

COMMUNITY

Bangladeshis
Bhutanese
Burmese
Cambodians
Chinese
Filipinos
Hmong
Indians
Indonesians
Japanese

Koreans
Laotians
Malaysians
Mongolians
Nepalese
Okinawan
Pakistanis
Sri Lankans
Taiwanese
Thai
Vietnamese

(Pew Research Center, 2021)

COMMUNITY

Notions of ethnic and national identity carry political, social and familial meanings too complex to analyze here.

- **Central Asians** Afghani, Armenian, Azerbaijani, Georgians, Kazakh, Kyrgyz, Mongolian, Tajik, Turkmen, Uzbek.
- **East Asians** Chinese, Japanese, Korean, Okinawan, Taiwanese, Tibetan.
- **Native Hawaiians and Pacific Islanders** (in the U.S. Jurisdictions & Territories) Carolinian, Chamorro, Chuukese, Fijian, Guamanian, Hawaiian, Kosraean, Marshalllese, Native Hawaiian, Niuean, Palauan, Pohnpeian, Samoan, Tokelauan, Tongan, Yapese.
- **Southeast Asians** Bruneian, Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Papua New Guinean, Singaporean, Timorese, Thai, Vietnamese
- **South Asians** Bangladeshi, Bhutanese, Indian, Maldivians, Nepali, Pakistani, Sri Lankan.
- **West Asians** This is a contested term, most people from the region do not self-identify as such. West Asia is typically referred to as the Middle East; and geographically includes the countries of Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey (straddles Europe and Asia) United Arab Emirates and Yemen.

(US Census, 2020)

COMMUNITY

Asian Indian	Laotian	Fijian
Bangladeshi	Malaysian	Guamanian/Chamorro
Bhutanese	Mongolian	Marshallese
Burmese	Nepalese	Native Hawaiian
Cambodian	Other Asian	Other Pacific Islander
Chinese	Pakistani	Samoan
Filipino	Singaporean	Tongan
Hmong	Sri Lankan	Chuukese
Indo Chinese	Taiwanese	Tahitians
Indonesian	Thai	
Japanese	Vietnamese	
Korean	Afghan	
	East Indian	
	Asian - (Detail Unknown)	



(Campaign for College Opportunity, 2022)

Who are our AAPI students?

What contexts are our AAPI students learning in?

CONTEXT

- Asian American and NHPI enrollment at CCCs plummeted by 20% due to pandemic
- Unemployment for AA and NHPI rose from 3% to 15%
- Experienced greater amount of long-term unemployment
- SEAs experience high levels of poverty
- NHPI HS graduation rates is 82%
- Anti-Asian hate crimes grew by 420% from 2019-2020

(Campaign for College Opportunity, 2022)

CONTEXT

- Only half of AAPIs felt safe going out
- Two in three were concerned about safety of family and elders
- Among AAs who reported hate incidents
 - 95% view US as more dangerous
 - 49% reported experiencing depression and/or anxiety
 - 72% named discrimination as greatest source of stress

(Stop AAPI Hate, 2022)

CONTEXT

- Some school districts with large concentrations of SEAs and PIs, HS pushout rates are upwards of 50%
- SEAs and PIs are experiencing unemployment rates that are more than double unemployment rate for other men
- NH and PI HS students had highest rates of being bullied
- 65% of Sikh middle school boys have experienced some form of racial or religious bullying
- AA HS students reported highest levels of feeling sad or hopeless

(Teranishi and Nguyen, 2017)

How does context inform our practices?

CONTENT

Individual

- Anxiety, depression, hopelessness, and isolation
- Concern for family and community
- Educational challenges; lack of college resources, support and “readiness”
- Under-and-unemployment

Community

- Mental health and wellness; generational trauma
- Targeted violence
- Educational equity (policies, practices, disproportionate punishment, etc)
- Poverty

CREATE CURRICULUM

- Critical Questions and Objectives
 - Questions to explore together
 - Learning objectives and/or standards to meet
- Concepts
 - Terms and themes to ground the lesson or unit
- Connected Content
 - Lived experience
 - Present day
 - History
- Collaboration
 - Activities to co-construct and display knowledge
- Conversation
 - Dialogue and reflection; coming full circle

SAMPLE

Vietnamese and the Nail Industry (+ Vietnamese Americans and the Nail Industry Amid the Pandemic)

- **Critical Question:** What key factors drove Vietnamese refugees into the nail salon industry?
- **Critical Objectives:** Learn history of Vietnamese introduction to trade; key factors that fostered participation; ways Vietnamese have contributed to and expanded the nail industry
- **Concepts:** 1) Entrepreneurship; 2) Cultural Capital; 3) “Chain” Migration
- **Connected Content:** History relates to Vietnam and the refugee crisis; students are and/or have family in the industry
- **Collaboration:** Have students create zines focused on one element of Vietnamese participation and influence in the nail industry that interested them
- **Conversation:** What individual and community consequences come with concentrated participation in the nail industry?

Breakout Conversations

- How can educators and educational leaders rethink the way lessons are designed?
- How can educators make lessons relevant, reflect the local community, expand their thinking around what texts and resources to include, and the importance of doing this work?

AAPIEN Educator Toolkit

Community of Practice



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

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

Section IV



AAPI Youth: Identity and Education

What does your identity mean to you?



What does being an Asian American or a Pacific Islander mean to you?

Objective: Foster the positive cultural identity development of AAPI students in school

Defining the Topic





The youth panelists represent high school students from Santa Clara County schools who identify as Asian American. These students hold significant insight into how their cultural and familial identities shape their school experiences and how their school experiences shape their identities. To create the best learning and development conditions for students, it is imperative adults listen and engage so decision-making and actions around education policies and practices are informed by youth perspectives.

For this section, we define “cultural identity” as:

Cultural identity refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion.

Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs. [\[source\]](#)

AAPI Youth Identities & Education: At-a-Glance

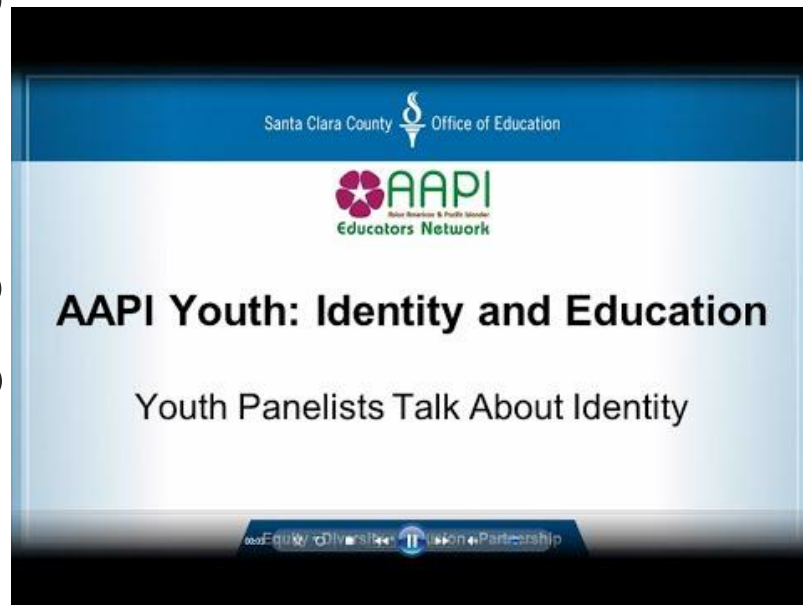
Panelists	Main Takeaways	Significance for Santa Clara County Educators
Kalyssa Choy 	<p>Students want places to be able to discuss hard topics, but these are often not made available to them. If they are not provided places to be able to talk about things they are passionate about and want to shed light on, they may not speak up.</p>	<p>It is important for kids like me to be in a learning environment where they feel safe and not judged,</p>
Jina So 	<p>Although some may have different opinions as to what defines a true American, I believe that a true American is someone who accepts different racial and religious backgrounds. Once this is achieved, our community can become more inclusive and secure for people of all backgrounds.</p>	<p>As an Asian American student, I have dealt with hardships caused by others' beliefs about my identity. Getting ridiculed for one's identity has become common in our modern society which results in many feeling ashamed for being the person they are.</p>
Tiffany Mai Tran 	<p>The model minority is a myth, perpetuated by those in power. Asian Americans and Pacific Islanders are conditioned to believe the false reality of the myth, but it only seeks to harm Asian communities and drive division between minority groups.</p>	<p>AAPI are considered the dominant racial group in the Santa Clara County census. Despite this, there is a lack of recognition, representation, and understanding of the racial/ethnic diversity of AAPI groups in the education system.</p>
Nihal Sahul 	<p>We definitely have more LGBTQ+ support than we used to, however, there has been a sudden spike in mental health issues, it is not too common to find people without mental health issues, especially amongst the youth.</p>	<p>While there is more cultural representation now and LGBTQ+ support than there used to be, I think explaining what issues were addressed and what issues have not been fixed will help us predict what kind of issues might arise and how to avoid them.</p>

In what ways does your identity come into play in your school?

Do you think that your teachers, administrators, students, and or parents treat you in particular ways due to your AA and/or PI identity? What are some challenges or

Topics addressed in this video:

- Bullying
- Parent expectations
- Stereotypes:
 - Model minority
 - COVID-19
 - Fetishization of Asian women
- Americanization
- Racial insensitivity by teachers



AAPIEN Educator Toolkit

Community of Practice

*Understanding and Affirming our
Asian American & Pacific Islander
Students*

AAPIEN Educator Toolkit **Community of Practice**

Understanding and Affirming our Asian American & Pacific Islander Students

Going deeper into the Educator Toolkit: Understanding and Affirming our K-12 Asian American & Pacific Islander (AAPI) Students, this four-session Community of Practice supports educators in learning and sharing strategies and practices with one another to make our schools more inclusive for all AAPI students.

Goals:

- To develop educators' understanding of AAPI students' cultural and ethnic diversity
- To provide resources for teachers to implement strategies, lessons and equitable practices for serving AAPI students
- To build a community for educators to share resources
- To take a targeted universalist approach to addressing the needs of AAPI school communities

Audience:

- K - 12 Classroom Teachers, Counselors, and Principals

Structure:

- 4 virtual 75-minute COP meetings

CoP #1: Student Panel October 4, 2022

Kalyssa Choy

Student
Branham High School



Amara Fernandes

Student
Archbishop Mitty High School



Questions for Youth Panelists

- 1.Support for you as a student who identifies as AAPI:** *What is something that someone at school has done to make you feel included? Honored your identity as AAPI? OR When is a time that you felt your AAPI identity was honored by your school or by an educator at your school?*
- 2.Challenges you've faced as a student who identifies as AAPI:** *What is an experience you've had in school that made you feel excluded? OR When was a time that you felt that your AAPI identity was not honored by your school or by an educator at your school?*
- 3.Influencing your educators and schools:** *What advice would you give your teachers or administrators at your school?*

Key takeaways from student panel

- Students are already thinking about the complex cultural, social, and political issues that involve AAPI communities
- Student peers offer the greatest support to one another, but adults are key to advocacy and ensuring safer spaces
- Students *want* to be able to talk about “hard” issues; adults should help create spaces where these kinds of conversations can happen
- Individual educators who show interest and support for AAPI identifying students are very important to the students

Key takeaways from student panel

- Asian cultural celebrations seem to be mocked or ignored in school (even with a large Asian American student population)
- If there is no educator willing to sponsor a club or activity, it doesn't happen – very little advocacy
- Very little Asian (American) and Pacific Islander (American) focused curriculum
- Anti-Asian (especially anti-Chinese) sentiment is felt by students
- Educators should be expected to learn about the histories and cultures of their students

AAPI Educator Toolkit Community of Practice

@ 4 - 5:15 PM

October 4, 2022	Student Panel	<i>What do AAPI students want and need from their schools?</i>
November 8, 2022	School / Educator Panel	<i>How are schools including AAPI content in their curriculums? What are the highlights and challenges to doing this?</i>
January 10, 2023	Community Agency Resources Panel	<i>How do community-based agencies partner with schools and districts to support AAPI students and families?</i>
February 7, 2023	Community College Panel	<i>What are local community colleges doing to support AAPI students?</i>

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://www.surveymonkey.com/r/aapien110322>

THANK YOU!



Upcoming Meetings

Join us for the next two network meetings!

February 2, 2023 | 4:30 to 6 p.m.

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

[Invite your colleagues to register!](#)



Yee Wan, Ed.D.

Director, School Climate, Leadership and
Instructional Services Department

Professional Learning & Instructional Support Division

ywan@sccoe.org

(408) 453-6825

Connect with SCCOE

- Social Media



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

- www.sccoe.org