



# Asian American and Pacific Islander Educators Network

Virtual Meeting

Monday, September 12, 2022

4:30 - 6 p.m.

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

# Welcome & Introductions



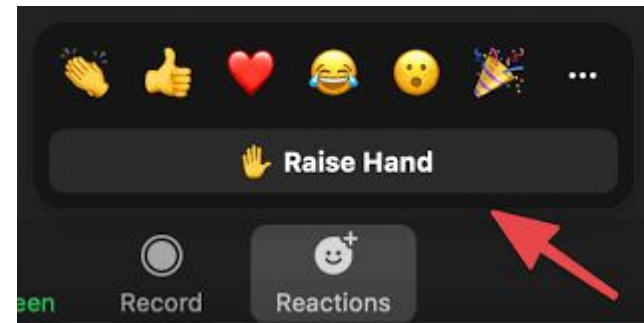
## **Dr. Anisha Munshi**

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: Cambodian, Hmong, and Vietnamese Model Curricular Project for Grades K-12**

**III. Breakout Rooms & Share Outs**

**IV. AAPI Educator Toolkit Introduction**

**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](#).

# Aligning with SCCOE Core Principles

Equity	Support educators in cultivating equity through building a culture of belonging for AAPI students in schools so that students feel safe, cared for and visible.
Diversity	Embrace diverse and cross-cultural perspectives and experiences in our equity work.
Inclusion	Include and honor voice, knowledge, wisdom, experience, practice and reflection held within the AAPI communities across Santa Clara County.
Partnership	Leverage the expertise of individuals who are members of districts and/or community agencies as partners or collaborators.

# Keynote Speakers



**Marika Manos, Ed.D.**

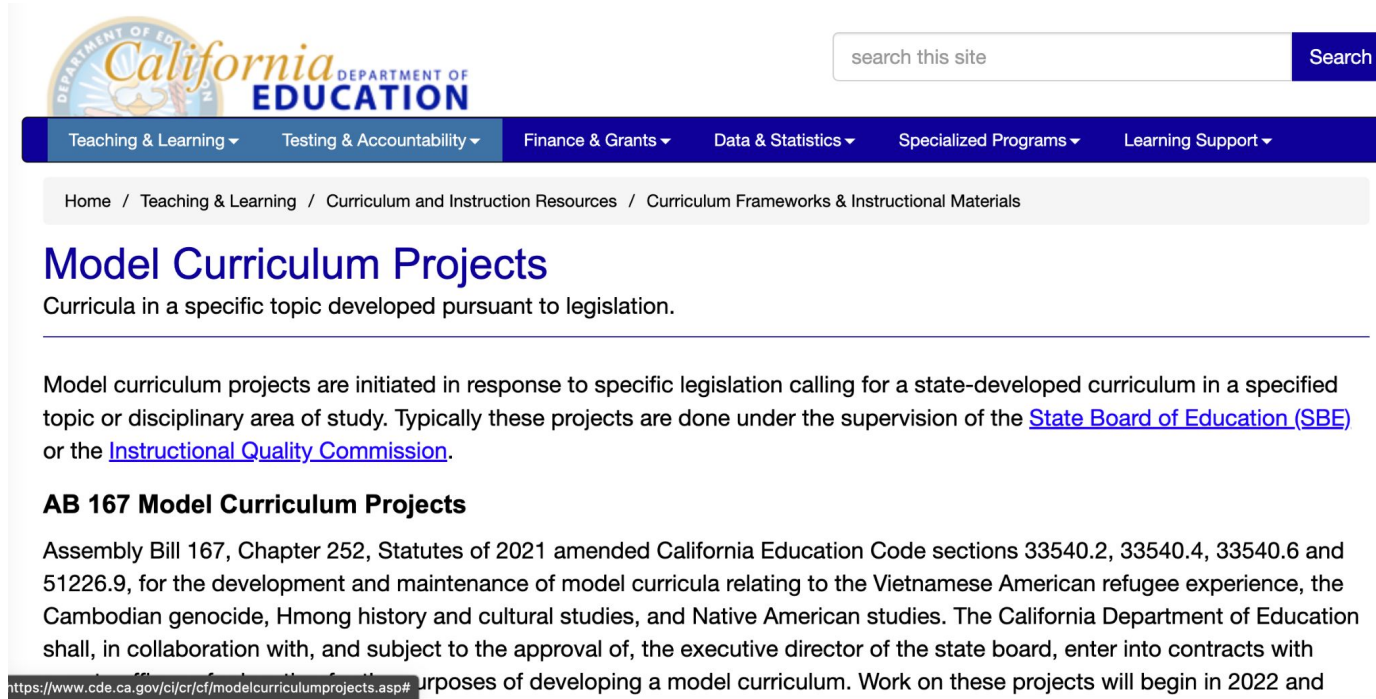
History/Social Science/Civics Coordinator  
Orange County Department of Education



**Olivia Santillan**






History-Social Science &  
Civic Engagement Coordinator  
Santa Clara County Office of Education

# AB 167 Model Curriculum Projects



The screenshot shows the California Department of Education website. At the top is the state seal and the text "California DEPARTMENT OF EDUCATION". To the right is a search bar with the text "search this site" and a "Search" button. Below this is a navigation bar with links: "Teaching & Learning", "Testing & Accountability", "Finance & Grants", "Data & Statistics", "Specialized Programs", and "Learning Support". Below the navigation bar is a breadcrumb trail: "Home / Teaching & Learning / Curriculum and Instruction Resources / Curriculum Frameworks & Instructional Materials". The main heading is "Model Curriculum Projects" in blue. Below it is a subheading: "Curricula in a specific topic developed pursuant to legislation." A paragraph follows: "Model curriculum projects are initiated in response to specific legislation calling for a state-developed curriculum in a specified topic or disciplinary area of study. Typically these projects are done under the supervision of the [State Board of Education \(SBE\)](#) or the [Instructional Quality Commission](#)." Below this is a section titled "AB 167 Model Curriculum Projects". The text reads: "Assembly Bill 167, Chapter 252, Statutes of 2021 amended California Education Code sections 33540.2, 33540.4, 33540.6 and 51226.9, for the development and maintenance of model curricula relating to the Vietnamese American refugee experience, the Cambodian genocide, Hmong history and cultural studies, and Native American studies. The California Department of Education shall, in collaboration with, and subject to the approval of, the executive director of the state board, enter into contracts with <https://www.cde.ca.gov/cj/cr/ct/modelcurriculumprojects.asp#> purposes of developing a model curriculum. Work on these projects will begin in 2022 and

# What Is A Model Curriculum?

- ✓ Lesson Plans 
- ✓ Primary Source Documents Including Writings, Other Media, and Oral Testimony 
- ✓ Planning Resources 
- ✓ Teaching Strategies 
- ✓ Professional Development Activities 

# What Is The Purpose Of A Model Curriculum?


- ✓ Assist teachers in teaching about the subject



- ✓ Serve as a guide to allow school districts, charter schools, and COEs to *adapt* their related courses to *best meet the educational needs of their communities*

# How Is A Model Curriculum Accessed?

The model curriculum shall:

- ✓ Be open source and available online to educators across the state 
- ✓ Include curriculum and online instructional modules appropriate for use in *elementary schools, middle schools, and high schools*

# Vision For The Projects

- Fair, Accurate, Inclusive and Respectful Content
  - Centers the Stories of Individuals who are not Represented in Current Curricula
  - Includes Multiple Perspectives, Rooted in Scholarship with Rich Contexts and Nuance
- High-Quality Instructional Practices and Curricular Models
  - Encourages Student Development of Literacy Skills
  - Helps Teachers to Honor and Learn about Students that They Serve
- Support Students
  - Highlights and Supports Resilience and Agency
  - Leads to Reconciliation and Healing
- Leads to a Better Society
  - Leads to Empowerment
  - Leads to Solidarity

# The Cambodian Genocide Model Curriculum Project

The Cambodian Genocide Model Curriculum will include the incorporation of writings or other media that represent all perspectives of the Cambodian genocide, including oral testimony by survivors, to ensure quality standards and materials for this area of study.



# The Cambodian Genocide Model Curriculum Project Participants

15 Curriculum Writers and 4  
Community Organizations  
with Recruitment in  
Progress

Research Team

10 Scholars Representing  
Over 9 Universities

Leadership Team

8 Education Partners and 1  
Community Liaison



# The Hmong History & Cultural Studies Model Curriculum Project

**History** of the Hmong people who lived in Laos, Thailand, Vietnam, and China;

**History** of the Hmong migration to the United States and California, as well as other parts of the world;



# The Hmong History & Cultural Studies Model Curriculum Project

**Cultural beliefs, practices, and traditions** of the Hmong people, including, among other things, Hmong New Year celebrations, marriages, newborns, and funerals;



# The Hmong History & Cultural Studies Model Curriculum Project

**Contributions** of the Hmong people to California and the United States; contributions and sacrifices of the Lao-Hmong and other Southeast Asians who served in the “Secret Army” in Laos, which the United States Central Intelligence Agency funded.

# The Hmong History and Cultural Studies Model Curriculum Project Participants

10 Curriculum Writers and 4  
Community Organizations  
with Recruitment in  
Progress

Research Team

9 Scholars Representing  
9 Universities

Leadership Team

9 Education Partners and 1  
Community Liaison



# The Vietnamese American Refugee Model Curriculum Project

The Vietnamese American Refugee Experience Model Curriculum will include the fall of Saigon in 1975;

A discussion of the Vietnamese boat people and members of the Republic of Vietnam Armed Forces;



# The Vietnamese American Refugee Model Curriculum Project

The reasons behind the exodus; hardships faced by the Vietnamese people attempting to flee who were apprehended by the communist government;  
Conditions that led to the resettlement of Vietnamese people in the United States.



# The Vietnamese American Refugee Experience Model Curriculum Project Participants

14 Curriculum Writers and 6  
Community Organizations  
with Recruitment in  
Progress

Research Team

7 Scholars Representing  
7 Universities

Leadership Team

10 Education Partners and  
1 Community Liaison



# Model Curriculum Development Timeline

## Curriculum Writing Summer 2022

Writers develop curricula based upon selected content (outlines, sources, and lectures).

2

## Plan for Curriculum Writing Spring 2023

Leadership Team develops presentations based upon community feedback. Research Team uses community feedback to identify sources and develop presentations for the writing team.

4

## Curriculum Writing Summer 2023

Writers develop and curricula based upon feedback from engagement sessions, forms, and selected content (outlines, sources, and lectures).

6

**Professional Learning  
Fall 2024 and Spring  
2025** County Offices of Education and schools statewide attend professional learning around the Model Curricula.

8

1

## Plan for Curriculum Writing Summer 2022

Leadership Team shares curriculum templates and develops presentations. Research Team shares sources and presentations for the writing team.

3

## Engagement Sessions, Fall 2022

Leadership Team develops presentations and data collection tools for feedback. Community and Education Partners host engagement sessions (at least one listening, one informational, and one focus group) and share feedback.

5

## Plan for Curriculum Writing Spring 2023

Leadership Team shares curriculum templates and develops presentations. Research Team shares sources and presentations.

7

## Engagement Sessions Fall 2023

Leadership Team develops presentations and refines data collection tools for feedback. Community and Education Partners host engagement sessions (at least one listening, one informational, and one focus group) and share feedback.

# Engagement Sessions

## Cambodian Genocide Model Curriculum Engagement Sessions



The Cambodian Genocide Model Curriculum will be developed in order to assist educators in teaching about the Cambodian Genocide as part of the Education Finance bill AB 167. Learn about AB 167 at the webpage [HERE](#). For more information about the project, please visit this webpage [HERE](#) or <https://tinyurl.com/ModelCurriculumProjects>

Perspectives and voices of community members, educators, and survivors of the Cambodian Genocide will lead the development of the Cambodian Genocide Model Curriculum. During a one-hour information session, participants learn about possible goals, vision, and outcomes of the Cambodian Genocide Model Curriculum. In a one-hour listening session, participants discuss their hopes for the model curriculum. Participants interested in sharing additional ideas will be invited to participate in a follow-up focus group.

For questions, please contact Laura Guajardo, Coordinator, History-Social Science and Second Literacy  
Email: [LGuajardo@sccoe.org](mailto:LGuajardo@sccoe.org) (408) 453-4354

**WHEN:** November 14, 2022 and December 7, 2022  
**Information Session:** November 14, 2022 3 p.m. to 4 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Listening Session:** November 14, 2022 4 p.m. to 5 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Focus Group:** December 7, 2022 2 p.m. to 3 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)

Please complete the registration form <https://na.eventscloud.com/715588> before November 7, 2022



## Hmong History and Cultural Studies Engagement Sessions



The Hmong History and Cultural Studies Model Curriculum will be developed in order to assist educators in teaching about Hmong history and culture as part of the Education Finance bill AB 167. Learn about AB 167 at the webpage [HERE](#). For more information about the project, please visit this webpage [HERE](#) or <https://tinyurl.com/ModelCurriculumProjects>

Perspectives and voices of community members, educators, and Hmong advocacy, community, social, and cultural organizations will lead the development of the Hmong History and Cultural Studies Model Curriculum. During a one-hour information session, participants learn about possible goals, vision, and outcomes of the Hmong History and Cultural Studies Model Curriculum. In a one-hour listening session, participants discuss their hopes for the model curriculum. Participants interested in sharing additional ideas will be invited to participate in a follow-up focus group.

For questions, please contact Laura Guajardo, Coordinator, History-Social Science & Secondary Literacy

Email: [LGuajardo@sccoe.org](mailto:LGuajardo@sccoe.org) (408) 453-4354

**WHEN:** November 15, 2022 and December 7, 2022  
**Information Session:** November 15, 2022 3 p.m. to 4 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Listening Session:** November 15, 2022 4 p.m. to 5 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Focus Group:** December 7, 2022 3:15 p.m. to 4:15 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)

Please complete the registration form <https://na.eventscloud.com/715643> before November 7, 2022



## Vietnamese American Refugee Experience Model Curriculum Engagement Sessions



The Vietnamese American Refugee Experience Model Curriculum will be developed in order to assist educators in teaching about the Vietnamese American refugee experiences as part of the Education Finance bill AB 167 at the webpage [HERE](#). For more information about the project, please visit this webpage [HERE](#) or <https://tinyurl.com/ModelCurriculumProjects>

Perspectives and voices of community members, educators, and Vietnamese American cultural centers and community groups located in California, survivors, rescuers, and liberators of the Vietnam War, and Vietnamese American refugees will lead the development of the Vietnamese American Refugee Experience Model Curriculum. During a one-hour information session, participants learn about possible goals, vision, and outcomes of the Vietnamese American Refugee Experience Model Curriculum. In a one-hour listening session, participants discuss their hopes for the model curriculum. Participants interested in sharing additional ideas will be invited to participate in a follow-up focus group.

For questions, please contact Laura Guajardo, Coordinator, History-Social Science and Second Literacy

Email: [LGuajardo@sccoe.org](mailto:LGuajardo@sccoe.org) (408) 453-4354

**WHEN:** November 16, 2022 and December 7, 2022  
**Information Session:** November 16, 2022 3 p.m. to 4 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Listening Session:** November 16, 2022 4 p.m. to 5 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)  
**Focus Group:** December 7, 2022 4:30 p.m. to 5:30 p.m.  
**LOCATION:** Virtual (Zoom link will be sent prior to event days.)

Please complete the registration form <https://na.eventscloud.com/715631> before November 7, 2022

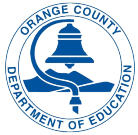




## [OCDE Model Curriculum Website](#)

**If you have additional questions, please contact us at:  
[ModelCurriculumInfo@ocde.us](mailto:ModelCurriculumInfo@ocde.us)**

## OCDE Model Curriculum Website



Marika Manos, Ed.D.  
History/Social-Science/Civics  
Coordinator  
Orange County Department  
of Education  
Email: [mmanos@ocde.us](mailto:mmanos@ocde.us)

Olivia Santillan  
History-Social Science &  
Civic Engagement  
Coordinator  
Santa Clara County Office of  
Education  
Email: [osantillan@sccoe.org](mailto:osantillan@sccoe.org)



# Breakout Conversations

- How do these resources compare to the instructional materials you use, have used in your classroom?
- What role can you play to encourage the use of authentic and relevant instructional materials?

# AAPI Toolkit Introduction



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

## Educator Toolkit

# Understanding and Affirming our K-12



## ASIAN AMERICAN PI PACIFIC ISLANDER Students

July 2022



Santa Clara County  
Office of Education



Intro

Immigration and  
Diaspora

Local Geography

Education &  
Pacific Islanders

Identity

Resources

## 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

# Objectives of the Toolkit

- To prepare educators to teach AAPI students and within AAPI communities
- To develop shared understanding of who makes up the AAPI local community
- To build community and solidarity
- To gain understanding about shared and divergent histories and identities of AAPI groups
- To support the strong identity development of AAPI students
- To address the needs of AAPI school communities

# our approach to the toolkit

- *Constructivist*: co-exploring stories and experiences (questions are as important as facts)
- Based in the rich local histories, experiences, and knowledge held within the AAPI community across Santa Clara County
- Knowledge and wisdom (expertise) come from experience, practice, and reflection: non-hierarchical
- Collecting and sharing resources that have been of use to community members
- Building toward a truthful, additive, multidimensional, & humanizing curriculum:

*transformative*



Milton Keynes 1, 1991, Silk, Siripan Kidd

# Structure of the Toolkit

## Introduction

- History / Social Science Connections
- Defining AAPI
- Local student demographics

## Sections

- I. Immigration and Diaspora
- II. Local Geography: Physical and Community Spaces
- III. Education and Pacific Islanders: Sustaining Community and Culture
- IV. AAPI Youth Identities

## Resources

# Section Components

- Objectives
- Introduction to the topic
- Inquiry and Reflection Questions
- “At-a-Glance”
- Speaker bio
- Video of the presentation
- Takeaways and significance for Santa Clara County Educators

# Section I: Immigration & 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



**An Bui**



**Sofia Fojas**



**Funie Hsu**

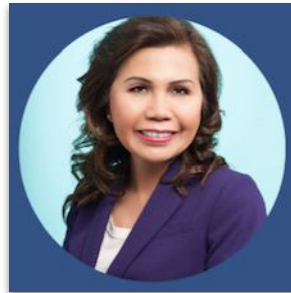
# Section II: Local Geography: Physical and Community Places

## Objective:

- Understand history of local places and their significance to the development of cultural identities and empowerment.



**Gurinder Pal  
Singh, Ph.D.**



**Van Le**



**Tom Izu**

# Section III: Education and Pacific Islanders: Sustaining Community & 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

**Daniel  
Naha-Veevalu**



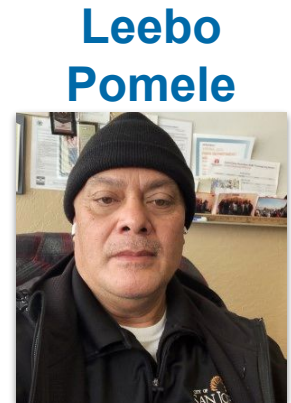
**Kanani Toni  
Densing**



**Kawika  
Alfiche**



**John iesha  
Ena**



**Leebo  
Pomele**

# Section IV: AAPI Youth Identity & Education

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

## Objective:

- Foster the positive cultural identity development of AAPI students in school



**Bhargavi  
Garimella**



**Nihal Sahul**



**Kalyssa  
Choy**



**Jina So**



**Tiffany  
Mai Tran**

# Resources



Understanding and Affirming  
our K-12

**ASIAN AMERICAN  
PACIFIC ISLANDER**

Students



## PANEL 1: IMMIGRATION & DIASPORA RESOURCES

An Bui

- Diasporic Vietnamese Artist Network (DVAN)
- Southeast Asia Resource Action Center (SEARAC)
- *The Gangster We Are All Looking For* by Le Thi Diem Thuy
- *Vietnamerica* by G.B. Tran
- *Thousand Star Hotel* by Bao Phi

Sofia Fojas

- Felipe, V. M. (2002). *Hawaii: A Pilipino dream*. Honolulu, Hawaii: Mutual Pub.
- Hagedorn, J. (2013). *Manila noir*. New York, NY: Akashic Books.
- Mabalon, D. B. (2013). *Little Manila is in the heart: The making of the Filipina/o American community in Stockton, California*. Durham: Duke University Press.
- Castillo, E. (2018). *America is Not in the Heart: A novel*. New York, New York: Viking Books.

Funie Hsu, Ph.D.

- *The Color of Success: Asian Americans and the Origins of the Model Minority* by Ellen Wu
- *The Best We Could Do*, by Thi Bui
- South Asian American Digital Archives (SAADA)  
<https://www.saada.org/>

# 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, join this four-session Community of Practice to learn and share strategies and practices to support educators and 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

# AAPI Educator Toolkit Community of Practice

@ 4 - 5:15 PM

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

# AAPI Educator Toolkit Community of Practice

October 4, 2022	<b>Student Panel</b>
November 8, 2022	<b>School / Educator Panel</b>
January 10, 2023	<b>Community Agency Resources Panel</b>
February 7, 2023	<b>Community College Panel</b>

**We are seeking panel participants!**

Please contact [emboas@gmail.com](mailto:emboas@gmail.com) if you have someone in mind.

**To register:**

<https://sccoe.to/AAPI-Toolkit-CoP>

# 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\\_091222](https://sccoe.to/aapien_091222)

THANK YOU!



# Upcoming Meetings

Join us for the next three network meetings!

November 3, 2022 | 4:30 to 6 p.m.

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