Language Access Toolkit

An Organizing and Advocacy Resource For Community–Based Youth Programs

Asian American Legal Defense and Education Fund
National Asian American Education Advocates Network

Asian American Legal Defense and Education Fund

Introduction

This toolkit is the product of conversations and collaborations among Asian American education advocates and youth service providers that are members of the National Asian American Education Advocates (NAAEA) Network. Housed at the Asian American Legal Defense and Education Fund (AALDEF), the NAAEA Network is a broad collaborative of direct service providers, community-based organizations, youth and parent organizers, education lawyers and policy advocates from across the country who came together to protect the rights of Asian American students in the K-12 public education system. Since our founding summit five years ago, NAAEA Network members have shared our expertise and experiences with each other, provided support for each other's campaigns, and contributed our perspectives to national policy conversations.

In conversations among our members, language access to the public education system emerged as one the key challenges facing Asian American public school students and their families across geographic regions and ethnic communities. It has been alarmingly common to hear NAAEA Network member organizations share stories of schools failing to provide translated materials for Limited English Proficient (LEP) families or neglecting to engage immigrant families when a neighborhood school was declared failing and closed. But, it has also been inspiring to watch these organizations respond to these challenges by building community power and launching innovative advocacy campaigns to fight for our right to language access in the public education system.

AALDEF developed this language access toolkit to share the expertise and experiences of NAAEA member organizations with other community organizations interested in developing language access campaigns. This toolkit includes an overview of federal and state language access laws, guidelines for developing language access campaigns, profiles of two successful language access campaigns, and sample materials used by the youth and advocates who developed those two campaigns. We hope these materials offer a starting point for Asian American community organizations fighting for our community's full and equitable access to the public education system.

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Legal Overview

Federal Laws

Federal language access laws requiring interpretation and translation are fairly strong, but poorly enforced. The most important federal language access protections concerning public education stem from:

Title VI of the Civil Rights Act of 1964; and

Titles I and II of the No Child Left Behind Act of 2001[1]

Title VI of the Civil Rights Act of 1964 (Title VI)

This law establishes that any programs or activities receiving financial assistance from the federal government may not discriminate against any individual on the ground of race, national origin, or color. The obligation of school districts' to provide interpretation and translation to limited English proficient (LEP) parents and students is rooted in its prohibition of discrimination on account of national origin.

The Federal Guidelines for Improving Access to Services for Persons with Limited English Proficiency (2000) obligates federal agencies to examine their services and implement a system for LEP individuals to access those services in accordance with Title VI.

In the public education context, this means that state and local education agencies must ensure LEP parents and students have meaningful access to their programs.

> "[School d]istricts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English." – Lau v. Nichols
>
> School districts' specific language access obligations under Title VI vary based on factors like:
>
> > How many people speak a language in the district;
> >
> > What resources are available;

[1] The Individuals with Disabilities Education Act (IDEA) grants parents of children with disabilities certain additional rights. School districts must notify such parents of meetings related to their child's educational placement, provide them with a copy of procedural safeguards, and allow them to review records related to their child's eligibility and placement. Parental input is necessary during meetings about educational placement, and school districts must provide interpreters for parents whose native language is not English and are unable to participate without interpretation.

The importance of the program or communication to be translated.

The United States Department of Education Office for Civil Rights enforces Title VI. Among other things, the Office for Civil Rights has required districts to:

Provide interpretation at parent teacher conferences;

Provide translation of important documents like discipline notices and report cards;

Post public notices about interpretation and translation;

Notify school staff that they may not rely on students for interpretation, and may not assume parents will bring their own interpreters.

The No Child Left Behind Act of 2001 (NCLB)

Title I of NCLB provides funding to school districts for schools serving predominantly low-income children. This law also creates grants for partnerships between school districts and organizations to give low-income parents and students integrated literary services as well as support services to eligible migrant children.

Title III of NCLB addresses the obligation of school districts to teach English to LEP students and ensure LEP students meet required state standards. Title III provides funding for language instruction programs for students and professional development for educators.

NCLB is long overdue for Congressional reauthorization. Once the political will is mustered, it will most likely be reauthorized as the Elementary and Secondary Education Act, and advocates like AALDEF and the Southeast Asia Resource Action Center (SEARAC) are advocating to include stronger language access rights.

Current language access requirements under NCLB include:

A definition of "parent involvement"[2]:

Under NCLB, parent involvement is defined as participation of parents in a regular, meaningful, two-way communication about student learning.

This is the 1st federal statutory definition of "parent involvement" to date.

[2] Title 1, Subpart A, Sec. 1118

NCLB directs the state to ensure that all parents have a meaningful opportunity to participate in their children's education.

Specifically, NCLB mandates that LEP parents are notified about important rights, opportunities and programs in a language they can understand.

Title I governs schools serving low income students:

"[L]ocal educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency . . . including providing information and school reports . . .in a language and form such parents can understand." – Title I of NCLB

Schools getting Title I funds must provide:

Interpretation for

Title I annual parental involvement meeting; and

Title I parent advisory council meetings.

Translation of

Title I parent involvement programs and policies;

School curriculum information;

Promotion and assessment policies;

State, district, and school report cards; and

Information about their child's performance in state academic assessments.

Title III governs programs for English Language Learner (ELL) students:

Under Title III, districts must notify parents about their child's placement in an ELL program (such as English as a Second Language (ESL) or bilingual education) – this notice must be "in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand"

These parental notices under Title III must include information about:

Their child's English proficiency level and the assessment method used;

Their child's educational status, needs and prospects; and

Available educational programs (such as ESL, transitional bilingual education or dual language instruction), including but not limited to instructional goals, benefits, and past results.

Sample State and Local Laws

A patchwork of state and local laws across the country implement and extend federal language access protections in public education and other contexts. Some jurisdictions have no language access laws. Others set forth population thresholds triggering interpretation and translation services, procedures for providing language access, and other requirements building upon federal protections.

Below are examples of state and local laws and regulations governing language access in public education in two populous states with large and diverse immigrant populations: California and New York.

State Laws On Language Access in Education		
State	California	New York
Source	California Education Code, Section 48985	New York State Commissioner's Regulations, Part 154
Requires	Translation of forms, notifications, and other informational materials sent to parents	Distribution to parents (or guardians) of pupils with limited English proficiency school-related information when necessary in the language they understand
Trigger	Public schools where 15% or more of students are designated ELLs and share a common primary language	Language access obligations in Part 154 do not rely on a numerical population-based trigger
Enforcement	Under State Law AB 680, the California State Department of Education must notify districts of their language access obligations and monitor their compliance	Part 154 is an administrative regulation issued by the New York State Department of Education

Some local jurisdictions and school districts have implemented specific interpretation and translation procedures to fit their particular needs and fulfill their federal and state language access obligations.

Two such jurisdictions are San Francisco, CA and New York City, NY.[3]

Local Language Access Models		
School District	**San Francisco Unified School District**	**New York City Department of Education**
Source	The New Lau Action Plan http://www.sfusd.edu/en/assets/sfusd-staff/programs/files/english-learners/Lau-action-plan.pdf	Chancellor's Regulation A-663
Trigger	5 most common primary languages other than English (by January 2009)[4]	8 most common primary languages other than English[5]
Interpretation	Primary language assistance request form to request translation/ interpretation services at school sites. Form found in Chinese, Spanish, Arabic, Japanese, Khmer, Korean, Russian, Samoan, Tagalog, and Vietnamese	Upon specific request
Translation	Key documents such as student report cards, pupil services documents, and resources for parents. Documents translated into	Key documents such as report cards, suspension notices, disciplinary proceedings documents, and public address

[3] New York City Chancellors Regulation A-633 can be found at: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf
The San Francisco Unified School District New Lau Action Plan can be found at: http://www.sfusd.edu/en/assets/sfusd-staff/programs/files/english-learners/Lau-action-plan.pdf

[4] Currently, the most common primary languages in San Francisco other than English are Spanish, Chinese, Tagalog, and Vietnamese.

[5] Currently, the 8 most common primary languages spoken by New York City public school students, other than English, are Spanish, Chinese, Bengali, Urdu, Korean, Arabic, Russian, and Haitian-Creole.

	Chinese, Spanish, Arabic, Japanese, Khmer, Korean, Russian, Samoan, Tagalog, and Vietnamese. List also found on http://web.sfusd.edu/services/translation/default.aspx	announcements
Notice	Posted by District Central offices and at each school site. Also included in the Student and Parent/Guardian Handbook and District's website in 5 predominant languages of the District	Posted conspicuously near school entrance
Context specific rights	Primary Language Assistance request form and Notice of Translation/ Interpretation Services included in the Student and Parent/Guardian Handbook	Other Chancellor's Regulations set forth specific language access requirements for school discipline proceedings, involuntary transfers, student promotion, and parent associations[6]

[6] The Department of Education's Office of Civil Rights (OCR) has required that student handbooks, report cards, and other notices be translated into the parent's language. Additionally, suspension notices and long-term notices provided to parents must also be translated.

How to Develop a Campaign

On the following pages are questions your organization should answer to help you develop a language access advocacy campaign.

To answer these questions, you will need to gather information from your community through tools like surveys and focus groups, as well as from public data sources, such as your local school district website, the federal Department of Education or the U.S. Census. Some tips and samples tools are provided below.

Step 1: Create a Snapshot of Your Community

Develop an understanding of the community you serve in context of the neighborhood, school district, and city where you live.

- **What area does your organization serve?**
  - State, city, school district, neighborhood, school?

- **Is there reliable, accurate data available that represents your community and the community's need for language access?**
  - What is the existing data?
    - How much of the population does your community constitute?
    - How much of the school population?
    - How much of the ELL population?
  - How does the school district treat race and ethnicity?
    - Do they have data disaggregated by Asian American and Pacific Islander ethnicities?
    - Do they collect any other data beyond race (i.e., disability, English Language Learner status)?
  - Does the school district collect data on languages spoken at home?

Where can I find this information?

- The United States Census Factfinder Database: http://factfinder2.census.gov
- Your local school district website
- Your state Department of Education website
- Contacting your local school district or state Department of Education's data department or office of English Language Learners (ELLs). School districts and education departments are often reluctant to share information with community organizations, but it's worth asking for it.
- Look at the websites of Asian American Studies and education programs at local universities to see if any faculty study these issues. Contact such faculty to see if they have any relevant data or ideas on how to access such data.

Step 2: Assess Your Assets:
Inventory of Available Language Access Services and Funding

Know the existing policies and practices in your school district, so you can identify where new policies and practices are needed.

- **Who's doing the translation and interpretation right now?**
  - Is there a translation unit or a department of translation?
    - Where is such a department housed?
    - Is it within the school district or is there one office that serves all city agencies?
  - Is it teachers, school staff or a third party?
  - Are there formal guidelines for translation or is it done on an ad hoc basis?
- **What other language communities are there?**
  - What levels of services are already available to them? For example, many school documents in Providence, RI are available in Spanish, but not available in Khmer, Hmong, and Lao.
- **How are existing services publicized?**
- **How are existing services funded?**

Step 3: Survey Your Base: Document Needs and Barriers

Ask the community you serve what they need

- In an ideal world, what language access services would your community receive in the public education system?
    - While you may not be able to get all the services you want, have a sense of your ideal outcome and be prepared to negotiate and compromise with the decision makers.
- **As you prepare to negotiate, determine the minimum amount of language access your community needs in the public education system**
    - What critical documents must be translated?
    - In what situations are interpreters absolutely necessary?
    - When thinking about this minimum, also consider interpretation quality and cultural competency.
        - Translation and interpretation quality vary dramatically. If your school or district agrees to your language access requests, but does not consider quality and cultural competency, you could end up with an interpreter or translator who cannot accurately translate technical language or who is not culturally competent, making students and parent uncomfortable.

How can I document this?
Use a survey or focus groups to gather this information from the communities you serve.

Please refer to the "Sample Materials" section for examples.

- **Do you want to also explore your community's need for language access in institutions outside of the public education system?**
    - If so, in what areas does your community want/need language access?
    - Hospital, welfare, etc.

Step 4: Develop Campaign Strategy and Meet with Decision-makers

Explore different options for achieving your goal

- **Identify Decision Makers**
  - Who has the authority to give language access? Which authority figures or branches of government are involved?
- **Research Funding Issues**
  - What would be the cost of additional bilingual staff, a translation unit, materials, etc?
  - Where will funding come from?
  - Research various funding sources and determine what pots of funding are available.
- **Look at Your Legal Options**
  - Using Existing Laws
    - What existing federal, state, and local laws can you use to demand language access? (see previous section on federal, state, local legal obligations).
  - Is passing a new law necessary to make language access happen? At what level of government? Federal, state, county, municipal?
    - Within a local municipality, what are the electoral opportunities? Is there a system to create ballot initiatives or bond measures to create more funding streams or language access in general.

How do I do this?
For additional guidance on developing campaign strategy and meeting with decision makers , please refer to the workshop "Role Play Guessing Game" in the Appendix. This workshop introduces the important components of a community organizing campaign. It was originally published in the AALDEF publication "Workshops for Change," a collection of youth training workshops on social justice, skill building, community organizing, and health.

- **Leadership Development and Community Organizing**
    - Tie your campaign to a youth or parent leadership development program to engage your constituency.
    - Build allies with other immigrant communities that have language access needs.

- **Media Strategies**
    - Reach out to local and ethnic media to publicize your campaign.
    - Frame your campaign messaging in the context of overlapping issues going on in your city.
    - Connect student achievement with effective parent engagement.
        - For example, you can correlate parent engagement with dropouts, test scores, etc.

Language Access Campaign Profiles

On the following pages are profiles of language access campaigns developed by two NAAEA Network member organizations. Asian Immigrant Women Advocates (AIWA) in Oakland, CA shares a brief overview of their campaign for a Bilingual Community Assistant at Oakland High School. The Vietnamese American Young Leaders Association of New Orleans (VAYLA) offer a detailed narrative of their campaign to push for multilingual resources help Limited English Proficient (LEP) parents and students understand the complicated New Orleans public school system.

These profiles offer real-life examples of how Asian American-youth serving organizations answered the questions needed to develop their campaigns, as well as the challenges they faced and the end results of their campaigns.

Language Access Campaign, Profile 1:
Asian Immigrant Women Advocates (Oakland)

Background Information

Organization Background

Asian Immigrant Women Advocates (AIWA) is a community-based organization in Oakland, CA which develops the collective leadership of low-income immigrant women and youth to organize for positive changes in their living and working conditions.

The Issue

Cantonese was the top non-English language at Oakland High School, but there was no bilingual school administrator at the school.

Oakland High School Demographics

- Over 50% of the student body was Asian American and Pacific Islander.
- 20% of students were English Language Learners (ELLS).
- 75% of students received free lunch.

How Do You Figure Out Your Ask? Needs Assessment

- We evaluated student needs using a broad youth-developed survey and by conducting focus groups.
- Language access was one of the problems that came up.
- We agreed that language access had a large impact and could energize our base.

Deciding On Your Ask

AIWA wanted a Chinese-speaking Bilingual Community Assistant at Oakland High School who would serve as a liaison to the Chinese community.

Who are the Decision-Makers? (Who to Ask?)

Primary: Oakland High School Principal
Secondary: PTSA (specifically the English Learners Advisory Council, which controls money allocated for ELLs)

Strategies

Community Education

- Conducted a public education campaign about the Bilingual Community Assistant that summer.

Going to the Decision Makers

- Campaign interns met with the school's principal to ask him to hire a Bilingual Community Assistant.
- Campaign interns met with the PTSA and its English Learners Advisory Council.

Results

- The Principal agreed to hire a Cantonese-speaking Bilingual Community Assistant, but surprisingly did not agree to a Spanish-speaking Bilingual Community Assistant despite the large Spanish-speaking population at Oakland High School.
- AIWA helped interview candidates and also helped craft the job description
- The Bilingual Community Assistant began working that fall.

Barriers to Victory

- Unfortunately, the Bilingual Community Assistant position was not permanent. Since the state has ultimate control over the district, the Bilingual Community Assistant position became vacant when the principal left a couple years later.
- AIWA was told that there was not enough money for a permanent Bilingual Community Assistant due to the union bureaucracy.

Language Access Campaign, Profile 2:
Vietnamese Young Leaders Association of New Orleans (VAYLA)

Background Information

Organization Background

The Vietnamese American Young Leaders of New Orleans (VAYLA-NO) is a multi-issue youth organizing group that emerged to combat environmental racism in East New Orleans during post-Katrina reconstruction. Supported by adult allies, VAYLA youth lead environmental justice, educational equity and health equity research, community organizing, advocacy efforts. In order to support these youth in their personal educational and career ambitions, VAYLA supplements its youth-led organizing campaigns with holistic support services.

About the School District

In the aftermath of Hurricane Katrina, the New Orleans public school system has undergone a radical transformation. Before Katrina devastated New Orleans in 2005, the Orleans Parish School Board (OPSB), a locally-elected school board, controlled virtually all of the city's public schools.

In 2003, just two years before Katrina, the Louisiana state legislature created a state-run school district, the Recovery School District (RSD), and authorized it to take over low-performing schools. At that point in time, the Recovery School District (RSD) took over just five OPSB schools, transferring all of them to charter school operators. After Katrina, the state legislature increased the Recovery School District (RSD)'s authority to intervene in school districts labeled "academically in crisis" by raising the minimum SPS necessary for the Recovery School District (RSD) to take over a school. As a result, a whopping 107 OPSB schools were transferred to the Recovery School District (RSD), which was charged with operating the schools for five years.[7] Leaving only 16 high-performing high schools in the OPSB system, this move completely overhauled the New Orleans public school system, turning a centralized school district into a labyrinthine system of state-run Recovery School District (RSD) schools, city-run Orleans Parish School Board schools, and independently-run charter schools.

Since this radical overhaul began, charter schools have come to dominate the educational landscape in New Orleans. During the 2011-2012 school year, 78% of students were enrolled in charter schools, the highest rate in the country. After Katrina, the New Orleans public school system also transitioned from a neighborhood zoning system to an open-enrollment system, allowing parents to apply to enroll their child at any school in the city. While some hail this "school choice" model, it has resulted in many unintended negative consequences. By offering a myriad of school options, but no centralized application process, this "school choice" model

[7] "Transforming Public Education in New Orleans: The Recovery School District," Cowen Institute, 3

forces parents to wade through school options with little guidance and juggle separate applications and deadlines for individual schools. In February 2012, the Recovery School District (RSD) took first steps to address this problem by launching "One App," a centralized application process for its direct-run and charter schools in February 2012, but there are still separate application processes for independent charter schools and schools operated by OPSB.

School District Demographics

The vast majority of public school students are African American youth from low-income families. During the 2011-2012 academic year, 88 percent of students identified as African American, 6 percent as white, and 6 percent as another race or ethnicity. 85 percent of students qualified for receiving free and reduced-price lunches.

How Do You Figure Out Your Ask? Needs Assessment

Starting in April 2010, youth organizers and adult allies at VAYLA set out to document youth experiences in the post-Katrina New Orleans public school system in order to assert their voices and make recommendations on the education policy decisions that impact their daily lives

Administer Interviews and Host Forums

- Twelve youth leaders and fifteen additional youth volunteers led research on the school system, conducting over forty open-ended peer interviews, four youth forums, and two bilingual English-Vietnamese parent forums to identify key issues facing the community.

Conduct Surveys

- Using their qualitative research from the interviews and forums, youth leaders and adult allies developed an 80-question student survey to evaluate New Orleans high schools.
- After being trained in how to administer surveys, youth leaders collected 415 surveys from students at six high schools, using their free periods, lunches, and after school time to gather surveys from their peers.

Analyze Your Results

- After reviewing and discussing the data, these youth researchers convened for five half-days of meetings during the spring of 2011 to develop recommendations based on their findings.

Deciding On Your Ask

Through doing their needs assessment, VAYLA discovered that Limited English Proficient (LEP) students and families were struggling to understand what school choices were available to them when Hurricane Katrina transformed the New Orleans school system.

Working with partners in the Latino community, VAYLA came up with two asks to address this problem:

- Want the Recovery School District (RSD) to hire Vietnamese and Spanish-speaking staff at their Family Information Centers, where families can go to learn more about school options.

- Want the Recovery School District (RSD) guide to schools—as well as its centralized enrollment application and accompanying materials—available in Vietnamese and Spanish.

Who are the Decision-Makers? (Who to Ask?)

Primary: Recovery School District (RSD). VAYLA focused on targeting the Recovery School District (RSD) because it has authority over most of the New Orleans Public School system.

Foreseeable Barriers: What might get in the way of your goal?

Before VAYLA met with the Recovery School District (RSD), they were concerned the Recovery School District (RSD) would say that it did not have the funds to hire interpreters or to translate the Guide to Schools.

Assets: What will help you get what you want?

- VAYLA had passionate youth leaders who were ready to speak out and clearly articulate this issue.
- Strong data about the experiences of community members based on their needs assessment.
- VAYLA had coalition partners in the Latino community.
- VAYLA had relationships with and the ability to set up meetings with Recovery School District (RSD) officials.
- VAYLA had strong media connections and a track record of effectively engaging the media on their issues.

Strategies

Coalition Building

- VAYLA was an active member of the Louisiana Language Access Coalition, and serves on the Education Sub-Committee, which is dedicated to issues of access and equity in education for the Limited English Proficient (LEP) population of New Orleans. Through this coalition, VAYLA partnered with Latino communities to advocate for language access for all LEP communities.

- VAYLA had close partners in Kids Rethink New Orleans Schools, Fyre Youth Squad, and Young Adults Striving for Success, as well as other youth organizing groups who were willing to stand in solidarity with VAYLA on this issue.

Direct Actions

- VAYLA partnered with Latino community groups to organize 20 Vietnamese-and- Spanish-speaking families to flood Family Information Centers on one day to demonstrate the need for bilingual staff.

- VAYLA packed a town hall meeting held by the recently-arrived RSD superintendent, John White to ensure that language access was at the top of the list of community concern.
- VAYLA mobilized the community for a State Board of Education meeting to raise the issue of language access, at which several community members delivered public testimony in Spanish and Vietnamese so that board members could experience being on the other end of a language barrier.

Going to the Decision Makers

Meeting with Decision Makers

- VAYLA Youth leaders were trained in advocacy and negotiation skills.
- VAYLA Youth leaders participated in three private meetings with high-level Recovery School District (RSD) officials to discuss their recommendations.

Results

- The Recovery School District (RSD) agreed to hire part-time Vietnamese and Spanish Speaking Staff.
- The Recovery School District (RSD) committed to translating enrollment materials.
- The Recovery School District (RSD) committed publish school guides in Vietnamese and Spanish.

Barriers to Victory

- The Recovery School District (RSD) was reluctant to look at the issue of language access at charter schools in the district. VAYLA hit a wall on this point.

VAYLA's Reflections on This Campaign

We were successful with this campaign in part because we chose an issue that dovetailed with one of the Recovery School District (RSD)'s major initiatives: creating a new, centralized enrollment system for the city's direct-run and charter schools. Our timing was important, because we raised the issue of language access just as they were beginning to roll out the new enrollment system. They didn't want any hiccups or negative press on the new enrollment system, and seemed eager to incorporate our recommendations even though they required a modest investment. Another lesson learned is the importance of working across linguistically isolated communities to build more power around an issue – together with Latino community organization we had a stronger voice and greater access to decision-makers.

Appendix A:
Asian Immigrant Women Advocates (AIWA)
Sample Advocacy Materials

On the following pages are sample materials used by AIWA in the language access campaign in this toolkit.

These materials include:

- Campaign Brochure
- Sample Campaign Meeting Agenda
- Advocacy Letters: Letters to the Principal of Oakland High School
- List of Questions for a Student Focus Group
- Sample Youth Surveys
- Mainstream and Ethnic Media Coverage of AIWA's campaign

About the Bilingual Community Assistant

1. Why is the Bilingual Community Assistant (BCA) important?

※ This person can improve the communication between the school and parents.

※ All parents and students should have a voice in school.

2. What does the BCA do and how can he help the parents and students?

※ Contact parents about absences.

※ Help parents to translate and interpret any information if needed.

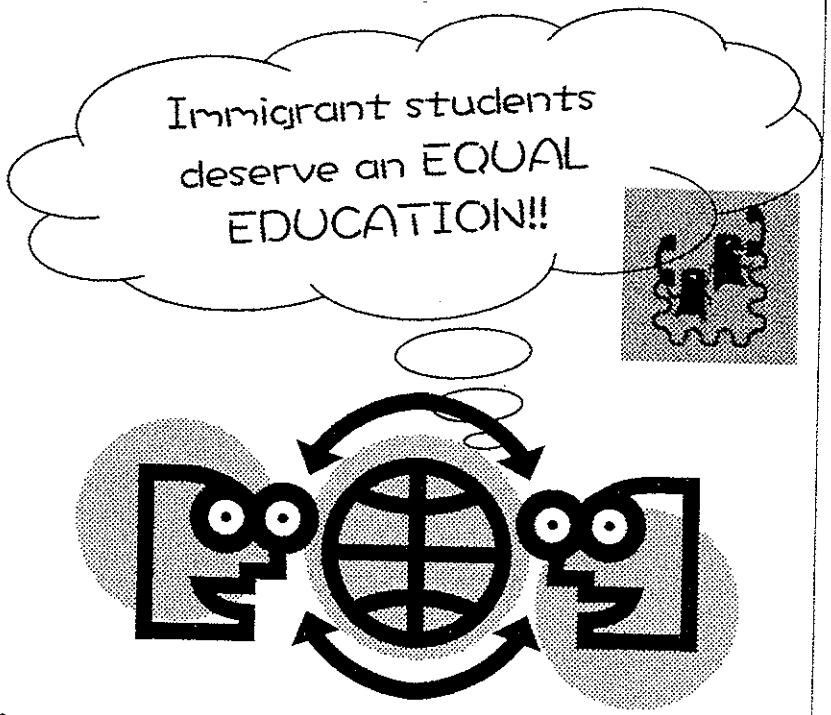
※ Help parents and students interpret in parent-teacher conferences, student-counselor meetings, registration, and any other meetings if needed.

※ Parents can learn more about their children' s school and education. At the same time the BCA can help the immigrant students if needed.

※ The BCA can answer any questions that parents and students have.

If translation is needed at Oakland High, go find Tommy Wong at the attendance office.
Phone Number:510-879-3040 ext.246
Address:1023 MacArthur Blvd

I Have Something To Say!



If you have any questions, please contact Youth Build Immigrant Power (YBIP)
Phone Number:510-208-7288 (Stacy Kono)
Email: stacykono@aiwa.org

YBIP's Story:

Youth Build Immigrant Power(YBIP) is made up of Asian youth who want to improve the working and living conditions of low-income Asian immigrant families. In the school year of 2003 we collected a lot of surveys we did with Asian youth. After we collected the surveys, we decided that language barriers are the main issue immigrant parents and students face, because we don't get an equal education. So we start working with Oakland High School to create a job description and the interview committee to hire a bilingual community assistant. For the first time, principal, teachers, immigrant parents and students worked together in the interview committee. Through this whole process it showed that the school will listen to immigrant parents and students. The most important thing is that immigrant parents and students have a voice in school.

Results of Parent Surveys:

This summer we collected 70 surveys from immigrant parents. The results showed:

1. Because of language barrier and time immigrant parents cannot go to their children school's activities.

-Most of the parents we surveyed speak Cantonese, are immigrants and do low-income jobs.

-30% of parents don't know what problems their children are facing in school.

-76% of parents don't know how to help their children to solve their school problems.

2. Because of language barrier parents don't know about their children's education.

-Few parents said because of language barrier they cannot go to their children school's activities.

-56% parents have never talked to their children's teachers, 36% said it is because of language problem and 36% said it is because they need to work.

-36% parents said there is no translator in school to help them.

-50% parents said when the school call them there is no translation.

3. Immigrant parents and students don't have a voice in school.

- Only 5% of parents went to PTSA and ELAC

Agenda for Committee Meeting 2/11/04

Introduction (5 minute) **Shu Yu**

Hi, everybody! How's your day? Welcome back to AIWA. This is our first committee meeting of the year. Hope you guys would like today's workshop and have fun here and will get more involved with AIWA. Now, let's begin.

We have four facilitator at the committee meeting. Ruby, Vicki, Cindy and me. And also, we are school campaign interns.

Now let's introduce everyone.

Ground rules (3 minute) **Shu Yu**

We have school rule at school.
And AIWA must to have its won ground rule. Let's set up our ground rule.

Icebreaker (15 minute) **Ruby**

Hi everyone!! Now we are going to play a game. It's call "Follow the Leader". Have you guy play follow the leader before?

If they say no:
I will say: follow the leader is we pick one person go out . And then we are making a circle then we are going to pick leader. After we pick a leader we need to follow what the leader do. The leader can do anything they want
And then let the outside person come in, then that person need to guess who is the leader. You can have 3 guesses. That is how to play this game.

If yes
Let's play this funny game

Jeopardy- AIWA (30 minutes) **Cindy and Shu Yu**

Now, we're going to play a game called Jeopardy. Has anyone played before? It's a question and answer game. We'll first break you into teams, and one team will start the game by picking a question under one of the categories. If your team gets the right answer, then you'll get points. If you get it wrong, then you'll lose the points. Do you know how to play now? Ok. Let's break into 3 groups.

General category

When did AIWA start?

a. 1977
b. 1983
c. 1987
d. 1995

Where are AIWA offices?

a. Oakland and Richmond
b. Oakland and San Francisco
c. Oakland and San Jose
d. Oakland and Los Angeles

Who are the YBIP's staffs?
a. Shu Yu and Mei
b. Vicki and Teresa
c. May and Anna
d. Lily and Stacey

YBIP question:

YBIP is a project of AIWA. What does YBIP stand for?
a. Youth Bring International Power
b. Youth Be Immigrant Program
c. Youth Break International Project
d. Youth Build Immigrant Power

When did YBIP start?
a. 1995
b. 1996
c. 1997
d. 1998

What is YBIP mission?
a. Improve working and living conditions of low-income Asian immigrant families.
b. Improve the school conditions for Asian immigrant student.
c. Improve working conditions for Latinos
d. Improve working conditions in hospital.

School Campaign:

YBIP is working on a campaign right now. What is the goal of the campaign?
a. To improve the conditions of housing for low income Asian immigrant families
b. To improve the school condition and education in public schools
c. To fight for higher wages for hotel workers
d. To fight for health care for Asian immigrant youth

When did we start the school campaign?
a. 2003
b. 2002
c. 2001
d. 2000

What were three main problems from the result of our school survey?

a. Bad lunch, bad teachers, and not enough supplies
b. Dirty bathroom, crowded classroom, and bad teachers.
c. No translators, bad lunch, and crowded classroom
d. Bad teachers, No translators, Dirty bathroom

Invisible Theater **Ruby and Cindy**
Our campaign(15 minutes) **Vicki and Ruby**

Last year, we talk to a lot of the Asian Youth and we find out that language **access** was the main **problem** in the school. So now we are working on a campaign to fight for a Chinese **translator** at oak high.

(invisible theater)

Questions:
1.How do you feel when you say the wrong words and people are correcting you and saying that you are stupid and don't even know how to pronouns the right words?
2. Do you believe that English is the most important language to learn?why?

So in the U.S. people said many things that is not true to make us believe in it, such as " Immigrant youth should learn English if they want to get support to go to school." –Makes it seem like immigrants of color are blame for the fact that the system doesn't make space for limited English speakers. They also said that" English is the most important language for people to learn and speak" - Should appreciate youth for being bilingual NOT punish them by not allowing them to have a voice. "Immigrant parents don't care about their children's education because they don't come to parents meetings and PTSA meetings.

Since language oppression affect us the most in our life, and people make up all these statement to make us trust it. So that's why we want to choose the issue on language access to help the people who were oppress by the language.

Skits- Language Access (35 minute) **Vicki and Shu Yu**

How do you think the issue of language access relates to YBIP 's mission?
(write up brainstorm)

In two groups have them come up with skits about how not having translators on campus hurts Asian immigrant youth's access to education.

Skits need to show:

(1) what the problems are for immigrant youth when there is no translator
(2) what is the effect on youth's education
(3) what is the effect on youth's life
(4) how does it make the youth feel

Debrief:
What did you think of the skits?
What are the problems that face immigrant youth when there is no language access?
Why is this not fair?

OUSD Crisis and fact sheet (20 minute) **Cindy and Ruby**
What's happened to OUSD?
Why did the state take over Oakland?
How much money was OUSD in the negative for? (Overspent $82 million)
Why are we in dept for that much money? (Mismanaged loans, $15 million due to gentrification and dropping enrollment)

Go over fact sheet.

April 2005

Dear Mr. Mok:

As you know, staff, youth and parents from our organization, Asian Immigrant Women Advocates (AIWA), worked with you last year to bring a Bilingual Community Assistant (BCA) to our high school. Thank you for your partnership and for including students and parents in the process.

In 1997, we started our youth project for limited English speaking youth, many who are students at Oakland High. Part of our purpose was that we wanted to make sure that more immigrant students and parents could be involved with the community. That is why we worked with you this past summer to develop the job description and form a hiring committee to hire the BCA. It was successfully done and as you know together, we hired Tommy Wong.

To make sure that youth know about the BCA and are working with him, we talked to students and parents over the last few months. 75% of the 50 students we talked to know about Tommy Wong. And over half (55%) have worked with him to get help communicating. This is some of what parents and youth said:

Students:
Senior(Benny): "The BCA translates things clearly to me. I needed his help because I wanted him to help me to talk to the counselor to help me add credits so that I could graduate."
Junior(Ryan): "The BCA's attitude was nice and serious and that I understood him when he translates for me. The only problem was that it takes kind of long for him to get around to help me because there was a time I had to wait for almost an hour."
Sophomore(Mandy): "The BCA translated very well and clear."

Parents:
Senior's mother: "I know the BCA through Asian Immigrant Women Advocates (AIWA) and the school registration because AIWA was passing out flyers to me… I understand him when he helps me translate. I asked him about the school things and help me to ask the counselor to change my son's schedule… It is very hard for me to reach him because every time when I want to reach him through school phone system, it doesn't work. I had to call AIWA first and AIWA would call the youth at Oakland High to help me find him."

Mandy's mother: "I worked with Tommy Wong to communicate with the counselor and the school… I don't feel like I have a voice in the school because I don't know English."

From these feedbacks, we came to the conclusion that having a Bilingual Community Assistant is helpful to the Chinese immigrant students and parents so they could understand better in class and about their education. In some way, having a BCA encourages parents to get more involved in their child's education when they could go to school events such as "parents meetings" or "back to school night." When Tommy Wong is present, they could voice their opinions and concerns with his help.

Overall, we, immigrant parents and students, benefit a lot from having a BCA. We learn more about the school and more chance for us to convey our concerns and that is a huge improvement.

We are writing to ask you for your support:
(1) To keep the position of BCA and make it permanent.
(2) To ask you to improve the phone system so that parents can more easily reach him and other staff to get information about their child's education.
(3) To send letters to all Chinese parents to inform them of that they can work with the BCA to communicate at the school.

Would you please meet with us so we can discuss these three proposals more with you? Thank you. You can reply by contacting Oakland High student Ken Huang at kenshi003@yahoo.com.

Sincerely,

Students, parents and community for language access at Oakland High School.

Asian Immigrant Women Advocates

April 27, 2004

Mr. Clement Mok
Oakland High School
1023 MacArthur Boulevard
Oakland, CA 94610

Dear Mr. Mok:

On behalf of the Asian Immigrant Women Advocates and Oakland High School parents and students, we would like to thank you for taking the time to meet with us to follow up on our previous discussions about the hiring of bilingual community assistants at Oakland High School.

As we discussed, we will type up our proposal for what we would like to see in the job description for the bilingual community assistant. This would include the bilingual community assistant interpreting for committee meetings (like PTSA, SSC, etc.), greeting parents and students in the main office, interpreting for parent-teacher conferences, contacting parents about their children's education (including absences), providing parent education and other resources.

We will prepare to present the proposal to the School Site Council Meeting on May 6 and the Parent-Teacher-Student Association Meeting on May 11. We appreciate that you will put us on the agenda for both meetings.

Finally, we look forward to talking with you more about how to let the broader community know Oakland High School hiring a bilingual community assistant. We hope that this will become a model for other high schools.

If you have any questions, you can call Lily Wang at (510) 208-7290 or Stacy Kono at (510) 208-7288.

Sincerely,

Stacy Kono
Program Coordinator

Lily Wang
Youth Organizer

Vicki Ko
Campaign Intern

Shu Yu Lin
Campaign Intern

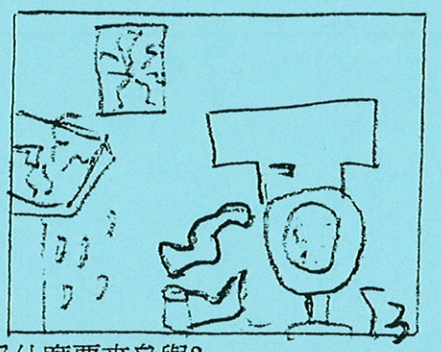
Cindy Ruan
Campaign Intern

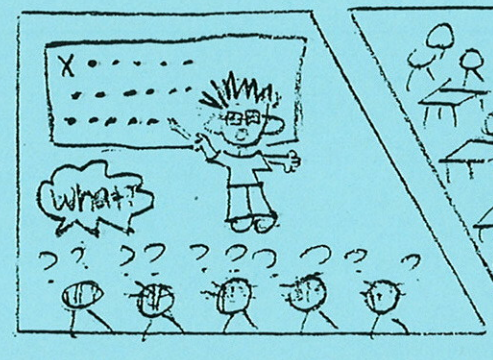
Ruby Zhao
Campaign Intern

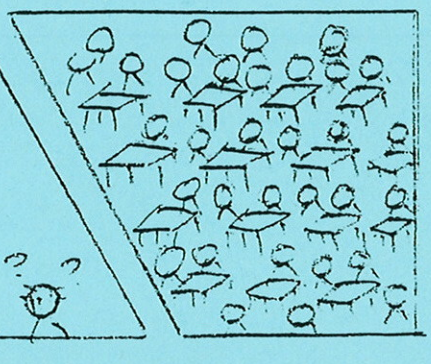
310 EIGHTH ST. #301, OAKLAND, CA 94607 • (510) 268-0192 • FAX: (510) 268-0194
1010 RUFF DR. #21, SAN JOSE, CA 95110 • (408) 289-8983 • FAX: (408) 289-8883
aiwa@igc.org • aiwasj@igc.org

華人青年

來參加討論小組,講出在學校面對的問題.我們想知道你的想法....

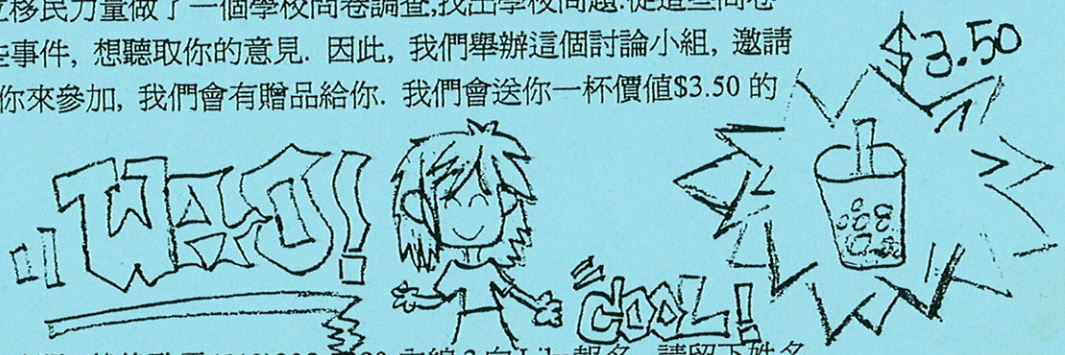






爲什麼要來參與?

去年二月,青年建立移民力量做了一個學校問卷調查,找出學校問題.從這些問卷中,我們鑒別出一些事件, 想聽取你的意見. 因此, 我們舉辦這個討論小組, 邀請你前來參加. 如果你來參加, 我們會有贈品給你. 我們會送你一杯價值$3.50 的珍珠奶茶.



時間?

從下列選出日期及時間, 然後致電(510)208-7290,內線 3 向 Lily 報名. 請留下姓名及電話號碼, 以便 Lily 可以覆電給你.

7 月 31 日星期四下午 3:30-5:30
8 月 4 日星期一 3:00-5:00
8 月 8 日星期五 2:00-4:00
8 月 8 日星期五 4:00-6:00

地點?

我們的辦公室,亞洲移民婦女服務社(Asian Immigrant Women Advocates), 310-8th street 夾 Harrison Street, 100 室

青年建立移民力量計劃通過訓練, 做義工, 演說及實習生計劃訓練低收入亞洲移民青少年的領袖才能. 我們視自己爲社區一分子與社區人士共同爭取工人的權益. 若需要更多資料, 請致電(510)208-7290 內線 3 向 Lily 查詢.

2003 YBIP Summer Internship
Focus Group Questions

Criteria for focus group Questions:

- Related to school campaign (bathroom, teachers, crowded classrooms)
- Easy to understand
- No questions that are about their personal life
- Questions about their personal experiences with school
- Interesting; people care about
- Related to problems like exit exam
- Open-ended questions-questions that allow youth to express themselves
- Related to low-income Asian Immigrant youth

Questions for Focus Group

General

1. What do you think about your school and why?
2. What are the problems in your school?

2b. Have you ever experience it? (Bathrooms, Classrooms)

3. How does this problem affect you? Why?
4. What kind of school is your dream school?

Teachers

1. Why do you think bad teachers are a big problem for low-income Asian Immigrant youth?
2. how are your ELD/English teacher?

2b. what did your ELD teachers do? Give us an example

3. what kind of qualities you want from your teachers.

Other school problems facing low-income Asian immigrant youth

1. Use one word/sentence to describe your experience as a low-income Asian Immigrant youth in public school. Why?
2. Beside those three problems, what is one two other problems that effect low-income immigrant students? (Explain the three problems found from our survey before asking this question)
3. What do Asian Immigrant youth needed in school to get good educations?

Maybe questions – if we have time

1. How many people are in your class?
2. Do you think you can learn in your classes with so many students? Why/Why not?
3. What image is in your head every time people talk about school bathrooms?

3b. Why do you have these images?

YOUTH BUILD IMMIGRANT POWER PROJECT

IMMIGRANT YOUTH SURVEY

1. Name (optional)_____ **2. ☐ Female ☐ Male** **3. Age**: _____

4.Grade (circle one) 8 9 10 11 12 Other: _____

5. School (check one) ☐ Oakland High ☐ Oakland Tech ☐ Fremont High ☐ Life Academy
☐ Skyline High Other _____

6. Ethnicity/Race ☐ Chinese ☐ Vietnamese ☐Cambodian Other _____

7. Where were you born? ☐ United States ☐ China ☐ Vietnam ☐ Cambodia ☐ Laos
Other: _____

8. What was your first language? ☐ English ☐ Chinese ☐ Vietnamese
Other: _____

9. Are you or your family low income? ☐ Yes ☐ No

10. What do you think are the worst problems in your school? (Please check the top 5 problems)

☐ Old text books (over 5years)
☐ Not enough text books
☐ Not enough lockers
☐ Unhealthy lunch
☐ Dirty restrooms
☐ Not enough open restrooms
☐ NoTranslators

☐ Not enough English Language Development (ELD) classes
☐ Too many students in one class
☐ High School Exit Exam
☐ Not enough AP classes
☐ Not enough college prep testing/classes

☐ Teachers don't know how to teach
☐ Get limited help from teachers
☐ Not enough counselors
Other: _____

14. Do you think your friends also face these problems? ☐ Yes ☐ No ☐ Don't know

11. Are you in English Language Development classes? ☐ Yes ☐ No ☐ We don't have any.

12. Does your school have programs to help you with your schoolwork? ☐ Yes ☐ No
☐ Not enough If so, what are they? _____

13. Do you think racism is a cause of any of these problems? ☐ Yes ☐ No ☐ Don't know

Call Lily (510) 208-7290 to find out more about the program or email lilywang@aiwa.org

YOUTH BUILD IMMIGRANT POWER PROJECT

IMMIGRANT YOUTH SURVEY

青年建立移民力量計劃

移民青年問卷

1. 姓名(可選擇不填寫)_____ **2.** □ 女 □ 男 **3.** 年齡: _____

4. 年級(圈出一個答案) **8** **9** **10** **11** **12** 其他: _____

5. 學校(選答一個答案) □ **Oakland High** □ **Oakland Tech** □ **Fremont High** □ **Life Academy** □ **Skyline High** □ 其他_____

6. 裔族 □ 中國 □ 越南 □ 柬埔寨 其他 _____

7. 你在那裏出生？ □ 美國 □ 中國 □ 越南 □ 柬埔寨 □寮國 其他: _____

8. 你的第一語言是甚麼？ □ 英文 □ 中文 □ 越南 其他: _____

9. 你及家人是否低收入？ □ 是 □ 不是

10. 你認爲在學校裏那些問題最爲嚴重 (請選最嚴重的五個問題 ，請選 **5** 個)

□ 舊書(超過 **5** 年)
□ 教科書不足
□ 貯物箱不足
□ 不健康的午餐
□ 污穢的洗手間
□ 沒上銷的廁所不足
□ 沒有翻譯員
□ 學習英語班級不足
□ 一班學生人數太多
□ 高中評核試
□ **AP** 課程不足
□ 準備大學試/課程不足
□ 教師不會教書
□ 教師協助不大
□ 輔導員不足
□ 其他：

11. 你是否正在讀英文進修班 ？ □ 是 □ 不是 □ **We don't have any.** 我們沒有這些課程

12. 你學校有幫功課的計劃嗎？ □ 有 □ 無 □ 不足 如果是有，那是甚麼計劃?_____

13. 你認爲種族歧視是這些問的起因嗎？ □ 是 □ 不是 □ 不知道

14. 你認爲你的朋友亦面對同樣的問嗎？ □ 是 □ 不是 □ 不知道

Call Lily (510) 208-7290 to find out more about the program or email lilywang@aiwa.org

欲知詳情請電 **510-208-7290** 聯絡 **Lily** 或電郵 **lilywang@aiwa.org**

I HAVE SOMETHING TO SAY SURVEY

We are a group of youth called YBIP (Youth Build Immigrant Power) and we are concerned about low-income immigrant students. Please help us fill out this survey to improve language barriers of OHS.

1. What is your primary language?
   a. Chinese b. English other: _____

2. Have you ever needed someone to translate for you to understand English in the past year?
   a. Yes b. No

3. Do you know there is a Bilingual Community Assistant who translates in Chinese named Tommy Wong in our school?
   a. Yes b. No

4. Has Tommy Wong ever helped you with the language barrier in Oakland High School?
   a. Yes b. No c. don't know

5a. Can you reach Tommy Wong when you need help to translate or understand things at school?
   a. Yes b. No

5b. If yes, how easy is it to reach him?
   a. very easy b. somewhat easy c. not at all

6. What are the ways you use to reach Tommy Wong? (Check all that applies to you)
   __ By phone
   __ Ask teachers or friends where he is
   __ Try looking around for him
   __ Never visit him
   __ Don't know how
   Other: _____

7. Do teachers and school staffs understand what you are trying to say through Tommy Wong?
   a. Yes b. No c. don't know d. Never worked with him

8a. Have you ever been to any of the following events: (Check all applies to you)

__ELAC (English Learner Advisory Counsel)
__PTSA (Parent teachers students Association)
__Back to school night
__Open House
__Never been to any of the events(skip 8b)

8b. Was Tommy Wong or other translators there to help you to communicate?

a. Yes b. No c. don't know

9. When your parents have questions about the school and your education can they reach Tommy Wong to ask questions?

a. Yes b. No c. don't know d. never tried before

10. How have your experiences been with Tommy Wong?

a. nice b. ok c. bad d. hate it
e. never have any

If you answered E, skip 11.

11. Do you think Tommy Wong is a good and helpful translator?
(Circle one from a scale of 1 to 5, 1 is the worst and 5 is the best)

1 2 3 4 5

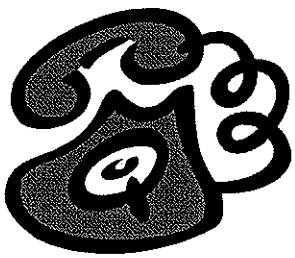
Here we want to invite you to come to our focus group meeting to share your experiences with the translator, we will be providing snacks and ice cream coupons.

Date: Feb 7th, 2005
Time: 4:30pm – 6:00pm, but may finish early.
Address: (310 8th street room #100)
Phone: 510-208-7288 for Stacy Kono or 510-208-7290 for Lily Wang if you have any questions concerning about this.

Do you want to come?

a. Yes b. No c. Maybe

Name: _____
Grade: _____
Phone #: _____
E-mail address: _____



我有野講問卷調查

我們是一組青年來自一個機構叫 青年建立移民力量。 我們非常關心那些低收入移民學生。請幫助我們填妥這份問卷調查去改善屋崙高中的語言障礙。多謝合作 ！

1. 你的第一語言是什麼？
   a. 中文　b. 英文　c. 其他

2. 在過去一年，當你不明白英語時，你需不需要 任何人幫你翻譯？
   a. 會　b. 不會

3. 你知不知道在屋崙高中有一個雙語社區輔導員會幫你們翻譯中文叫 Tommy Wong?
   a. 知道　b. 不知

4. 在屋崙高中， Tommy Wong 曾否幫助過你翻譯？
   a. 有　b. 沒有　c. 不知道

5a. 如果你需要翻譯或者想了解多些關於學校的事情，你可否找到 Tommy Wong 幫你？
   a. 可以　b. 不可以

5b. 如果可以，是 否很容易找到他？
   a. 非常容易　b. 一般　c. 不容易

6. 你曾經用過那些方法去找 Tommy Wong? (選擇所有符合你的方法)
   _____打電話
   _____問人
   _____自己找
   _____從來沒有找過他
   _____其他 _____
   _____不知道如何

7. 因為有 Tommy Wong 幫助你翻譯，老師 或其他學校職員會不會明白你想傳達的意思？
   a. 會　b. 不會　c. 不知道
   d. 從來沒有叫 Tommy Wong 翻譯

8a. 你有沒有去過任何以 的下學校 會議？ (選擇所有符合你的方法)

_____英語資詢委員會 (ELAC)
_____家長學生老師委員會 (PTSA)
_____回校日 (Back to school night)
_____開放日 (Open House)
_____註冊 (Registration)
_____從來 沒有去過任何會議

8b. 在學校會議中， Tommy Wong 或其他翻譯員 是否在場幫助你溝通？
a. 有 b. 沒有 c. 不知道

9. 若你的家長有任何問題關於學校和你的學業情況，他們會否找到 Tommy Wong 幫助他們？
a. 會 b. 不會 c. 從沒有試過

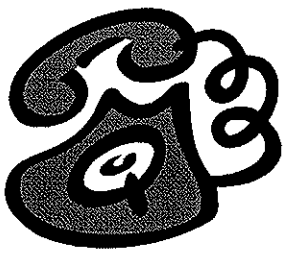
10. 你和 Tommy Wong 的合作經歷是怎樣？
a. 非常好 b. 一般 c. 不好
d. 討厭
e. 從沒有試過 同 Tommy Wong 合作過

11. 你覺不覺得 Tommy Wong 是一個好和很有幫助能力的翻譯員？
(在一至五的評分，一為最差，五 為最好)
1.___ 2.____ 3.____ 4._____ 5._____

我們誠意邀請你來參加我們的討論小組，這個討論小組將會分享你和 Tommy Won 的合作經歷。我們會提供食物和雪糕禮卷。
時間： 2 月 7 號 2005 年下午 4 ：00-6 ：00
地點： AIWA 310 8 街 100 室 Oakland 94607
電話： 請致電 510-208-7288 Stacy Kono 或者 510-208-7290 Lily Wang
如果你有任何問題關於這份問卷。

你會來嗎？
a. 會 b. 不會 c. 可能

你的名字 ：_____
年級：_____
電話：_____
電子郵件：_____



亞裔婦女促進社
屋崙高中家長問卷調查

2

如果您不知道請留空白。
以下資料是保密的。

1. 名字：_____

2. 你的第一語言是甚麼？
   a. 廣東話
   b. 國語
   c. 台山話
   d. 英文
   e. 越南話
   f. 其它：_____

3. 你是不是移民？
   a. 是
   b. 不是

4. 你的工作是甚麼？
   a. 廚師
   b. 車衣工人
   c. 推銷員
   d. 自己生意
   e. 侍應
   f. 保母（照顧小孩）
   g. 老師
   h. 家庭保母（照顧老弱）
   i. 園丁
   j. 餐館收銀員
   k. 理髮師
   l. 工匠
   m. 清潔人員
   n. 失業
   o. 退休
   p. 其它：_____

5. 你一星期通常做多少個小時？
   a. 失業
   b. 少于二十個小時
   c. 二十一到四十個小時
   d. 五十個小時或以上

6. 你甚麼時候下班？ 6pm

7. 你有孩子嗎？
   如果有，幾個？
   a. 有（ 2 ）
   b. 沒有

8. 你的孩子就讀哪一間學校？
   a. Oakland High School
   b. Oakland Technology High School
   c. Fremont High School
   d. Skyline High School
   e. Edna Brewer Middle School
   f. Westlake Middle School
   g. Roosevelt Middle School
   h. 其它：_____
   i. 我不知道

亞裔婦女促進社
屋崙高中家長問卷調查

9. 請列明你的孩子（們）是甚麼年級。
   a. 六年級
   b. 七年記
   c. 八年級
   d. 九年級
   e. 十年級
   f. 十一年級
   g. 十二年級

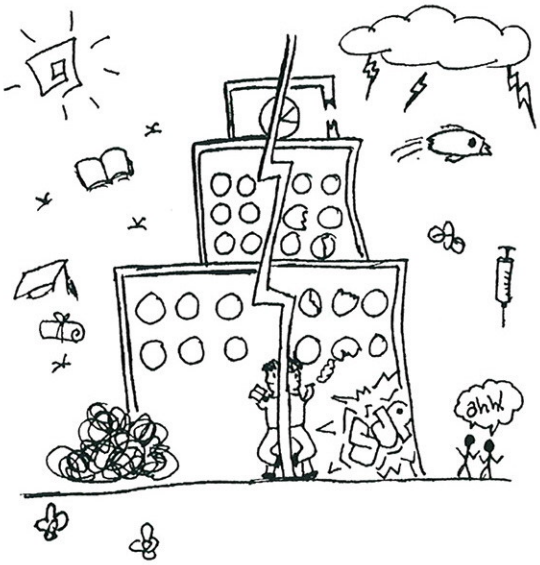
10A. 你有否看過你孩子（們）的成級單？
   a. 從來都沒有
   b. 一年少于五次
   c. 每次都有
   d. 忘記

10B. 如果不是每次都有看，原因是甚麼？_____

11. 你曾否與你子女的老師溝通過？
   a. 有（關于甚麼：成績，平常表現）
   b. 沒有　（解釋：_____）

12. 你的子女有參加過學校任何的活動嗎？
   a. 有
   b. 沒有
   c. 我不知道

13. 你曾否問過你子女在學校的情況嗎？
   a. 有
   b. 沒有　（解釋：_____）



14A. 你對你子女的學校有甚麼想法？
   a. 非常好
   b. 很好
   c. 好
   d. 一般
   e. 不好
   f. 非常不好

14B. 爲甚麼你有這樣的想法？ 有 stress from teacher

15. 你子女在學校面對那些問題？
   (圈所有符合你的)
   a. 我不知道
   b. 不夠課堂資源
   c. 安全
   d. 不夠書本
   e. 用舊書
   f. 不健康午餐
   g. 骯髒的廁所
   h. 不夠開放的廁所
   i. 沒有翻譯員
   j. 不夠初步英語學習班
   k. 太多學生在一個教室內
   l. 不夠大學準備班
   m. 學歷不足的老師
   n. 得不到老師的幫助
   o. 不夠輔導主任
   p. 其它：Communication

亞裔婦女促進社
屋崙高中家長問卷調查

16. 你對學校知道多少？
    a. 非常清楚
    b. 一般
    c. 不清楚

17A. 你曾否去過你子女學校的會議或活動？
    a. 有
    b. 有時候
    c. 沒有　　（爲甚麼：_____）

17B. 你去那些會議或活動？
    a. 從來沒有去過
    b. 家長，老師，學生委員會
    c. 英文咨詢委員會
    d. 開放日
    e. 畢業典禮
    f. 特別活動
    g. 註冊
    h. 新生會
    i. 學校自咨會
    j. 和輔導主任開會
    k. 學校活動
    l. 和老師開會
    m. 其他：_____

18. 學校寄來的信是中文或你講的語言嗎？
    a. 經常
    b. 有時
    c. 沒有
    d. 不知道

19. 在校內，是否有翻譯員幫你翻譯？
    a. 經常
    b. 有時
    c. 沒有
    d. 不知道

20. 當學校至電給你時，是否有翻譯員幫你翻譯？
    a. 經常
    b. 有時
    c. 沒有

21. 你覺得屋崙高中應有一個翻譯員幫家長和學生嗎？
    a. 應該
    b. 不應該　　（爲甚麼：_____）

22. 你想要更多的資料關於市區雙語輔導員嗎？
    a. 想
    b. 不想
    c. 沒有翻譯員在學校

23. 你知道哪些方法可以幫助你的子女解決在學校的問題？
    a. 知道
    b. 不知道

亞裔婦女促進社
屋崙高中家長問卷調查

24. 你有聽問過ＡＩＷＡ（亞裔移民婦女促進社）嗎？
    a. 有
    b. 沒有

25. 你曾有參加過ＡＩＷＡ的活動嗎？
    a. 有
    b. 沒有

26. 你想支持我們爲屋崙高中聘請一位翻譯員的活動嗎？
    a. 想
    b. 不想

27. 當我們有會議的時候你想我們至電給你嗎？
    a. 好 depend on time
    b. 不好

28. 你可以給我們你的聯絡資料嗎？
    a. 可以　　（電話＃：_____）
    b. 不可以

29. 甚麼時候是最佳聯絡你的時間？

謝謝您！

THE AEGIS
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Oldest school newspaper west of the Mississippi
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Breaking Down Language Barriers

By: Members of AIWA,
Asian Immigrant Women Advocates

Have you ever felt that you can't convey to others the things you want to say? For many parents and students, they face that everyday because of a language barrier.

A youth program called Youth Build Immigrant Power (YBIP) helps immigrant youth to improve their community. They did a survey of immigrant parents and found that only 5% of immigrant parents go to school site meetings. 76% don't know how to help their children solve their school problems.

YBIP started a campaign to improve this situation. Last year they met with Mr. Mok to share their concerns. One immigrant student said, "One time I helped a person translate. I felt nervous because I didn't understand some of the words. I was afraid I would translate wrong and felt bad about myself."

Mr. Mok proposed hiring a bilingual community assistant (BCA) who can translate in Cantonese. Mr. Mok said he wanted a BCA at Oakland High "because many immigrant parents are concerned about the attendance and progress of the students, and there are few bilingual members in Oak High."

YBIP worked with the principal to hire the Cantonese BCA by making the job description and being a part of the interview committee. The interview committee also consisted of the principal, teachers, immigrant parents and students who worked together to interview candidates for this position.

For the first time, our principal, teachers, immigrant parents and students worked together in this interview committee. Mr. Mok said, "It was a unique experience to work with immigrant parents and students."

The new BCA is Tommy Wong as the Cantonese speaker. He can help students and parents interpret in meetings and call home about attendance.

It's important to the youth in YBIP that immigrant parents and students have a voice in school.

移民學生自發爭取獲成功

屋崙高中聘雙語助理 加强溝通

本報記者蕭慧屋崙報道

作為移民家長，相信不少人都曾有過打電話去查詢子女在校情況，卻不知道如何清楚表達的尷尬經歷。而屋崙高中的移民學生通過自發組織，成功爭取到校方聘用一位中英雙語的社區助理黃湯米（音譯：Tommy Wong），幫助學生及家長克服語言障礙，成為了其他移民學生衆多學校的模仿對象。

屋崙高中（Oakland High School）學生中，百分之三十三是英語非母語的移民學生，其中，二百三十八名學生是來自只會說粵語的移民家庭，佔屋崙高中總人數的一成。在校方還沒有聘請一位雙語助理前，每逢家長想向校方表達意見或查詢子女在校情況時，往往難以順利溝通，使人怨聲載道。至於來自華裔家庭的移民學生，也表示每當教師叫他們幫助翻譯的時候，他們都很害怕會用錯詞語或表達不清。

屋崙高中學生，十二年級的高濱以及十年級的劉慕賢，同是亞裔移民婦女倡導團體（AIWA）的實習生，也是發起要求校方聘請雙語助理行動的主要參與者。

這兩位學生的背景非常相似。她們都是五年前移民來美，而且都是來自只懂說粵語的移民家庭。

高濱表示，五年前初到美國，她的英語水平跟不上同班同學的水平，感覺到很自卑和被同學排斥，更由於無法順利與校方和教師溝通，移民家庭不但難以獲知學校提供的各種課程、子女的表現或出勤率等情況，對校方的各種決定也沒有影響力。

出於自身的需要考慮，高濱、劉慕賢以及她們周圍有相同情況的同學，得到各自父母的支持，向學校教師及家長聯會反映意見，最終向校長提出建議，要求校方聘請一位雙語社區助理，幫助移民家庭跨越語言，與校方就各方面問題順利溝通。

高濱和劉慕賢表示，當初她們提出要求的時候，其實也有不少困難，例如要求校長合作，在招聘廣告上列明工作要求，但校方在行動中，總是拖拖拉拉，給人一種感覺是校方出於財政或其他方面的考慮，不想給移民家庭太多權利，再如她們在學期末提出要求，時間緊迫，還要與協助各方協調時間召開會議等。

不過，在克服一切困難後，去年夏天經過數關面試招收的雙語助理黃湯米，爲學校師生交流帶來不少轉變。他不但負責接聽移民家長打來的諮詢電話，將其中的意見反映給校方管理層，還會輪流在各班中，爲一些英語還不太好的學生翻譯老師的問題，幫助師生順利溝通。高濱表示，經過一年的雙語助理計劃，連原來似乎對此事不太熱衷的校長也改變態度，積極地爲黃湯米延長合約期限。

學生們認爲，目前看來，一間學校只有一個雙語助理顯然還不夠，但是“有一個總比一個都沒有爲好”，很多事情都要從踏出第一步開始。同時，她們也希望以此事爲其他有同樣情況的學校作一個榜樣，因爲屋崙還有不少學校沒有設立雙語助理，讓不少低收入移民家庭無法順利向校方了解學校情況。

屋崙高中的師生爲慶祝雙語助理的順利留任，將會在AIWA青年大樓內舉行雙語慶祝會，時間是五月二十八日（周六）晚上六點，地點是屋崙八街310號三樓，AIWA辦公室內。

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School grateful for Cantonese-speaking aide

By Hanna Tamrat
STAFF WRITER

OAKLAND — Asian immigrant students at Oakland High School today will celebrate the one-year anniversary of their efforts to hire the first Cantonese-speaking bilingual staff member.

As part of the Asian Immigrant Women Advocates youth program, more than 50 students studied survey results that showed a big challenge facing their community is the lack of communication between Cantonese-speaking new immigrant families and the public school faculty, said Pan Ko, 18, a program intern.

Students and their parents teamed up with Oakland High's principal and teachers last summer to gather petition signatures and testimony from new immigrants detailing how frustrating language barriers can be, said program spokeswoman Stacy Kono.

The team recruited and hired Tommy Wong, who previously did some volunteer work with the Asian Pacific Environmental Network surveying low-income Asian communities. Since September, Wong has worked as a bilingual community assistant.

"I help ELD students new to the American school system and parents who don't understand school policies (ranging) from attendance to grades," said the 28-year-old Wong.

One of the many differences between the school systems in the United States and in China is the way high school students progress into higher grades, Wong said. In China, there is no system of earning credits throughout the school year or taking optional courses. Students in China must pass a test at the end of the year or spend an extra year or two in the same class with younger classmates.

Oakland High houses the highest number of Cantonese-speaking students in the Oakland school district, said Kono. Before Wong's hiring, students were responsible for translating for the new immigrants.

Muxian Liu, 17, remembers going out of her way to the administration office to help a new Chinese immigrant applying to get into the school. And, lacking a student to translate, teachers were called for the same task.

"Sometimes, I'm the only (Cantonese-speaking teacher) available," said science teacher James Cham. Before Wong came, Cham found himself teaching students and translating for them during meetings with non-Chinese teachers and administrative staff.

Appendix B:
Vietnamese American Young Leaders Association of New Orleans (VAYLA)
Sample Advocacy Materials

On the following pages are sample materials used by VAYLA in the language access campaign in this toolkit.

These materials include:

- Advocacy Letter: Letter to the New Orleans Recovery School District (RSD) Superintendent from the Louisiana Language Access Coalition
- Sample Youth Survey
- *Education Week* op-ed on the campaign by a VAYLA youth leader

Louisiana Language Access Coalition

Karla Sikaffy
LLAC Co-Chair
Catholic Charities Archdiocese of New Orleans
Hispanic Apostolate

Daesy Behrhorst
LLAC Co-Chair
LLAC - Health Committee
LSUHSC School of Public Health
Iglesia Cristiana Verbo - New Orleans

Christy Kane
LLAC - Criminal Justice Committee
Louisiana Appleseed

Minh Nguyen
LLAC – Education Committee
Vietnamese American Young Leaders Association of New Orleans

David Gallegos
LLAC Immediate Past Co-Chair
Advocacy Center

Katrina Badger
LLAC Immediate Past Co-Chair
REACH NOLA

July 22, 2011

Superintendent John White
RSD Central Office
1641 Poland Avenue
New Orleans, LA 70117

Dear Mr. John White:

On behalf of the Louisiana Language Access Coalition (LLAC), we would like to welcome you to our city and thank you for your infusion of new energy and ideas. LLAC is a coalition of community leaders formed in 2007 to advocate for the city's Limited English Proficient (LEP) populations in the areas of health, criminal justice and education. The mission of the Louisiana Language Access Coalition is to promote full and meaningful participation in public life, without barriers based on language, for all people. The LLAC Education Committee is tied to the Vietnamese community through the work of VAYLA-NO (Vietnamese American Youth Leadership Association of New Orleans), and to the Latino community through the commitments of Puentes New Orleans and the Hispanic Apostolate, a program of Catholic Charities Archdiocese of New Orleans. Accordingly, the LLAC Education Committee would like to offer itself as a resource to the RSD as you confront issues affecting LEP families. In particular, we are interested in meeting with you to explore the question of language access at the four new parent centers established by the RSD.

As you are no doubt aware, the LEP residents of our city confront a number of unique barriers that restrict their access to school choice and quality education. Lacking reliable information about the city's convoluted educational landscape, families struggle to identify the most appropriate educational opportunities, decipher programmatic differences between schools, or make informed decisions. After the arduous process of finding a school, LEP parents often feel disenfranchised and voiceless. Most schools fail to translate critical documents into other languages and neglect to provide interpretation services during meetings, despite laws and LDOE policy mandating both.

On Wednesday, July 20th, a number of LEP families, including individuals with children at Abramson Charter School, visited the various parent centers seeking information on schooling options. Though the staff at the centers was friendly, the families encountered a number of barriers. Across the board, there was no personnel who spoke these families' native languages, Spanish and Vietnamese.

1050 S. Jefferson Davis Parkway, Suite 321 • New Orleans, LA 70125
languageaccessla@gmail.com • http://www.louisianalac.org/

The centers dealt with this deficiency in varying ways, from simply turning the individual/family away, to recruiting a bilingual teacher to translate, to calling other Hispanic and Asian individuals who themselves had recently visited the center seeking information. The many problems associated with relying on arbitrary and unqualified individuals became obvious when the individuals they phoned were not available to translate because they were in meetings or were driving.

When the centers were unable to answer questions or provide information on schools, they suggested families visit other schools in the neighborhood for help. There were no assurances that any of these other sites would have information on school options, let alone culturally competent services. In every case, the families were sent off with materials in English and were told that there were no resources available in any language other than English. Except in one case, families were not asked for their contact information, nor were they given any future appointments.

Beyond concerns with the centers' English-only practices, we have also received complaints about the accessibility of the centers. The centers' limited hours of operation exclude working parents who desperately need more information on school options for their children but who do not have the luxury of leaving their jobs to visit between 9am and 3pm. What's more, those who managed to get away from their jobs to seek information found that the centers were closed for a full hour during lunchtime, the only time they could conceivably visit.

As suggested above, we would greatly appreciate the opportunity to sit down with you and share some ideas about how to address our communities' needs. Rather than sites that compound existing barriers, we envision the four parent centers connecting LEP residents to materials in their native tongue and to bilingual professionals who can facilitate conversation with parents, teachers, principals and other education providers throughout the city. We look forward to working with you to make the parent centers and educational information accessible to all.

Sincerely,

The Louisiana Language Access Coalition

Karla Sikaffy duPlantier
Co-Chair
Louisiana Language Access Coalition

Daesy Behrhorst
Co-Chair
Louisiana Language Access Coalition

CC: Sabrina Marsh-Sanders

RAISE YOUR HAND CAMPAIGN SURVEY

Current High School Students

The Vietnamese American Young Leaders Association has created a campaign for students to "raise their hands" when they see problems in their schools. Please help us by filling out this survey. Your survey answers will be anonymous.

You can contact us with questions or concerns at: Phone: 504-253-6000 Email: ryhc@vayla-no.org

---

Background Information

1. How old are you? _____ 2. What is your gender? _____

3. What is your race/ethnicity? (Please select all that apply.)
   - ☐ Asian American (Please specify your ethnicity) [e.g. Vietnamese, Laotian, etc.]:_____
   - ☐ African American/Black
   - ☐ Latina/Latino (Please specify your ethnicity)[e.g. Puerto Rican, Mexican, etc.]:_____
   - ☐ White/Caucasian
   - ☐ American Indian
   - ☐ Other (Please specify):_____

4. What is your home address zip code (e.g. 70129)? _____

5. What is the primary language spoken at home? _____

6. What school do you attend? _____ Current Grade: _____

7. Average Grade (Please circle one): A B C D F Overall GPA: _____

8. Do you receive free lunch in school? ☐ Yes ☐ No

9. **If you have taken the ACT or SAT**, what was your best score? _____

10. What are the 3 most important issues at your school that you believe need to be changed (teacher performance, classes, lunch, physical building, transportation, etc.)?

1. _____
2. _____
3. _____

Physical Environment

1. On a scale of 1-5 (1=Poor; 5=Excellent), how would you rate the overall cleanliness of your high school?
(Poor) 1 2 3 4 5 (Excellent)

2. On a scale of 1-5 (1=Poor; 5=Excellent), how would you rate the quality of the lunches provided by your school?
(Poor) 1 2 3 4 5 (Excellent)

3. Do you use the bathrooms at your high school? (Please select one.)
☐ Yes ☐ No ☐ Emergencies Only

4. How often do you eat the lunches provided by your school? (Please select one.**)**
☐ Always ☐3-4 days each week ☐ 2-3 days each week ☐ 1 day each week ☐ Very rarely

Instruction and Learning

Please select a rating, 1-5, for each of the following questions about your teachers:

1. On average do your teachers come prepared and organized for class each day?
   (Very unprepared) 1 2 3 4 5 (Very prepared)
2. On average do your teachers put effort into helping students learn during class?
   (No effort) 1 2 3 4 5 (A lot of effort)
3. On average do your teachers make the class lessons interesting?
   (Boring) 1 2 3 4 5 (Very Interesting)
4. On average do your teachers control the classroom so that students can learn?
   (Out of control) 1 2 3 4 5 (Very Controlled)

5. How many substitute teachers do you have in a typical week?
   ☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ 7 or more

6. Please tell us what you think about the homework you are assigned (Please check all that apply)
   ☐ Easy ☐ Busy work ☐ Normal ☐ Challenging ☐ Too hard ☐ Time-consuming
   ☐Helpful ☐Not Helpful

7. How many hours do you spend on homework assignments every night? (Please circle) 0 1 2 3 4 5 6 7

8. Have you taken or are you currently enrolled in (Advanced Placement) AP classes? ☐ Yes ☐ No

8a. **If no,** why not? (select one response.)
   ☐ AP classes are not offered ☐ I did not want to take AP classes ☐ I was not allowed to take AP classes
   ☐ Other (please explain) _____

9. Have you taken or are you currently enrolled in ACT class? ☐ Yes ☐ No

9a. **If no,** why not? (select one response.)
   ☐ ACT class is not offered ☐ I did not want to take an ACT class ☐ I was not allowed to take an ACT class

9b. How helpful was the ACT course in preparing you for the exam?
   (Not Helpful) 1 2 3 4 5 (Very Helpful)

10. On a scale of 1-5 (1=Not Preparing; 5=Fully Preparing), how well is your high school preparing you for college?
    (Not preparing) 1 2 3 4 5 (Fully preparing)

Classes

1. How many students are in each of your classes on average?
   ☐ Less than 15 ☐ 15-20 ☐ 20-25 ☐ 25-30 ☐ 30-35 ☐ 35-40

2. On a scale of 1-5, how much do you learn in your classes?
   (Nothing) 1 2 3 4 5 (A lot)

3. How many of your classes currently provide textbooks? 1 2 3 4 5 6

4. Do your classes have enough textbooks for all students?
   ☐ Always ☐ Usually ☐ Rarely ☐Never

4. On a scale of 1-5, in what condition are your textbooks?
   (Poor) 1 2 3 4 5 (Excellent)

5. Can you take your textbooks home? ☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Social Environment

1. On a scale of 1-5, how safe do you feel at your high school?
   (Not safe) 1 2 3 4 5 (Very safe)

2. How are students of your ethnicity or race treated in your high school by each of these groups:
   (1 = Very disrespectfully; 5 = Very respectfully)

Other Students	1	2	3	4	5
Teachers	1	2	3	4	5
Counselors	1	2	3	4	5
Security Guards	1	2	3	4	5

3. Have you ever been harassed or attacked at school because of your race/ethnicity? ☐ Yes ☐ No

4. Does your school have any student clubs that celebrate your racial/ethnic culture? ☐ Yes ☐ No

Parent Engagement

1. On a scale of 1-5, how knowledgeable do you think your parents are about the differences between high school choices in New Orleans?
   (Not knowledgeable) 1 2 3 4 5 (Very knowledgeable)

2. About how many times have your parent(s) visited your high school to talk with your teachers?
   ☐ Never ☐ 1 to 2 times ☐ 3 to 5 times ☐ 6 times or more

Counseling and Support

1. On a scale of 1-5, how helpful are your high school counselors in supporting your progress and planning for the future?
   (Unhelpful) 1 2 3 4 5 (Helpful)

2. About how many times do you visit a high school counselor each year?
   ☐ Never ☐ 1-2 times ☐3-4 times ☐ 5 times or more

3. On a scale of 1-5, how available are your counselors when you need them?
   (Unavailable) 1 2 3 4 5 (Available)

4. On a scale of 1-5, how comfortable are you turning to your high school counselors with an emotional or social problem?
   (Uncomfortable) 1 2 3 4 5 (Comfortable)

School Expenses

1. Is your family struggling to afford the following school expenses? Please check all that apply.

☐ Uniform ☐ Textbooks ☐ School trips ☐ School transportation
☐ AP or other special classes ☐ Sports uniforms and equipment

Transportation

1. Are you currently attending your first choice high school? ☐ Yes (Skip to question 2.) ☐ No

a. Which high school was your first choice? _____

b. Did a lack of reliable transportation stop you from going to your first choice high school?
   ☐ No (What prevented you from attending your first choice? _____)
   ☐ Yes

2. How do you get to and from school on most days? (Select all that apply.)
☐ Free Bus ☐ Paid school bus ☐ Ride from family/friend ☐ Carpool
☐ Drive myself ☐ Public bus (How many? _____) ☐ Walk ☐ Bike

Conclusion
Do you want to be part of our Raise Your Hand Campaign leadership team? ☐ Yes ☐ No
Can we contact you for an interview to talk about your experiences at school? ☐ Yes ☐ No

If we may contact you, you can volunteer to leave your contact information. Your survey will be kept anonymous.
Name: _____Phone Number: _____

******If you have ever been in an ESL class, or if your parents speak little English, please fill out this section******

1. Have you ever been enrolled in ESL classes? ☐ Yes ☐ No

2. Have you ever been placed in an ESL class when you didn't believe you needed to be in ESL? ☐ Yes ☐ No
   2a. **If yes**, do you think this was because of your race, ethnicity, or last name?
   ☐ Yes ☐ No

3. Are you currently enrolled in an ESL class?
   ☐ Yes
   ☐ No (If no, skip to question 7)

4. How many students are in your ESL class? _____

5. On a scale of 1-5, how challenging is your ESL class?
   (Not challenging) 1 2 3 4 5 (Challenging)

6. Do you have a textbook in ESL class? ☐ Yes ☐ No

7. On a scale of 1-5, how well does your school help you to improve your English reading comprehension and writing skills?
   (Not Well) 1 2 3 4 5 (Very Well)

8. Are there teachers/staff at your high school who speak your parents' native language? ☐ Yes ☐ No
If **yes**, how many? _____

9. How do your parent(s) and teachers communicate with each other in meetings? (Check all that apply.)
   ☐ They speak English together
   ☐ Another teacher/staff helps interpret for them
   ☐ My parent(s) bring someone to interpret
   ☐ Other (Please specify): _____

10. About how often are forms or information sent home in your parents' native language?
   ☐ Always ☐ Occasionally ☐ Rarely ☐ Never

11. On a scale of 1-5, how comfortable do you think your parent(s) feel talking to teachers or other staff at your high school?
   (Uncomfortable) 1 2 3 4 5 (Comfortable)

Appendix C:
"Role Play Guessing Game" Workshop

This workshop introduces the important components of a community organizing campaign. It was originally published in the AALDEF publication "Workshops for Change," a collection of youth training workshops on social justice, skill building, community organizing, and health.

Role Play Guessing Game

A Workshop to Help Organizers Learn the Stages of a Community Organizing Campaign

Size: 30 or more participants.

Estimated Duration: 45 minutes.

Purpose and Overview:

Our youth group's approach to youth and community organizing is that it is a skilled profession with underlying theories and principles. While the life experiences and collective wisdom of the members and leaders are important, that doesn't mean we don't need to adhere to methodologies based on the knowledge and wisdom of the experienced organizers who came before us.

This workshop introduces the youth leaders to important components or stages of an organizing campaign that most community organizing models share. The "role playing guessing game" combines the kinetic activity and humor of a role play with a quiz show element that helps maintain the audience members' attention, as audience members try to guess the components of an organizing campaign in the scenarios that the players are acting out.

Goals:

Learn how to cut the issue, or how to turn a problem (a broad statement of what's wrong) into an issue (which includes an analysis of what's creating the wrong situation and therefore points to a solution)

Memorize the different stages of a community organizing campaign

Become familiar with some of the popular tactics that people use in community organizing

Materials Needed:

- Copies of Stages of an Organizing Campaign handout below (1 per participant)
- Copies of scenarios (each team will act out 1 scenario; copy enough of each scenario for each team member)

Role Play Guessing Game

Introductory Statement:

Now that we've learned how to think strategically in choosing an issue, we obviously also need to be able to think strategically in planning out the strategy for our campaign. Believe it or not, we are not the first people doing community organizing. That means there are a lot of people who came before us from whom we can learn, and they've developed lots of different models for community organizing. Today we will learn some of the basic steps that many of these

models have in common, so that we don't feel like we have to make everything up on our own when we plan our strategy.

Instructions:

- Pass out and review with the large group the Stages of an Organizing Campaign handout, below. After answering clarifying questions, explain the group will now do a role play to see if they can identify which 4 of the main "stages" are in various scenarios: the issue, your demands, your target, and your organization's power.

- Divide into 6 teams with at least 5 youth in each group. (If you don't have enough youth, you can have fewer teams, and not use all of the scenarios given below.)

- Assign each group a scenario. Hand out enough copies for each person in the group. From reading the scenario, the group should be able to define the issue, demands, target, and power. (Staff can go around to the groups to check on progress. If they are struggling or get some wrong answers, staff can ask leading questions to help them understand it.)

- After identifying the 4 stages more or less correctly, give each team their Answer Key, so they can see how close they got. Each team will then turn their scenario into a skit, making sure the 4 stages are presented in the skit.

- While each group is performing, the other groups need to figure out what is the issue, demands, target, and power, and write down their answers.

- After the skit is over, the groups reveal their answers. Both the guessing teams and the group that performed get one point for each correct answer.

- The group with the most points at the end gets a prize.

Post-Activity Reflection:

- Shout out the 7 stages of a community organizing campaign. Do it in order if you can.

- Why is it important to break down a campaign like this?
- Answer: Being able to identify things like demands, target, etc., helps keep us thinking strategically, and makes our campaign more focused. For example, you can tell when a group doesn't have any community organizing training because they're wasting their time meeting with politicians who can't really help them (i.e., no clear target), or they organize a huge community meeting with their target, but everyone has different ideas on what should be done (i.e., did not define their demands) or they don't know what to do if the target says no (i.e., did not assess their power). Breaking it down like this helps keeps us from making those mistakes.

Scenario 1: Unfair Treatment in Schools

Fill in the blanks, then *a*ct out the scenario so that the other teams can guess the issue, demand, target, and power.

Oakland high school students are upset because teachers are saying racist and sexist things in class and grading them unfairly. Teachers are not required to let the students know what they will be graded on at the beginning of the year, so teachers can just grade however they want to. Also, students cannot go to the bathroom during school because many of the bathrooms are locked. The Superintendent of the schools allowed all of this to happen because he wasn't aware that it was going on. The students decided to collect over 1,000 complaint forms for the Superintendent and also came with a list of demands to fix the most common complaints. They knew that if they formally filed the 1,000 complaints, the school district would be legally required to investigate all 1000. They reached an agreement with the Superintendent to meet the demands to fix the most common problems, and the complaints did not have to be filed.

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the students have: _____

Scenario 2: Welfare Cutoff

Fill in the blanks, then act out the scenario so that the other teams can guess the issue, demand, target, and power.

A lot of low income Asian and Pacific Islander (API) families received letters saying that they are going to be cut off from welfare and that they owe the Welfare Department lots of money. The letters say these families had been cheating the Welfare Department because they didn't send in the right forms that proved they deserved to be on welfare. But in fact, the reason the forms were not sent in is because they are available only in English and Spanish. And when the families called the Welfare Department to ask questions, no one there spoke their language, even though a local law said that all departments had to provide interpretation and translation. The low income APIs worked with a community organization to bring attention to the issue. After an embarrassing news story on TV, the head of the Welfare Department agreed to give everyone another 90 days to send in their documentation and to contract for the services of an interpretation and translation agency.

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the families have: _____

Scenario 3: Drug Treatment

Fill in the blanks, then act out the scenario so that the other teams can guess the issue, demand, target, and power.

A lot of youth are being sent to juvenile hall for using drugs. The youth need to get drug treatment, but juvenile hall doesn't provide this service. So, instead of getting the help they need to get their lives back together, the youth just become harder and harder each day they're in juvenile hall, and when they come out, all they have is the criminal life. A coalition of youth organizers do research and they find out that it will take a resolution by the Board of Supervisors to create a youth drug treatment alternative-to-incarceration program in their county. They know 2 of the 5 supervisors are on their side, so they only need 1 more vote, and the best chance is an Asian supervisor who has ties to the Asian community. The Asian members of the youth coalition invite her to a community meeting in Chinatown where lots of people testify about how their lives only got worse after they were sent to juvenile, and the youth organizers present their demand for change.

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the organizers have: _____

Scenario 4: Hotel Workers

Fill in the blanks, then act out the scenario so that the other teams can guess the issue, demand, target, and power.

Members of the housekeeping staff at a fancy downtown hotel are receiving a dollar less an hour than other room cleaners in the city. They have families to provide for and they want to make a living wage. The hotel manager refuses to pay them more. Even though the hotel is part of a chain, the parent company lets local managers set wages for their employees. The workers get the hotel employees union involved and form a picket line in front of the hotel, asking people to boycott (not use the hotel) until the manager agrees to pay a fair wage.

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the workers have: _____

Scenario 5: Bus Tickets

Fill in the blanks, then act out the scenario so that the other teams can guess the issue, demand, target, and power.

Because of a budget deficit, the local transit authority wants to stop providing low cost monthly bus passes to students. Many low income youth rely on the bus to get to school, work, and after school programs. Some students will have to skip school because they can't afford the bus. A city-wide youth organization decides to start a letter writing campaign to the head of the transit board, and rally at the transit board meeting (where the transit authority head announces key budget and policy proposals). The next day's newspaper has a front page picture of a school kid carrying a sign that says, "Don't Balance Your Budget on My Back."

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the students have: _____

(Note this was done in June 2005 by a group called Oakland Kids First! REAL HARD)

Scenario 6: Environmental Justice

Fill in the blanks, then act out the scenario so that the other teams can guess the issue, demand, target, and power.

Pigpen Oil Company is the largest employer in your city. It is also the biggest polluter in the state. People in your town are getting sick all the time, and many people have breathing problems. Pigpen has been fined by the county 10 times in the last 6 months for breaking pollution control laws, but the fine each time is only $50,000. That's nothing since Pigpen makes a profit of $1 billion a year, and cleaning up their mess would cost more than paying the fine. A community organization does a study and finds that it would take a $5 million fine to actually make Pigpen clean up their act. The county Board of the Supervisors, which sets the fine, doesn't want to get tougher because they're afraid the county will lose jobs if Pigpen moves out of the county. But now, a lot of county residents are so fed up, they're getting organized and thousands of people have signed a pledge saying that in the next election, they will not vote for any supervisor who does not support increasing the fine to $5 million.

What is the issue: _____

Who is the target: _____

What are the demands: _____

What power do the people have: _____

Answer Key

Scenario 1. Unfair Treatment in Schools

Issue: Students are being treated unfairly in schools and the schools aren't doing anything about it (locked bathrooms, racist and sexist teachers, unfair grading)

Target: The superintendent of Oakland public schools

Demand: Open the bathrooms during passing periods; let students know how they can complain about racist and sexist teachers; make all teachers give out a clear explanation of how they will give grades fairly for the class (class syllabus)

Power: Students can tie up the system if their demands aren't met

Scenario 2. Welfare Cuts

Issue: Welfare Department is cutting people off welfare even though they qualify because they don't speak English and can't fill in the mandatory paperwork

Demands: Extend deadline for people getting cut off; Welfare Department must get translation

Target: Head of the Welfare Department

Power: The law requires all government agencies to provide interpretation and translation; we can embarrass the head of the Welfare Department through negative media attention

Scenario 3. Drug Treatment

Issue: A lot of youth are in juvenile hall when they should be in drug treatment centers

Demand: The Board of Supervisors to pass a resolution to provide drug treatment to youth who need it instead of sending them to juvenile hall

Target: Asian supervisor

Power: The Asian supervisor has ties to the Asian community, and we have Asian members in our coalition who won't support her anymore if she turns against them

Scenario 4. Hotel Employees

Issue: Hotel manager refuses to pay workers the salary that most hotel workers in the city earn, and a fair wage that they can live on

Demands: Pay workers a fair, livable wage

Target: Hotel manager

Power: Economic pressure -- supporters of the workers will not use the hotel which will hurt the hotel's profits

Scenario 5. Bus Tickets

Issue: Local transit authority is proposing cutting low cost monthly bus passes for students

Target: Local transit authority head

Demand: To keep low cost bus tickets for youth

Power: Negative media attention on the local transit authority head

Scenario 6. Environmental Justice

Issue: Government regulators are letting Pigpen get away with pollution because they're afraid the County will lose jobs if Pigpen moves out.

Demand: Raise the fine for pollution to $5 million.

Target: All the county supervisors who set the fines.

Power: Votes -- Thousands of city residents who say they won't for any supervisor who doesn't support their demands

STAGES OF AN ORGANIZING CAMPAIGN

1. Cut the issue

   Facilitator asks: What's the difference between an issue and a problem?

   A problem is a broad area of concern: kids using drugs, racism, and poverty. An issue is a "fight." An issue is somebody doing something that is unjust, or somebody not doing something that s/he is supposed to. If you cut your issue right, it leads to an obvious, specific solution: more funding for youth programs, creating job opportunities for youth of color, etc.

2. Define your demands

   Remember that your demands must follow the principle of concrete, definable improvements for community. Setting up a commission is a lousy demand if that's your only demand, because a commission doesn't have an immediate impact in improving life.

   It may also be necessary to come up with secondary demands that, though not optimal, your membership can live with in case your primary demands turn out to be unattainable.

3. Define a clear target

   The target is the person or a few specific people with power to give you what you want. (This entire sentence should be a mantra.) A target is never an institution (City Council, Bank of America, etc.) If there is no clear target, the issue is not properly defined.

4. Do your homework, investigate

   Facilitator asks: What are some questions you should be asking when organizing?

   Examples:
   - Who has power to give you what you want?
   - Is money being misspent?
   - Is the target failing to enforce the law, or do we have to change the law? What is the law?
   - Did someone else do a similar campaign? Did they win? How?

5. Assess your power

   A good issue should have handles. A handle is something that you can hold over your target; they can be "real" handles, like voters in your organization, laws, and regulations that back you up, or a boycott or a strike. "Moral" handles don't have

real power behind them, but are used to embarrass your target and are most effective when coupled with media campaigns.

Part of assessing your power is determining potential allies and opponents. Who else will be affected by your proposed changes? How can they help or hurt you? Remember: Opponents are different from the target.

6. Outreach

   Conduct outreach, such as surveys, petitions, media events, speaking at other groups' meetings, door to door, house meetings, etc. Remember that you're not only building supporters for the campaign, but you're also recruiting members to make your organization stronger.

   Key steps in recruiting:

   1. Legitimize yourself
   2. Ask questions to draw out people's self-interest
   3. Agitate (Why is this unfair?)
   4. Get a commitment
   5. Follow up

   In general less than 1 in 5 people will agree to come. And if 1 in 10 actually show up, you're doing great.

7. Stage the action on your target.

   Most people think of actions as rallies or protests, but not all rallies are actions and actions don't necessarily involve rallies. What makes an action an action is the face-to-face meeting where your leaders formally present their demands to the target. Actions usually involve things like rallies because you want to involve many people and make them creative and fun.

Founded in 1974, the Asian American Legal Defense and Education Fund (AALDEF) is a national organization that protects and promotes the civil rights of Asian Americans. By combining litigation, advocacy, education, and organizing, AALDEF works with Asian American communities across the country to secure human rights for all. AALDEF focuses on critical issues affecting Asian Americans, including immigrant rights, post-9/11 civil liberties, voting rights, economic justice for workers, language access to services, educational equity and youth rights, housing and environmental justice, and the elimination of hate violence, police misconduct, and human trafficking.

The National Asian American Education Advocates Network (NAAEA Network) is a broad collaborative of direct service providers, youth and parent organizers, education lawyers, policy advocates, youth development workers, and community based organizations that work with and for the Asian American community across the country.

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