

Conversations on Cultural and Linguistic Competence

Discussion Guides for Anaheim City School District



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About the Discussion Guides

The American Institutes for Research (AIR) is pleased to provide these Discussion Guides to Conversations on Cultural and Linguistic Competence. One of the goals of the guides is to assist in framing discussions about Cultural and Linguistic Competence (CLC) and related issues and make related resources available to the many people working in the Anaheim City School District.

The U.S. population is growing and is expected to reach approximately 438 million by 2050 (Passel et al., 2008). This growth represents increased racial and ethnic diversity in the population. In 2013, Whites represented sixty four percent (64%) of the population while in 2050 they will represent forty-seven percent (47%). Hispanics represented seventeen percent (17%) of the population in 2013 but will represent twenty-nine percent (29%) in 2050. Blacks represented twelve percent (12%) of the population in 2013, and will present approximately thirteen percent (13%) in 2050, while Asians representing five percent (5%) of the population in 2005 and will represent nine percent (9%) in 2050 (Passel et al, 2008). Projections suggest that these shifts in demographics will change the racial and ethnic makeup of the population and increase the “minority” population from thirty-two percent (32%) in 2005 to fifty-one percent (51%) in 2050. In 2011, 47 percent of public school students were students of color, 24 percent of them Hispanic (Pew Center, 2012). By 2036 Hispanics are projected to make up one-third of the nation’s children ages 3 to 17 (U.S. Census Bureau, 2008). Nationally, 22 percent of children between the ages of 5 to 17 speak a language other than English at home (Kids Count, 2013). Only 52 percent of Black males and 58 percent of Latino males graduate from high school in four years, while 78 percent of White, non-Latino males graduate in four years (Schott Report, 2012).

These demographic changes in population composition have implications for the delivery of education and services to meet the needs of an increasingly diverse student population. As the educational system works to address the needs of its growingly diverse student population, new approaches that foster open and authentic dialogue about achieving cultural and linguistic competence to facilitate academic achievement and positive educational outcomes for all students need to be available.

Purpose of Discussion Guides

This series of cultural and linguistic competence (CLC) discussion sessions have been developed for the Anaheim City School District to help foster dialogue between and among school personnel working within the school district. These guides provide a template for facilitators to plan and conduct meaningful conversations with staff members about issues pertinent to the provision of culturally and linguistically competent educational services for all youth. They also outline how facilitators can provide a safe environment in which staff are able to engage in authentic conversations about issues that are sometimes difficult but necessary to have in an effort to move forward. Engagement in these discussion sessions provide a vehicle for staff to engage in a personal journey towards cultural and linguistic competence, to explore individuals values, discuss organizational capacity and define strategies to positively impact the work on behalf of children, youth and families.

Objectives

To provide a series of facilitated discussion sessions that will:

- Engage school staff and personnel in a facilitated process for personal growth and professional development.
- Engage staff in discussions about the importance of cultural and linguistic competence and its implications for effectively addressing positive educational outcomes, as well as disparities and disproportionality within the school setting.
- Identify strategies for the implementation of practices to facilitate culturally responsive school environments.
- Discuss effective techniques for the creation of safe and supportive learning environments that take into account cultural differences and implications for educational instruction and promotion of a positive school climate.

Contents of Package

The Cultural and Linguistic Competence Discussion Guide Package contains six discussion guides focused on the following topics:

Discussion 1:
Standing Up to Bias: Mine, Yours, Ours **7**

Discussion 2:
Who are We? Exploring Issues of Racial and Ethnic Identities **19**

Discussion 3:
LGBTQ and Cultural Competence: Addressing Bias and Fostering Well-being **29**

Discussion 4:
Stories of Culture, Heritage and Legacy: The Immigrant Experience in America **40**

Discussion 5:
The Importance of What We Say and What It Means: Issues of Language and Language Access in Diverse Communities **48**

Discussion 6:
Courageous Conversations and Leadership of Cultural and Linguistic Competence **60**

The package provides all the materials necessary to effectively facilitate a discussion session on any of the topics listed above.

In each discussion guide you will find the following:

1. **Discussion guide summary:**
 - provides a list of intended audiences for the discussion session
 - suggests the allocation of time necessary to effectively conduct the discussion session
 - suggests an optimal set-up and space requirements for discussion session
 - lists the discussion session learning objectives
 - lists the evaluation procedures and includes evaluation instruments
 - lists suggested methods for facilitation of discussion session
 - lists the supplies and materials needed for the discussion session
2. **Annotated Discussion Session Guide** - provides a content outline to be used by the facilitator to conduct the discussion session
3. **Powerpoint presentation** – Powerpoint slides to be used as part of the discussion session presentation
4. **Participant Handouts** – copies of participant handouts, if applicable
5. **List of Resources** – supporting resources (i.e., books, articles, videos) that can be used during the discussion session or to provide participants with background information or follow-up reading
6. **Suggestion for practical application** – suggestions for operationalization of concepts and ideas presented during the discussion session

Notes for Facilitators

Tips for Facilitators

How to use the discussion guides

The topics and content presented in each discussion session guide can be approached in a variety of ways and is intended to be experiential, facilitate open dialogue, peer-to-peer-learning, knowledge exchange and information sharing. Each discussion guide provides a step-by-step outline that can be used to facilitate a discussion session. It is, however, just a guide, so there is flexibility in how each facilitator may format and conduct the discussion session. From the very beginning, facilitators should emphasize that the discussion sessions are designed to provoke thought and promote peer-to-peer learning in a safe environment. As facilitators prepare, it is important to thoroughly review the discussion session guide, including the Powerpoint slides and become familiar with the content of focus. Each discussion guide includes a participant pre- and post-survey. Facilitators should engage participants in the pre- and post-survey process as a way to evaluate achievement of learning objectives.

Role of the Facilitator

Your role as a facilitator is:

- To prepare to effectively lead the discussion session-
 - Take some time to review the discussion guide and its content
 - Become familiar with the content area of the discussion session
 - Prepare all participants handouts, materials, Powerpoints and videos that will be used for the discussion session
- To guide the discussion and group process-
 - Identify the goals/purpose of the discussion session
 - Guide the group discussion and presentation of relevant content
 - Use questions to help make the discussion more productive
 - Include time for a closing discussion and wrap-up

- To establish a safe environment-
 - Identify ground rules that are mutually agreed to by all participants
 - Post ground rules so that they are visible to all participants
 - Monitor and gently provide feedback to the participants when the ground rules are compromised.

- To set a relaxed and open environment for the discussion session-
 - Ensure that the location selected to conduct the discussion session is comfortable and private, and equipped with all audio-visual equipment that you will need
 - Ensure that you are able to operate all audio-visual equipment to avoid interruptions during the discussion session

- To prepare and test all audio-visual equipment prior to the beginning a discussion session-
 - Ensure your computer, LCD projector and screen are functioning properly
 - Ensure that power point presentation is visible and functioning
 - Ensure that computer audio levels are appropriate to project sound

- Send out invitations to prospective participants well in advance of the scheduled discussion session date and send out reminders as necessary.

Invitations should have the following information:

- Title: Conversations on Cultural and Linguistic Competence
- Sponsor: Anaheim City School District (add logo)
- Name of Discussion Session
- Date
- Time
- Location
- Description of Discussion Session
- Name of Facilitator



Discussion Guide 1: ***Standing Up to Bias –*** ***Mine, Yours, Ours***

Developed by:
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Preparation

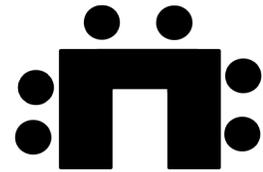


Time Allocation: 1 hour

Participants:

Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants



Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Evaluation Procedures:
Oral summary, pre-survey, post-survey

Supplies, Aids and Equipment: Computer and projector, Power-point, index cards, pens/pencils for each participant, participant handouts

Participant Handouts:

Pre-survey: Provide participants with index cards so that they can write their responses.

Ask participants to describe in a sentence what they hope to learn from the discussion session.

“From this discussion session, I hope to learn....”

Post-survey: Ask participants to write their response on the back of their index card to the following:

“From this session I have learned....”

Collect index cards and review for themes that can be used to incorporate/inform subsequent discussion sessions.

Resources:

To prepare to facilitate this Discussion Session, you may want to review the following resources:

1. [Implicit Bias Primer](#) published by the Equal Justice Society. This document provides an excellent overview of the research behind implicit bias and its practical application.
2. Also, please take the time to review the [Project Implicit Website](#).

Discussion Summary

Description:

This discussion session will provide participants with an opportunity to discuss implicit bias and its impact on decision making in schools and classroom settings. We will discuss discoveries and lessons to be applied to participants' personal lives and professional work. Participants will be encouraged to take the Implicit Association Test (IAT) created by "Project Implicit" at Harvard University as a follow-up self-guided exercise after participating in the discussion session.

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define implicit bias
2. Identify the impact of implicit bias on decision-making both personally and professionally
3. Identify effective strategies for addressing implicit bias and its negative effects in the school setting.

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Power point presentation
 - Implicit Bias
4. Powerpoint presentation
 - Implicit Social Cognition
5. Video presentation
6. Group discussion
7. Video presentation
8. Group discussion
9. Powerpoint presentation
 - Impact of implicit bias
 - Strategies to address implicit bias
10. Group discussion
11. Powerpoint presentation
12. Wrap-up and oral feedback from participants (*5 minutes*)

Agenda Guide

1. **Welcome and setting the stage:** Ask participants to introduce themselves (name, title)
2. **Pre-survey:** Ask participants to describe in a sentence what they hope to learn from the discussion session about Implicit Bias – “From this discussion session, I hope to learn...” If the group is large, provide participants with index cards so that they can write their response.
3. **Powerpoint presentation:** Slides 1 –3
Describe Learning Objectives:
 - Define implicit bias
 - Identify the impact of implicit bias on decision making both personally and professionally
 - Identify effective strategies for addressing implicit bias and its negative effects in the school setting.
4. **Powerpoint presentation:** Slides 4-6
Implicit bias refers to stereotypes and attitudes that are held by individuals. It describes how these stereotypes and attitudes impact actions, interpretation and decisions that individuals unconsciously make. Implicit bias is the automatic reaction that we have to situations and circumstances experienced, as well as the automatic reaction that we have to individuals with whom we interact on a daily basis. The Kirwan Institute for the Study of Race and Ethnicity offers a few key characteristics of implicit biases:
 - Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality.
 - Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
 - The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
 - We generally tend to hold implicit biases that favor our own in group, though research has shown that we can still hold implicit biases against our own group.
 - Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed

can be gradually unlearned through a variety of de-biasing techniques.

- The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.
- These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.

(Source: <http://kirwaninstitute.osu.edu/research-2/understanding-implicit-bias/>)

5. **Video presentation:** Slide 7
 - Show video clip 1 – [Cheerios Commercial](#)
6. **Facilitate group discussion** – reaction to the commercial: Slide 8
 - a. What is your reaction to the commercial?
 - b. How do you explain your reactions?
 - c. What message(s) do you think it sends?
7. **Video presentation:** Slide 9
 - Show video clip 2 – [News segment regarding reaction to Cheerios Commercial](#)
8. **Facilitate group discussion** - reaction to news segment: Slide 10
 - a. What is your reaction to the news segment?
 - b. How do you explain your reactions?
 - c. What do you think it says about implicit bias?
9. **Powerpoint presentation:** Slides 11-14
10. **Facilitate group discussion** - Implication of implicit bias and providing educational opportunities for all students.
 - a. How does implicit bias impact the work that we do?
 - b. How can we address implicit bias?
 - c. Implications for delivery of services and supports in schools

11. Powerpoint presentation: Slides 15-20

- Provide an overview of Project Implicit and Implicit Association Test (IAT)
- Provide directions for participants to take the test

Instructions for taking the Implicit Association Test (IAT)

Participants should be encouraged to take the IAT individually after the discussion session

12. Wrap-up and oral feedback from participants

Practical Application

Personally implicit bias impacts:

- The automatic nature of beliefs or stereotypes when they capture associations between social groups and their common stereotypes;
- The automatic nature of attitudes or preferences when they capture associations between social groups and common evaluations of them.

(Source: http://www.fas.harvard.edu/~mrbworks/articles/InPress_Shafir.pdf)

Professionally implicit bias impacts:

- The judgments we form about individuals (students, parents, co-workers), situations and circumstances that are based on stereotypes;
- Interpretation of student behavior and use of discipline measures;
- Effective interaction with parents, families and community members;
- How these judgments impact our ability to effectively interact with students, parents, and co-workers to facilitate positive academic outcomes for students and the development of a supportive learning environment.

Strategies to address Implicit Bias:

- Become aware of individual perceptions, stereotypes and their impact on decision making;
- Engage in opportunities to learn about diverse cultures;
- Get to know your colleagues and students and their backgrounds – suspend negative judgments;
- Recognize that diversity is real, dynamic and legitimate, there is more than one way to do things;
- Engage in ‘courageous conversations’ to increase knowledge and address negative perceptions, stereotypes and attitudes.

Implications for working with students and engaging families:

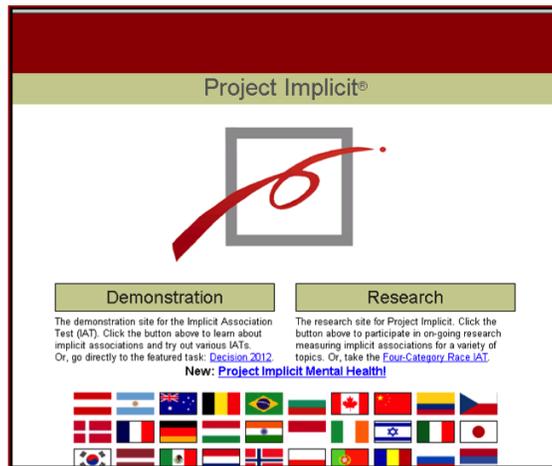
- Examine the application of discipline policies related to students;
- Examine the implementation of the student code of conduct and students’/parents’ interpretation;

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- Be aware of the varying learning styles of students, and methods to maximize the learning experience for all students based on individual needs;
 - Identify strategies to effectively engage parents, families and the community to form partnerships for student achievement, positive outcomes and effective school climate.

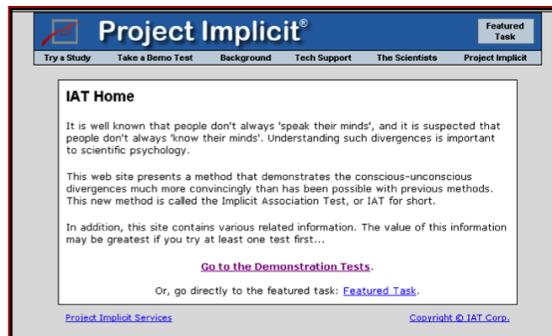
Instructions for taking the Implicit Association Test (IAT)

To access the Harvard University Project Implicit website: <https://implicit.harvard.edu/implicit>

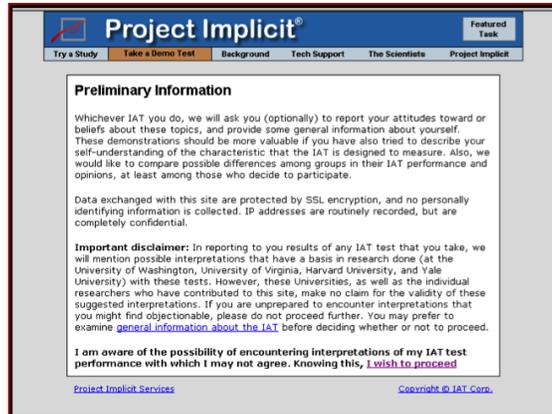
1. Click on the Demonstration tab



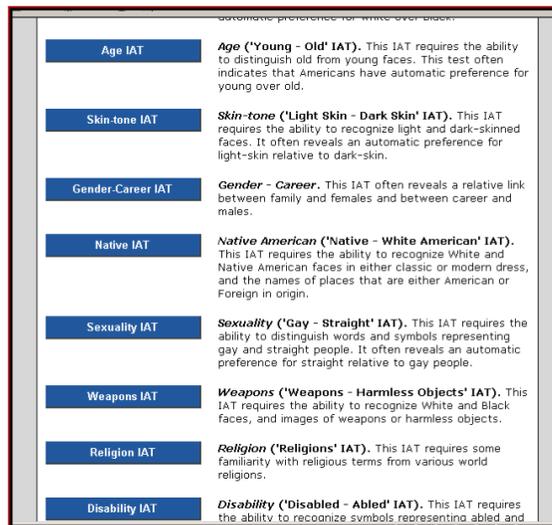
2. Click on the Go to the Demonstration Tools tab



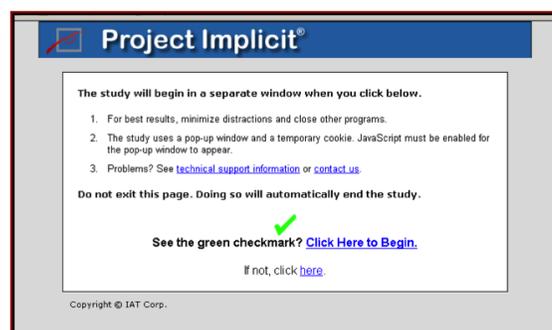
3. Please read the information provided on the page, if you wish to proceed, click the I wish to proceed tab

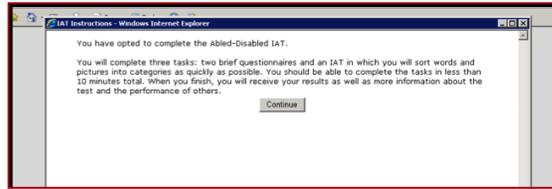


4. Select the IAT test that you would like to take, by clicking on one of the blue bars.



5. If you wish to proceed with taking the test, click the tab that says Click Here to Begin.





6. Click Continue

7. At the end of the test, the next two screens will appear. You must complete the information to move to the next section that will provide you with your IAT score and the interpretation of the score. After completing the information click OK

A screenshot of a web browser window titled "Questionnaire Task - Windows Internet Explorer". The page contains the following text: "Please answer this short list of questions about yourself". Below this are several dropdown menus for: Sex, Age, Ethnicity, Race, How many IATs have you previously performed?, Political Identity, Occupation, Religious Affiliation, Education, Country/Region of Primary Citizenship, and Country/Region of Residence. At the bottom, there are two text input fields: "Current Postal Code" and "Postal code where you've lived longest". An "OK" button is located at the bottom center.A screenshot of a web browser window titled "Questionnaire Task - Windows Internet Explorer". The page contains the following text: "Which statement best describes you?" followed by a dropdown menu. Below this is a section titled "Please rate how warm or cold you feel toward the following groups (0 = coldest feelings, 5 = neutral, 10 = warmest feelings)". It includes two dropdown menus: "Disabled Persons" and "Able Persons". Below these are four more dropdown menus for: "Do you yourself have a disability?", "Does a family member have a disability?", "Does a friend or close acquaintance have a disability?", and "Do you support the Americans with Disabilities Act?". An "OK" button is located at the bottom center. A copyright notice "Copyright © 2010 IAT Corp." is visible at the bottom right.

8. At this point you will be provided with your results and an interpretation of your IAT.
9. Just take a few minutes to review the results and the interpretation provided to you. You may either print the information or write down the points that are of importance to you.
10. Take a few minutes to think about your reactions to the test and the result provided.
11. How can this information help to inform your work? Take a few minutes to jot down your ideas and plan of action.

Discussion Guide 2:
Who are We?
Exploring Issues of
Racial and Ethnic
Identity

Developed by:
The American Institutes for Research (AIR)
Karen B. Francis, Ph.D.
Kenneth J. Martinez, Psy.D.

Preparation



Time Allocation: 1 hour

Participants:

Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Supplies, Aids and Equipment:

Computer and projector, Powerpoint, index cards, pens/pencils for each participant, participant handouts



Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants

Evaluation Procedures:

Oral summary, pre-survey, post-survey

Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Participant Handouts:

Pre-survey: Provide participants with index cards so that they can write their responses.

Ask participants to describe in a sentence what they hope to learn from the discussion session.

“From this discussion session, I hope to learn....”

Post-survey: Ask participants to write their response on the back of their index card to the following:

“From this session I have learned....”

Collect index cards and review for themes that can be used to incorporate/inform subsequent discussion sessions.

Resources:

To prepare to facilitate this Discussion Session, you may want to review the following resources:

1. [Talking Race](#) from the Southern Poverty Law Center, Teaching Tolerance
2. [Doing Race](#) (Editors, Hazel Rose Markus and Paula M. L. Moya)- This book provides a comprehensive introduction to the concepts of race and ethnicity and provides arguments about why these concepts are important to examine.
3. View the series [Race In America](#) on CNN

Discussion Summary

Description:

This discussion session will explore issues of racial and ethnic identity in America. Prompted by video clips from mass media, we will discuss our own concepts of racial and ethnic identity. Further, we will discuss how our view of others impacts (a) our professional work, (b) our understanding of disparities/disproportionality, and (c) the implications for engagement with families and delivery of educational services to students from diverse backgrounds.

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define concepts of race and ethnicity;
2. Identify the impact of concepts such as race and ethnicity on educational services, student achievement and student outcomes;
3. Discuss disparities and disproportionality related to race and ethnicity and the impact on educational achievement and educational outcomes;
4. Identify strategies for the engagement of families and communities and the delivery of effective educational and support services to students from diverse backgrounds.

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Powerpoint presentation
 - Racial/ethnic demographics in the United States
 - Definition of race and ethnicity
 - Understanding the nature of race and ethnicity in America
4. Powerpoint presentation
5. Video presentation
6. Group discussion
7. Video presentation
8. Group discussion
9. Powerpoint presentation
 - Disparities and disproportionality
 - Strategies to address disparities and disproportionality
10. Group discussion
11. Wrap-up and oral feedback from participants

Agenda Guide

1. **Welcome and setting the stage:** Ask participants to introduce themselves (name, title)
2. **Pre-survey:** Administer pre-survey and ask participants to describe in a sentence what they hope to learn from the discussion session about race and ethnicity – “From this discussion session, I hope to learn....” Provide participants with index cards so that they can write their responses.
3. **Powerpoint presentation:** Slides 1-3
 - Describe Learning Objectives:
 - ◇ Define concepts of race and ethnicity (our own and others);
 - ◇ Identify the impact of concepts such as race and ethnicity on educational services, student achievement and student outcomes;
 - ◇ Discuss the concepts of disparities and disproportionality related to race and ethnicity and the impact on educational achievement and educational outcomes;
 - ◇ Identify strategies for the engagement of families and communities and the delivery of effective educational and support services to students from diverse backgrounds.
 - Talking about race often is difficult and uncomfortable for many people. Such conversations are often emotionally charged soliciting feelings of blame and/or anger about injustices, inequity, unfair treatment and exclusion. Such conversations are however important to have for a number of reasons: (1) the growing diversity of our communities; (2) the need to provide educational opportunities for all children regardless of racial/ethnic background; and (3) the importance of providing cultural and linguistically competent services.
 - We all may have our own definitions of race and ethnicity based on cultural preferences, perceptions, experiences, and what we have been taught. So, a theoretical definition of race and ethnicity is where we may want to begin this conversation.
 - Race and ethnicity play important roles in daily human interaction and therefore have an impact on these interactions. Concepts and definitions of race and ethnicity often get confused. It is important to examine the concepts and definitions of race and ethnicity to

determine what the concepts mean to individuals and their interactions with others.

- Many concepts of race and ethnicity abound. There is contemporary discourse on race as offered through media outlets such as the Cable Network News (CNN) series on Race in America. Through this series, varying perspective on race and racial identity are discussed. A historical perspective on the discourse about race and perceptions of racial identity that still has relevance even today comes from the Doll Study conducted in the 1940's by Drs. Kenneth and Mamie Phipps Clark. The Doll study examined the perceptions that children have about race. When children in the study were given dolls that were identical except for hair color and skin color, they found that all children had a preference for the white dolls.
 - Other examples that typify the impact of race are also seen in the juvenile justice system and the disproportionate confinement of youth of color when compared to their white counterparts. In the educational system, we see the wide achievement gap between white students and Black and Latino students.
4. **Powerpoint presentation:** Slides 4-5
 5. **Video presentation:** Slide 6
 - Show video Clip 1 – [Critical Race Theory: Understanding the Nature of Race and America](#)
 6. **Facilitate Group Discussion:** Slide 7
 - a. How comfortable do you feel discussing issues of race/ethnicity with (1) family, (2) friends, (3) co-workers, (4) strangers?
 - b. How significant is race/ethnicity in America today?
 - c. What do you say to those who say that they do not see “color” when interacting with people of a different color?
 - d. How do you view the impact of race/ethnicity in American society today?
 7. **Video presentation:** Slide 8
 - Show video Clip 2 - [Miss America Controversy](#)
 8. **Facilitate group discussion** - reaction to Video: Slide 9
 - a. What is your reaction to the video clip?
 - b. How do you explain your reaction?

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- c. What are your ‘take-aways’ from the video clip?
 - d. What do you think it says about our perceptions of race and ethnicity in America?
9. **Powerpoint presentation:** Slides 10-12
 - Definition of disparities and disproportionality
 10. **Facilitate group discussion** - Implication of race/ethnicity for our work and the delivery of programs and services: Slide 13
 - a. What are the implications of race and ethnicity for, and their impact on, providing education to students from diverse backgrounds?
 - b. What are the implication of race and ethnicity for the effective engagement of families and communities as partners with the Anaheim City School District?
 - c. How can we address issues of disparities and disproportionality based on race?
11. **Wrap-up and oral feedback from participants**

Practical Applications

Race and ethnicity have significance as schools identify strategies for effectively meeting the educational needs of diverse student populations. With this growing diversity comes an increased awareness of the importance of providing a culturally responsive learning environment for all students that take into account their racial, ethnic and cultural backgrounds to provide a more relevant and meaningful educational experience. Please see the statistical data points from the U.S. Census Bureau that explain this growing diversity.

U.S. Census Bureau Statistical Data

Providing culturally responsive learning environment for all students regardless of racial and ethnic backgrounds include the following:

Facilitating positive school experiences - Teachers can:

- Learn about their students, individually and collectively, including cultural and individual life circumstances
- Provide a structured, but flexible learning environment
- Make education relevant and useful
- Develop an awareness of the impact of culture on learning
- Help students succeed without losing their cultural identity
- Respect cultural differences and understand that these differences are not deficits
- Respect cultural differences and understand that these differences are not deficits
- Provide hands-on, activity-based instruction
- Recognize efforts as well as accomplishment
- Use alternative testing methods

Integrating cultural and linguistic competence:

- Be aware of your own cultural characteristics and communication style
- Learn about your own culture and about other cultures
- Develop relationships with those who can be cultural informants
- Attend cultural events in your community
- Be flexible in your intercultural interactions – reserve judgments about behaviors and intentions until you understand the cultural context

Ability to engage and educate all students regardless of racial/ethnic background:

- Use the culture and experiences of Latino, African American, Asian American, Native American, and White Americans not part of mainstream culture, as a scaffold to learning (Gay, 2004).
- Use instruction that involves matching the knowledge of particular groups with the learning environment.
- Impact on educational outcomes:
- Provide a learning environment inclusive of diverse learning needs and styles
- Provide an environment free from prejudice and stereotyping
- Involve parents and other individuals/groups from the wider community into the life of the school
- Ensure school policy reflects a commitment to supporting a culturally inclusive curriculum and that its implementation is formally monitored

Statistical Data

Source: U.S. Department of Commerce, United States Census Bureau - <https://www.census.gov/newsroom/releases/archives/population/cb13-112.html>

Hispanics

- California had the largest Hispanic population of any state on July 1, 2012 (14.5 million), as well as the largest numeric increase within the Hispanic population since July 1, 2011 (232,000). New Mexico had the highest percentage of Hispanics at 47.0 percent.
- Los Angeles County had the largest Hispanic population of any county (4.8 million) in 2012 and the largest numeric increase since 2011 (55,000). Starr County -- on the Mexican border in Texas -- had the highest share of Hispanics (95.6 percent).

Blacks

- New York had the largest black or African-American population of any state or equivalent as of July 1, 2012 (3.7 million); Texas had the largest numeric increase since 2011 (87,000). The District of Columbia had the highest percentage of blacks (51.6 percent), followed by Mississippi (38.0 percent).
- Cook, Ill. (Chicago) had the largest black or African-American population of any county in 2012 (1.3 million), and Harris, Texas (Houston) had the largest numeric increase since 2011 (20,000). Holmes, Miss., was the county with the highest percentage of blacks or African-Americans in the nation (83.1 percent).

Asians

- California had both the largest Asian population of any state (6.0 million) in July 2012 and the largest numeric increase of Asians since July 1, 2011 (136,000). Hawaii is our nation's only majority-Asian state, with people of this group comprising 56.9 percent of the total population.
- Los Angeles had the largest Asian population of any county (1.6 million) in 2012 and the largest numeric increase (25,000) since 2011. At 60.9 percent, Honolulu County had the highest percentage of Asians in the nation.
- American Indians and Alaska Natives

American Indian Alaska Native

- California had the largest American Indian and Alaska Native population of any state in 2012 (1,057,000) and the largest numeric increase since 2011 (13,000). Alaska had the highest percentage (19.5 percent).
- Los Angeles County had the largest American Indian and Alaska Native population of any county in 2012 (232,000), and Maricopa, Ariz., the largest numeric increase (4,000) since 2011. Shannon County, S.D. -- on the Nebraska border and located entirely within the Pine Ridge Indian Reservation -- had the highest percentage (93.5 percent).

Native Hawaiians and Other Pacific Islanders

- Hawaii had the largest population of Native Hawaiians and Other Pacific Islanders of any state (364,000) in 2012. California had the largest numeric increase since 2011 (6,000). Hawaii had the highest percentage (26.2 percent).
- Honolulu had the largest population of Native Hawaiians and Other Pacific Islanders of any county (238,000) in 2012. Los Angeles County had the largest numeric increase since 2011 (1,100). Hawaii County had the highest percentage (34.3 percent).

Non-Hispanic White Alone

- California had the largest non-Hispanic white alone population of any state in 2012 (15.0 million). Texas had the largest numeric increase in this population group since 2011 (78,000). Maine had the highest percentage of the non-Hispanic white population (94.1 percent).
- Los Angeles had the largest non-Hispanic white alone population of any county (2.7 million) in 2012. Maricopa County, Ariz., had the largest numeric increase in this population since 2011 (24,000). Leslie County, Ky., comprised the highest percentage (98.4 percent) of non-Hispanic whites.

“Minorities”

- Five states or equivalents were “majority-minority” in 2012: Hawaii (77.2 percent minority), the District of Columbia (64.5 percent), California (60.6 percent), New Mexico (60.2 percent) and Texas (55.5 percent).
- Maverick, Texas, had the largest share (96.8 percent) of its population in minority groups of any county, followed by Webb, Texas (96.4 percent) and Starr, Texas (96.1 percent).

Discussion Guide 3:
LGBTQ Cultural
Competence-
Addressing Bias and
Fostering Well-Being

Developed by:
The American Institutes for Research (AIR)
Jeffrey M. Poirier, Ph.D.

Preparation



Time Allocation: 1 hour

Participants:

Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants



Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Evaluation Procedures: Oral summary, pre-survey, post-survey

Supplies, Aids and Equipment: Computer and projector, Powerpoint, index cards, pens/pencils for each participant, participant handouts

Participant Handouts:

Print the Pre/Post surveys for distribution at the beginning and end of the session.

- [Pre-survey](#)
- [Post-survey](#)

Print the Discussion Guide 3 PPT Notes. This will help you with your presentation.

The facilitator can choose to access, print, and hand out the [Resources for School-Based Supports](#) during the session when it is referenced in slide 12 of the Powerpoint.

The facilitator can choose to access, print, and hand out anything in the [Additional Resources](#) section after the session.

Discussion Summary

Description:

Learning Objectives:

1. Describe key sexual orientation and gender identity/expression terms and school experiences
2. Reflect on how bias and stigma create challenges for LGBTQ students and their families
3. Learn about and discuss strategies schools can put in place to foster more culturally competent environments for lesbian, gay, bisexual, and transgender (LGBT) students and those questioning (Q) their sexual orientation and/or gender identity

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Review the agenda
4. Describe learning objectives
5. Introduction to presentation
6. PowerPoint presentation
7. Group discussion
8. PowerPoint presentation
9. Group discussion
10. Post-survey
11. Wrap-up and oral feedback from participants

Agenda Guide

1. **Welcome and setting the stage** - Slide 2: ask participants to introduce themselves (name, title)
2. **Pre-survey:** (1) Distribute copies of the pre-survey. Ask participants to complete it and then briefly review each of the learning objectives. Ask the group what expectations they have for the discussion together so that all feel it is a safe space for open dialogue. Ask participants to describe expectations. Try to identify and write on a board or other visible place (e.g., easel chart) 3-5 expectations, such as (a) use “I” statements; or (b) it is OK to disagree; and (3) what is shared in the room stays in the room with one exception. The exception is that participants can talk with other participants who raised a question or comment in a private space after the discussion. This may be helpful to facilitating ongoing dialogue if participants would like to connect with others about what they shared.
3. **Review the agenda** - Slide 2:
4. **Describe learning objectives** - Slide 3: summarize learning objectives
 - Describe key sexual orientation and gender identity/expression terms and school experiences
 - Reflect on how bias and stigma create challenges for LGBTQ students and their families
 - Learn about and discuss strategies schools can put in place to foster more culturally competent environments for lesbian, gay, bisexual, and transgender (LGBT) students and those questioning (Q) their sexual orientation and/or gender identity
5. **Introduction to presentation**
 - This information is only an introduction to LGBTQ content and is intended to facilitate thinking, sharing, and dialogue. There are many other resources available for participants to access after the session to expand their knowledge and put in place practices to create safer, more supportive experiences for LGBTQ students and their families.
 - Emphasize that participants should access other resources about LGBT identity and how schools and professionals working with young people and families can support them. Note that you will

share some key websites at the end of the discussion, but that other resources are available as well (see end of this discussion guide for recommended resources).

6. **Powerpoint presentation**- Slides 4-8
7. **Facilitate group discussion** - Slide 9
 - After presenting slides 4–8, pause and facilitate a discussion about the content for approximately 15 minutes. Use the following questions to guide this discussion.
 - a. Did any of the data or challenges surprise you? Which do you think are most significant here in Anaheim for LGBTQ young people?
 - b. What types of attitudes do you think LGBTQ students experience here at this school—are they more positive or negative? How about in the larger Anaheim community? Why?
 - c. How can we appreciate LGBT identity and nurture LGBTQ students and their families?
8. **Powerpoint Presentation** - Slides 10-13
 - Recommendation 1: Expand Knowledge-
 - Recommendation 2: Act on Knowledge
 - Recommendation 3: Expand School-Based Supports

Resources for School-Based Supports

9. **Facilitate group discussion** - Slide 14
 - After presenting slides 10–13, pause and facilitate a discussion about the content for approximately 15 minutes. Use the following questions to guide this discussion.
 - If you were a student in your school, where would you go if you were coming out as LGBT or questioning your sexual orientation or gender identity and wanted to talk with someone supportive in a safe space?

- Are there any recommendations you already see addressed in our school?
 - Which recommendations do you think would be most beneficial for students who are LGBTQ and their allies in this school? For their peers? For their families? Why?
 - How can a more inclusive, affirming environment benefit everyone?
 - Additional question if needed:
 - Is there a recommendation you want to get more resources/information about? Why? Which websites could assist with this?
10. **Post-survey:** distribute the post-survey and ask participants to fill it out.
11. **Wrap-up and oral feedback from participants:**
- Briefly conclude the discussion by thanking everyone for participating and respecting the safe space
 - Solicit oral feedback from participants about whether the session was helpful and how they will apply what was shared.

Pre-Survey

Please answer “true” or “false”:

1. You can talk about sexual orientation and identity without talking about sex.
 - a. True
 - b. False

2. There is little educators can do to create safe, supportive environments for LGBTQ students and their families.
 - a. True
 - b. False

3. The “coming out” process happens only once, during adolescence.
 - a. True
 - b. False

4. Individuals who are LGBT do better when they keep that identity to themselves.
 - a. True
 - b. False

5. It is not possible to include LGBT identity in school curricula.
 - a. True
 - b. False

Post-Survey

Please answer “true” or “false”:

1. You can talk about sexual orientation and identity without talking about sex.
 - a. True
 - b. False
2. There is little educators can do to create safe, supportive environments for LGBTQ students and their families.
 - a. True
 - b. False
3. The “coming out” process happens only once, during adolescence.
 - a. True
 - b. False
4. Individuals who are LGBT do better when they keep that identity to themselves.
 - a. True
 - b. False
5. It is not possible to include LGBT identity in school curricula.
 - a. True
 - b. False

Practical Application

Safe, supportive schools are physically safe schools that are free of bullying, harassment, and violence. They are also emotionally and socially safe places where all young people feel welcomed, appreciated, and accepted. Adults and peers alike in these schools embrace diversity in all of its forms. Unfortunately, too many students attend schools where diversity is not always affirmed, whether by students, staff, or both. This is especially true for students who are not heterosexual or who express their gender in diverse ways. For LGBTQ students, schools can be unwelcoming places of hostility and violence.

Schools can foster safe, supportive environments for all students, including those who are LGBTQ. Part of this requires an understanding of LGBT identity, including its development and expression. It also necessitates a commitment to ongoing learning and development to expand this knowledge, along with a commitment to addressing anti-LGBTQ stigma and bias in ourselves and others. This discussion session, along with the recommended resources, can assist educators with creating safer, more supportive school settings for students who are LGBTQ, those questioning their sexual orientation or gender identity, their families, students from LGBT-headed families, as well as for LGBT school staff and community partners working with your school.

Resources for School-Based Supports

Gay, Lesbian, and Straight Education Network (GLSEN)

www.glsen.org

Gender Spectrum

www.genderspectrum.org

GSA Network

www.gsanetwork.org

National Association of School Psychologists

<http://www.nasponline.org/advocacy/glb.aspx>

Safe Schools Coalition

www.safeschoolscoalition.org

The Trevor Project

www.thetrevorproject.org

Welcoming Schools Project at the Human Rights Campaign (HRC)

www.welcomingschools.org

Additional Resources

The facilitator can choose to access, print, and hand out any of the following after the session:

“Ally Week Guide for Educators” at: <http://glsen.org/article/ally-week-guide-educators>

“Coming Out” at: http://www.safeschoolscoalition.org/RG-coming_out.html

“Developing LGBT-Inclusive Classroom Resources” at: <http://glsen.org/educate/resources/creating-lgbt-inclusive-lessons>

“A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families” at: <http://www.nasmhpd.org/content/LGBTQI2-S%20Guide,%2012-11-13.pdf>

“Improving Emotional and Behavioral Outcomes for Children/Youth: A Strategic Planning Tool” at: http://tapartnership.org/docs/LGBT_improved_supports_tool.pdf

“Making Schools Safe for Sexual Minority Students” at: <http://www.nasponline.org/resources/principals/GLBQT%20Safety%20NASSP%20December%2003.pdf>

“A Practitioner’s Resource Guide: Helping Families to Support Their LGBT Children” at: <http://store.samhsa.gov/product/A-Practitioner-s-Resource-Guide-Helping-Families-to-Support-Their-LGBT-Children/PEP14-LGBT-KIDS>

“Ready, Set, Respect! Elementary Toolkit” at: <http://glsen.org/readys-respect>

Discussion Guide 4:
***Stories of Culture,
Heritage and Legacy-
Exploring the
Immigrant
Experience in
America***

Developed by:
The American Institutes for Research (AIR)
Kenneth J. Martinez, Psy.D.
Karen B. Francis, Ph.D.

Preparation



Time Allocation: 1 hour

Participants:

Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants



Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Evaluation Procedures: Oral summary, pre-survey, post-survey

Supplies, Aids and Equipment: Computer and projector, Powerpoint, index cards, pens/pencils for each participant, participant handouts

Participant Handouts:

Print the Pre/Post surveys for distribution at the beginning and end of the session.

- [Pre-survey](#)
- [Post-survey](#)

Print the Discussion Guide 3 PPT Notes. This will help you with your presentation.

The facilitator can choose to access, print and hand out after the session: “Immigrants and Immigration” at: <http://www.neighborhood-centers.org/en-us/content/Myths+versus+Facts.aspx>

Discussion Summary

Description:

This session will describe our country's changing demographics and the myths as well as the facts about impact immigrants have on our country and its impact on them.

Learning Objectives:

At the end of this session participants will be able to:

1. Describe the myths associated with immigrants
2. Describe the ways immigrants contribute substantively to the economy, defense, culture and society in our country
3. Engage in a fact-based dialogue about resident citizens' perceptions and feelings about immigrants to correct myths and stereotypes

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Describe learning objectives
4. Cultural introductions
5. Activity
6. Introduction to powerpoint
7. Group discussion
8. Activity
9. Wrap-up and oral feedback from participants
10. Post-survey

Agenda Guide

1. **Welcome and setting the stage:**
 - There are always conversations that we sometimes shy away from because they are “sensitive.” Among the subjects that are difficult to talk about are religion, politics, finances and race/racism/ethnocentrism and prejudice. We have avenues where we can discuss religion, politics and finances, but there are few places and ways to talk about race/racism and prejudice especially from the eyes of the immigrant. To have these types of conversations we sometimes need to create safe spaces with people who are willing to be open to talk about them. This will be a safe place to have this conversation with your understanding participation.
2. **Pre-survey:** ask participants to fill out pre-survey and turn in
3. **Describe learning objectives:**
 - Describe the myths associated with immigrants
 - Describe the ways immigrants contribute substantively to the economy, defense, culture and society in our country
 - Engage in a fact-based dialogue about resident citizens’ perceptions and feelings about immigrants to correct myths and stereotypes
4. **Cultural Introductions:**
 - Ask each participant to use one or two words only to identify themselves “culturally” (Culturally can mean by race, ethnicity, nationality/citizenry, ancestry, linguistically, gender, sexual identity/orientation, spiritually, physically, or any other self-identifying way).
 - Introduce the topic of how important our self-identification is and how heterogeneous we all are. Describe the different ways in which each of us chooses to self-identify. We live in a pluralistic society with many cultures, languages, religions, races and ethnicities among us, and our American society and culture is only going to get more diverse with time.
5. **Activity:** Ask each participant to write down two stereotypes that they have or that they know others have about immigrants. Instruct them to keep it to him/herself and not share at this time.
6. **Introduction to Powerpoint:** Some of us are native born U.S. citizens, some of us are naturalized citizens and some of us are New Americans who may not be recognized officially yet. The immigrant experience is unique and not fully understood by those of us who

- have not gone through the challenges of moving to a new country. The reasons for immigration may have been precipitated by a variety of challenges and acculturating in a new country and society.
- The Powerpoint that you will see illustrates the fast-growing immigrant population in the U.S. and how it is changing the color of America. It will highlight myths about immigrants and will offer factual information to correct those misperceptions. As you listen, think about the misperceptions, over-generalizations, stereotypes and prejudices about immigrants you or your family and friends may have, or may have had. We will discuss them after the Powerpoint.
 - Present Powerpoint: Notes for the facilitator are in the Notes Section of each slide which can be printed out before the presentation.
7. **Facilitate group discussion:** Participants can be asked to share their written stereotypes if they choose when they volunteer in the discussion. Facilitate a discussion of the PowerPoint mentioning the following key messages and any others you glean from the PowerPoint:
- a. The United States, over the next 50 years, will see ethnic/racial populations become the majority;
 - b. Stereotypes about immigrants, who in recent times are mostly people of color, are widely held;
 - c. Immigrants are vital to the economy, defense, culture and society in the U.S.
- Discussion Questions:
 - a. How do the stereotypes we have reconcile with the facts?
 - b. How can we apply the facts into our own personal belief system and into our daily interactions to be more informed and understanding about immigrants, their experiences and their contributions to the country we share?
8. **Activity:** Ask for volunteers to describe one change in perception about immigrants and discuss
9. **Wrap-up and oral feedback from participants**
10. **Post-Survey:** Hand-out post-survey or participants to fill out and hand in

Summary

Many times we form opinions about people based upon limited knowledge, learned behavior from others like parents/friends, what we absorb from the media, and our own personal biases and perceptions. To address misperceptions, it is helpful to become more informed by gathering impartial information from reliable sources and then arrive at conclusions that are less biased because they are based in facts and data. Healthy discussions based on facts contribute to civil discourse and healthy dialogues without the emotionally-laden conversations that tend not to be constructive. By engaging in fact-based dialogue we are more likely to arrive at solutions that benefit everyone.

Pre-Survey

1. Which best describes your role?:
 - a. classroom teacher
 - b. school support staff
 - c. school administrator
 - d. community member
 - e. school partner representative
 - f. parent
 - g. student
 - h. other

Please answer yes or no:

2. Immigrants drain our economy by using social, medical and educational services that they don't pay for.
 - a. Yes
 - b. No
3. Immigrants don't work as much as U.S. citizens and therefore don't contribute to the tax base.
 - a. Yes
 - b. No
4. Immigrants contribute to the crime rate.
 - a. Yes
 - b. No

Post-Survey

1. Which best describes your role?:
 - a. classroom teacher
 - b. school support staff
 - c. school administrator
 - d. community member
 - e. school partner representative
 - f. parent
 - g. student
 - h. other

Please answer yes or no:

2. Immigrants drain our economy by using social, medical and educational services that they don't pay for.
 - a. Yes
 - b. No
3. Immigrants don't work as much as U.S. citizens and therefore don't contribute to the tax base.
 - a. Yes
 - b. No
4. Immigrants contribute to the crime rate.
 - a. Yes
 - b. No

**Discussion Guide 5:
*The Importance of
What We Say and
What It Means-
Issues of Language
and Language Access
in Diverse
Communities***

Developed by:
The American Institutes for Research (AIR)
Karen B. Francis, Ph.D.
Kenneth J. Martinez, Psy.D.

Preparation



Time Allocation: 1 hour

Participants: Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants



Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Evaluation Procedures: Oral summary, pre-survey, post-survey

Supplies, Aids and Equipment: Computer and projector, Powerpoint, index cards, pens/pencils for each participant, participant handouts

Participant Handouts:

Pre-survey: Provide participants with index cards so that they can write their responses.

Ask participants to describe in a sentence what they hope to learn from the discussion session.

“From this discussion session, I hope to learn....”

Post-survey: Ask participants to write their response on the back of their index card to the following:

“From this session I have learned....”

Collect index cards and review for themes that can be used to incorporate/inform subsequent discussion sessions.

Print Example Scenario for a group activity.

Resources:

To prepare to facilitate this Discussion Session, you may want to review the following resources:

1. [Limited English Proficiency \(LEP\)](#): This Federal Interagency Website provides a list of frequently asked questions, information and resources about Limited English Proficiency and the Title VI federal law. It also offers a number of videos that provide information about the importance of providing LAS.
2. [Language Access and Schools: Federal Requirements and School Experiences](#), National Center on Immigrant Integration Policy- This PowerPoint presentation provides information about and guidance for implementing LAS in schools.
3. [Developing Language Access Plans](#), National Center for Cultural Competence (NCCC)- This is a template and guidance for developing language access plans.

Discussion Summary

Description:

During this discussion session, participants will engage in a facilitated discussion about the importance of language and the delivery of effective language access services (LAS) for students and their families who are part of a diverse and multi-lingual school district.

Learning Objectives:

At the end of this discussion session participants will be able to:

1. Define what “language access” means;
2. Discuss what effective cross-cultural communication is;
3. Identify issues that explain the importance of language and LAS;
4. Identify strategies for implementing LAS in diverse school environments.

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Power point presentation
 - Overview of discussion agenda
 - Overview of objectives
 - Introduction of content
4. Video presentation
5. Group discussion
6. Powerpoint presentation
7. Activity
8. Group discussion
9. Wrap-up and oral feedback from participants

Agenda Guide

1. **Welcome and setting the stage:** Ask participants to introduce themselves (name, title)
2. **Pre-survey:** ask participants to describe in a sentence what they hope to learn from the discussion session about language and language access – “From this discussion session, I hope to learn....” Provide participants with index cards so that they can write their response.
3. **Powerpoint presentation:** Slides 1-4
 - Describe Learning Objectives:
 - Define what language access means;
 - Discuss what effective cross-cultural communication is;
 - Identify issues that explain the importance of language and language access services (LAS);
 - Identify strategies for implementing LAS in diverse school environments.
 - Introduction: The ability to effectively communicate, to understand and be understood, is at the core of our daily living and interaction with others. The ability to understand information that is provided either verbally or in written form while accessing any services (e.g., education, health, legal, financial) can often be the difference between success and failure or in some cases life or death. Many service agencies in California and across the country have implemented language access programs to ensure that their constituents who are limited or non-English proficient are able to have equal access to information and services through qualified interpretation and translation services. It is also important to discuss the language access needs of the hearing impaired/deaf and those who are speech impaired whose needs are often neglected.
 - In California there is a significant increase in the number of people who speak a language other than English at home or who are Limited English Proficient.
4. **Video presentation 1:** Slide 5 - [Language Access Public service announcement](#)– This video focuses on language access issues within a healthcare setting. The discussion questions that follow will help participants to focus on implications for language access in school settings and working with families and the community.

Implications for the lack of access to translation and interpretation services can lead to frustration; mis-information; ineffective service deliver; and poor outcomes for children, families and community members. Additionally, it renders service systems ineffective for those they serve.

5. **Group discussion questions (Slide 6):**

- How do you respond to the statement “English should be the official language of the United States.”
 - a. Do you think that this statement is realistic? Appropriate? Why or why not?
 - b. What are the implications for cultural and linguistic competence (CLC)?
 - c. What are the issues faced by your school and community regarding language access?

CLC Definition and Framework

6. **Powerpoint presentation: Slides 7-12**

- What is cross-cultural communication?
- What is language access?
- Why is it important?
- What is translation?
- What is interpretation?
- Title 6 – Language Access Law

7. **Activity:** Language Access in the School Setting - Slide 13

Example Scenario

- Provide participants with a copy of the Example Scenario.
 - Divide participants into groups of at least 2 – 4 people
 - Participants should read the scenario in their groups and decide on what could be effective strategies to implement LAS to meet the needs of the students and families discussed in the scenario.
 - The facilitator should use the Strategies for Implementation in Appendix 2 as talking points to debrief after the small-group exercise.
8. **Additional Discussion Questions:** Slide 14
- a. How does language access apply to the diverse student population in Anaheim?
 - b. Are you aware of strategies to effectively provide LAS for students and families in your school and community?
 - c. What is at least one strategy that you are aware of to increase language access in the Anaheim City School district?
9. **Wrap-up and oral feedback from participants**

Practical Application

- The lack of LAS can present barriers to achieving positive educational outcomes for students.
- Addressing the language access needs of all students in the school district is an imperative to securing positive educational outcomes.
- Effective cross-cultural communication is important to all facets of the educational system. Effective cross-cultural communication includes strategies for making available information to family members about the educational progress and needs of their children. It also can facilitate authentic engagement of family members in their children's educational process.
- Schools and the school district should develop a language access plan to guide the process of making LAS available to all who require such services. Schools and the school district should be aware of the multi-languages that students and families speak and make materials, notifications and other resources available in these languages.

CLC Definition and Framework

Source: The National Center on Cultural Competence, Georgetown University - <http://nccc.georgetown.edu/foundations/frameworks.html>

Cultural Competence: Definition and Conceptual Framework

Cultural competence requires that organizations: have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally. have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve. incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

Linguistic Competence: Definition

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, individuals with disabilities, and those who are deaf or hard of hearing. Linguistic competency requires organizational and provider capacity to respond effectively to the health and mental health literacy needs of populations served. The organization must have policy, structures, practices, procedures, and dedicated resources to support this capacity.

Goode & Jones (modified 2009). National Center for Cultural Competence, Georgetown University Center for Child & Human Development.

Guiding Values and Principles for Language Access

- Services and supports are delivered in the preferred language and/or mode of delivery of the population served.
- Written materials are translated, adapted, and/or provided in alternative formats based on the needs and preferences of the populations served.
- Interpretation and translation services comply with all relevant Federal, state, and local mandates governing language access.
- Consumers are engaged in evaluation of language access and other communication services to ensure for quality and satisfaction.

Behavioral Health Scenario

Source: National Standards for CLAS in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practices, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services (SAMHSA/CMHS) 2012 –unpublished.

Behavioral Health and Social Services Scenarios

The behavioral health and social service scenarios provide examples of strategies to apply the National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care in substance abuse, mental health, education and other social service systems.

The standard below is excerpted from the source listed above.

Standard 5: Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health and services.

Purpose: The purposes of offering communication and language assistance are:

1. To ensure individuals with limited English proficiency and/or other communication needs have equitable access to health services.
2. To help individuals understand their care and services options and participate in decisions regarding their health and health care.
3. To increase individuals' satisfaction and adherence to care and services.
4. To improve patient safety and reduce medical error related to miscommunication.
5. To help organizations comply with requirements such as Title VI of the Civil Rights Act of 1964; the Americans with Disabilities Act of 1990; and other relevant federal, state, and local requirements to which they may need to adhere.

Example Scenario

Boubacar Sanogo is a 15 year old male who has been in the United States for about 8 months. He came to Washington, DC from Mali with his parents and older brother who is attending the university. Boubacar is handsome, was very outgoing in his native country with a great many friends, but since arriving in the U.S., he has become increasingly withdrawn, moody and angry and has exhibited aggressive behavior in school, which has been described by his teacher as becoming “progressively worse each week”. His outbursts in the classroom are more frequent and other students are frightened by his seemingly “out-of-control” behavior. Now his classmates refer to him as “Cray- Cray (slang for crazy) Boubay” . .

Boubacar’s behavior wasn’t always like this. It began shortly after students at his new school started teasing him and calling him names like “stupid” and “mental retard”: he was placed several grade levels below his age due to his poor performance on the initial academic assessments. They laughed at him and said that he was a dumb African because he never responded to the teacher when she would call on him to answer questions about the lesson in class. A few times she asked him to read out loud and he just hung his head and did not answer. After he did this a few more times, she yelled at him in front of everyone, which was quite embarrassing, and then sent him to the principal’s office for being disrespectful. When the principal, Mr. Taylor, asked him to explain what happened, Boubacar refused to make eye contact and again did not answer. After the third visit to his office for the same infraction, Mr. Taylor gave Boubacar a 3-day suspension and told him that he could not return to school unless he brought his parents with him for a conference.

Mrs. Sanogo had to attend the conference alone, along with her younger son, because Mohamed was unavailable due to an exam at his university. She sat quietly as Principal Taylor explained the situation, but she didn’t understand a word that he said. Boubacar understood very little as well, although he kept mumbling something to his mother in their native language throughout the meeting. It never occurred to the principal that there may be a language barrier, so Mrs. Sanogo was never informed that language assistance may be available and no language assistance was ever offered. At the end of the meeting, Mr. Taylor handed Mrs. Sanogo a slip of paper (that neither she nor her son could read) and everyone parted company. This situation is indicative of similar situations that other families have faced at this school, an absence of language assistance despite the fact that the school has a very high enrollment of students and their parents who are limited English proficient.

Implementation Strategies

The Strategies for Implementation listed below can be used by the discussion guide facilitator to conduct a discussion as part of the debrief of the Small Group Exercise

Source: National Standards for CLAS in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practices, U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services (SAMHSA/CMHS) 2012 –unpublished.

Strategies for Implementation

In an effort to be responsive to the cultural and linguistic needs of the Sanogo family, it would have been beneficial to all parties involved if the school had implemented the following strategies to minimize the existing communication barriers:

1. Conduct an analysis of student records and other available family information paying particular attention to communication preferences and literacy levels in the individuals' native language(s) and English.
2. Solicit the assistance of a “cultural broker” who can not only provide translation and interpretive services to the family, but who also understands Mali culture and possibly conduct CLC training and/or develop cultural fact sheets/briefs for school personnel, as well as students. Universities and cultural community organizations may be able to recommend individuals who can provide those services.
3. Assure the family that the school will provide language assistance whenever it is needed to insure their full participation in the educational process and all services associated with it.
4. Provide socialization activities at school for Boubacar and other children from Mali, or that spoke his language, who attended school to encourage prosocial skill development, networking and positive peer development and to decrease the isolation that immigrant families feel.



**Discussion Guide 6:
*Courageous
Conversations
and Leadership of
Cultural and
Linguistic
Competence***

Developed by:
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Preparation



Time Allocation: 1 hour

Participants:

Classroom teachers, schools support staff, school administration, community members, school partner representatives, parents

Space Set-up: Rectangular tables set in U-shape or round tables to promote face-to-face contact and interaction among participants



Methods: Power point presentation, video presentation, group discussion, participants' written and oral exercises

Evaluation Procedures:
Oral summary, pre-survey, post-survey

Supplies, Aids and Equipment: Computer and projector, Powerpoint, index cards, pens/pencils for each participant, participant handouts

Participant Handouts:

Print the Pre/Post surveys for distribution at the beginning and end of the session.

- [Pre-survey](#)
- [Post-survey](#)

Print the Discussion Guide 6 PPT Notes. This will help you with your presentation.

Resources:

In preparation for being a facilitator of this Discussion Session you may want to read Singleton & Linton's book below that gives a thorough description of Courageous Conversations in the school setting.

1. Singleton, G.E. & Linton, C., Eds., (2005). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin Press.
2. [To Equalize the Power Among Us, Tools for Change](#), Seattle, Washington.

Discussion Summary

Description:

This session will help prepare participants to initiate, respond to, and facilitate conversations relating to racism, discrimination and other manifestations of prejudice and bias. Recognizing that no one is immune from bias and prejudicial feelings, and to have authentic courageous conversations, these conversations should be diverse and inclusive of differing points of view. Those who wish to promote cultural and linguistic competence will need skills to facilitate safe conversations to transform attitudinal barriers and take necessary actions to address disparities and disproportionalities.

Learning Objectives:

At the end of this discussion session, participants will be able to:

1. Prepare for potentially “difficult” conversations on race/racism/prejudice
2. Facilitate authentic conversations
3. Foster a safe and non-discriminatory atmosphere in conversations

Agenda

1. Welcome and setting the stage
2. Pre-survey
3. Describe learning objectives
4. Powerpoint presentation
 - Define “courageous conversations”
 - Why have them?
 - What about?
 - Getting started
 - Risks
5. Group discussion
6. Taking action
7. Post-survey
8. Wrap-up and oral feedback from participants

Agenda Guide

1. **Welcome and setting the stage:**
 - The massive demographic changes in population composition have implications for the delivery of education and services to meet the needs of an increasingly diverse student population. As the educational system works to address the needs of its growingly diverse student population, new approaches that foster open and authentic dialogue about achieving cultural and linguistic competence to facilitate academic achievement and positive educational outcomes for all students need to be available and vital.
 2. **Pre-survey:** hand out the printed pre-survey to participants and ask them to fill it out.
 3. **Describe learning objectives:**
 - a. Prepare for potentially “difficult” conversations on race/ racism/prejudice
 - b. Facilitate authentic conversations
 - c. Foster a safe and non-discriminatory atmosphere in conversations
 4. **Powerpoint presentation:** Introduction- there are always conversations that we sometimes shy away from because they are “sensitive.” Among the subjects that are difficult to talk about are religion, politics, finances and race/racism/ethnocentrism and prejudice. We have avenues where we can discuss religion, politics and finances, but there are few places and ways to talk about race/ racism and prejudice. To have these types of conversations we sometimes need to create safe spaces with people who are willing to be open and take risks to talk about them. In our time today, we will discuss a framework to begin these discussions. We will not engage in a “courageous conversation” today but instead learn what they are, how to prepare and create a safe space to have it and ways to facilitate it.
- Notes for the facilitator are provided in some of the Notes Sections of each slide. They can be printed out for facilitator’s use before presentation.

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5. **Group discussion:** use after Slide 6

Facilitator's Discussion
Worksheet

6. **Taking action-** Slide 7
7. **Post-survey:** hand out the printed post-survey to participants and ask them to fill it out.
8. **Wrap-up and oral feedback from participants**

Practical Application

Schools, communities, neighborhoods, agencies, and organizations all have challenges that are not always addressed because of their “sensitive” nature. By engaging in courageous conversations, you as teachers, administrators, parents, etc. model for those in the conversation and others that they interact with, a constructive, strength-based approach to dealing with the most sensitive of subjects having to do with race/ethnicity and resulting prejudice. It humanizes the topic because individuals with courage are willing to engage in a dialogue about things many have avoided before and address sensitive issues without rancor or hostility.

In a school setting, teachers, administrators, parents and students can have difficult, yet rational and productive, conversations that may lead to solutions about such things as differential school discipline that may be based on race/ethnicity/language proficiency, class placements (“tracking”), participation of families, and other issues that are sometimes discussed behind closed doors but not openly and inclusively discussed to hear all perspectives. This Guide is one tool that can be used to promote civil discourse for healing.

Facilitator's Discussion Worksheet

The following prompting questions are meant to start and stimulate discussion. You may choose some or all of them depending on the group, time available or style of facilitator.

1. Has anyone engaged in a “courageous conversation”? If so, would you like to share what it was like for you? Were you the one to initiate it or were you a participant? What was the outcome?
2. If no one has engaged in a courageous conversation, how would you feel being a participant or an initiator of one (not today but another time)? Would you feel comfortable or not? What would make it easier for you?
3. Let's talk about the steps.
 - a. Courageous conversations approach sensitive conversations from a strengths-based perspective so we begin by creating a safe environment with willing people, called gracious space. What would be essential for you to feel like you are in a gracious space? How would you, as a facilitator, help participants create it and feel safe?
 - b. Do you have any questions about the Four Agreements?
 1. Stay engaged;
 2. Speak your own truth;
 3. Expect to and allow yourself to experience discomfort;
 4. Expect and accept non-closure.
 - c. Do you understand how to arrive at your goals? Looking at an issue in your school or community that needs attention but up to this time has been avoided or ignored, what would be some goals that you would like to see addressed?
 - d. What are the risks of having the conversation and not having the conversation?
 - Timing of the conversations is important. There may be times when having the conversation will contribute to further divisiveness because the atmosphere is too volatile. Deciding when to have them is just as critical as how to do it. So assess the environment before engaging in coura-

- geous conversations. Can you think of examples in which the timing was good and when it was not?
4. What kind of sensitive subjects would you think of raising based on your personal experience with any of the “isms” such as racism or ethnocentrism or based upon what your community or school are experiencing? Can you think of issues in your school or community that fall into those categories?
 5. How would you begin the process of having a courageous conversation based upon this experience?

Go on to Slide 7, “Taking Action” to finish the presentation and discussion.

Pre-Survey

1. Which best describes your role?:
 - a. classroom teacher
 - b. school support staff
 - c. school administrator
 - d. community member
 - e. school partner representative
 - f. parent
 - g. student
 - h. other

Please answer yes or no:

2. I know what a “Courageous Conversation” is.
 - a. Yes
 - b. No
3. I feel that there are sensitive subjects in my school/community that need to be addressed.
 - a. Yes
 - b. No
4. I have learned skills to begin to have “courageous conversations”.
 - a. Yes
 - b. No

Post-Survey

1. Which best describes your role?:
 - a. classroom teacher
 - b. school support staff
 - c. school administrator
 - d. community member
 - e. school partner representative
 - f. parent
 - g. student
 - h. other

Please answer yes or no:

2. I know what a “Courageous Conversation” is.
 - a. Yes
 - b. No
3. I feel that there are sensitive subjects in my school/community that need to be addressed.
 - a. Yes
 - b. No
4. I have learned skills to begin those sensitive subjects in a strength-based way.
 - a. Yes
 - b. No

