

*If you plant for a year, plant a seed.  
If for 10 years, plant a tree. If for  
100 years, teach the people. When you sow  
a seed once, you will reap a single harvest.  
When you teach the people, you will reap  
100 harvests.*

*Kuan Chung  
Writer*

The Great Master Book of Kuan

# Center for Applied Linguistics: Program in Language and Public Policy Washington, D.C.

*CAL helps ... school systems, government agencies, social service providers, and private businesses solve language problems.... By conducting... language teaching programs, designing instruments, and actively participating in language policy formulation, CAL has become a leading resource on communication issues.*

## Contact(s)

**Dr. Donna Christian, President,  
202-362-0700**

## Purpose

**To improve communication through better understanding of language and culture.**

## Background

Since 1959, the Center for Applied Linguistics (CAL) has combined a wide range of basic and applied research with the delivery of services and dissemination of information related to language issues among people of color. Through its Program in Language and Public Policy, CAL addresses contemporary policy and social concerns. Since 1974, CAL has operated the federally funded Educational Resources Information Center on Languages and Linguistics (ERIC), covering English as a second language (ESL) education, bilingual education, foreign language education, and linguistics. The Refugee Service Center at CAL has assisted overseas refugee camps and resettlement sites in the United States since 1975. In 1989, the Adjunct ERIC Clearinghouse on ESL Literacy Education was created, entrusted to CAL, and devoted to adult ESL literacy issues.

in the development of literacy skills and other critical areas in education and the workplace.

In response to the recent controversy about Ebonics, CAL worked with Howard University to establish the Coalition on Language Diversity and Education, a network of national professional educational organizations. It also compiled basic information about language variation and Ebonics for dissemination to participants in the debate. Current studies on the education of English language learners focus on a two-way model of bilingual education for Hispanic and Anglo students, where all students in a classroom receive instruction in both Spanish and English. CAL's work also deals with the implementation of academic standards in culturally and linguistically diverse schools and educational programs for immigrant students in secondary schools.

## Program Operations

CAL has pioneered studies on language situations in the United States and around the world, where race, ethnic group, socioeconomic status, and other factors interact with patterns of language differences. The Program in Language and Public Policy examines the linguistic challenges created by ethnic and cultural diversity. Its studies on African American Vernacular English and other vernacular English varieties have grounded the investigation of the role of language differences

## Outcomes

For more than 40 years, CAL has affected many sectors challenged by linguistic and cultural diversity. CAL provides critical bilingual resources to immigrants on topics such as home ownership and health care. By working with community-based organizations, CAL compiled information on how they partner with linguistically and culturally diverse schools to support students' school success. With this research and findings from studies on Ebonics and bilingual education, CAL has educated the public about common misperceptions of race, ethnicity, and culture.

# Central and South Florida Higher Education Diversity Coalition

Miami, Florida

<b>C o n t a c t ( s )</b>	<b>Fran Freeman, Director, Barry University, 305-899-3040</b>
<b>P u r p o s e</b>	<b>To highlight the valuable role that institutions of higher education can play in dialogues on race relations when they work together.</b>

## Background

The Central and South Florida Higher Education Diversity Coalition is made up of 11 colleges and universities in Florida committed to incorporating diversity programs throughout their campus activities. The group was initiated by Barry University, 1 of 15 U.S. Roman Catholic colleges and universities that have an enrollment that is more than 50 percent people of color.

The composition of the Central and South Florida Higher Education Diversity Coalition is itself diverse. It includes public and private, historically black, religiously affiliated, and commuter institutions; 2- and 4-year colleges; and traditionally large universities. In addition to Barry University, the coalition members are St. Thomas University, the University of Miami, Bethune-Cookman College, St. Leo College, Florida International University, Florida Memorial College, Miami-Dade Community College, Nova Southeastern University, Palm Beach Atlantic College, and the University of Central Florida.

## Program Operations

Barry University received a year-long planning grant from the Ford Foundation to develop new models for on- and off-campus diversity programs.

As a result, two new approaches to diversity programming emerged. With a second grant from the Ford Foundation for seed implementation, the on-campus model is being tested at Barry University, and the off-campus model is being tested by the Coalition.

## Outcomes

Unlike tangible outcomes in other programs, the outcome of the off-campus model was to find and test new approaches to diversity as a regional issue in which higher education institutions are important stakeholders. To maximize the contribution and impact of higher education in addressing regional diversity issues, the 11 Coalition institutions are not attempting joint programming but are conducting selected diversity initiatives simultaneously.

Early consensus was reached by members of the Coalition that “service learning,” which integrates community activity and academic study, offers an extremely promising vehicle for teaching students about race relations. Second, diversity awareness training coupled with service learning can increase student understanding of how race and culture affect the subjects they are studying.

After examining diversity issues in Florida, Coalition members targeted for their first service learning program those adults marginalized by

*This program has shown me the potential for changing lives. Results have been so immediate and, consequently, so rewarding. For me, it has opened up a whole new world of possibilities. It has given me unexpected insight into people from other backgrounds and cultures.*

*Lurdes M. Padron  
Barry University  
Undergraduate  
Education Major*

*Central and South Florida Higher  
Education Diversity Coalition  
(continued)*

their need for literacy, general equivalency diploma (GED), English as a second language (ESL), and/or citizenship preparation. To pilot-test the project, 6 faculty members from each institution were asked to use this service learning objective in one or two of their courses and invite at least 20 students to participate. As a result, in September college students began providing assistance to sites and agencies that deliver adult basic education services in Miami, Orlando, and Tampa. It is anticipated that increased understanding among student and adult participants from different backgrounds will be a significant accomplishment of the program. The Coalition has been assisted by the Miami-Dade County School Board and the Miami office of the U.S. Department of Labor.

Because of the Coalition, Florida was one of two States selected for a statewide poll on public atti-

tudes toward diversity in higher education; the first poll of students on this subject was conducted on Coalition campuses. In fall 1998, the Coalition participated in the Racial Legacies and Learning project of the Association of American Colleges and Universities. At all 11 campuses, campus/community dialogues on race and a series of other diversity programs were held as part of this national initiative to foster learning and dialogue about America's racial legacies and promote opportunities for racial reconciliation.

The Coalition is proving to be an important vehicle through which a variety of public and private diversity programs can reach interested constituencies on college and university campuses. Future plans include the development of performance benchmarks and outcomes that can be measured, reported, and replicated.

# Common Bonds Diversity Training

## Austin, Texas

<b>C o n t a c t ( s )</b>	<b>Elena Vela, Administrative Supervisor, 512-414-1561</b>
<b>P u r p o s e</b>	<b>To promote mutual respect, appreciation of differences, and the value of common bonds among all people.</b>

### Background

In 1995, children of color accounted for 59 percent of the student population in the Austin, Texas, school district. As a result of this growing student diversity, the Austin Independent School District (AISD) acknowledged an urgent need for teachers, counselors, administrators, and other district employees to acquire new techniques and skills to enable them to work more effectively with the students they were serving. To address this need, James Fox, the Superintendent of Schools from 1995-96, launched a challenging staff development initiative. Common Bonds Diversity Training was established through the coordinated efforts of the Austin Independent School District and the University of Texas.

### Program Operations

In 1996, AISD selected an administrative supervisor to provide leadership and training for the Common Bonds project. Each district school was required to create a team of trainers composed of three employees, one administrator, one counselor, and one teacher. The teams were trained at the AISD Professional Development Academy using the “train the trainer” model. Once the training was completed, it was the responsibility of the teams to educate the remaining staff at their home

schools. To assist the teams in re-creating the trainings at their base institutions, each team was provided with a diversity module kit, which included a script and support materials.

Currently, the training program focuses on three areas—personal awareness, the value of ethnic diversity, and communication—to increase cultural sensitivity and create personal awareness of stereotyping, prejudice, and bias. Staff begin each training session by creating a safe and confidential environment where personal thoughts, feelings, and actions on diversity are viewed as the natural result of powerful social and psychological forces. This honest and open discussion is necessary to identify the underlying biases each participant holds. All training modules rely on activity-based discovery methods rather than on lecture-based exploration. Each session lasts approximately 3 hours.

### Outcomes

Common Bonds has trained 291 educators to be future trainers in the Austin Independent School District. Those trained have in turn taught 5,291 faculty and staff members. In addition, the Professional Development Academy has trained 500 noncampus school district staff members. Moreover, as a result of this movement, a districtwide, multi-cultural curriculum task force has been formed to implement diversity issues in the

*As teachers, counselors, administrators, and other employees learn personal awareness and communication skills, they are better able to understand, to value, to teach, and to empower each individual regardless of race, color, creed, or national origin.*

*Elena Vela*

## *Common Bonds Diversity Training (continued)*

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curriculum. Another outcome of this program was the development of a community-diversity partnership between Common Bonds and the KLRU-TV (the local PBS affiliate) Journey Project. As a result, the partners have piloted a program in seven kindergarten through third-grade

elementary schools. Outreach efforts include presentations to the League of Women Voters of Texas, Texas Staff Development Conference, and University of Texas preservice teachers and preservice administrators. A fourth module is being developed that will focus on conflict resolution.

# Cradleboard Teaching Project

Kapaa, Hawaii

<b>C o n t a c t ( s )</b>	<b>Buffy Sainte-Marie, Founder, 808-822-3111</b>
<b>P u r p o s e</b>	<b>To nurture the self-esteem of American Indian and non-American Indian children by improving cultural awareness and relations.</b>

## Background

In 1986, a fifth-grade teacher in Hawaii was concerned because she did not have a teaching unit that reflected the history and culture of American Indians, Alaska Natives, and Native Hawaiians in her curriculum. She sought the assistance of Buffy Sainte-Marie, who was also a teacher, to develop an American Indian, Alaska Native, and Native Hawaiian curriculum unit. Sainte-Marie first developed a 7-page unit for the fifth-grade teacher, then expanded the material into a 43-page curriculum unit that could be used for all grades. This work represented the founding of the Cradleboard Teaching Project, which has expanded beyond curriculum development to become a mechanism through which American Indian and non-American Indian students from around the country can exchange ideas about their cultures.

## Program Operations

The Cradleboard Teaching Project created a curriculum about American Indians, Alaska Natives, and Native Hawaiians that meets the national standards in five core subjects. The program pairs American Indian schools with non-American Indian schools nationwide, and provides the curriculum, face-to-face conferences, live chat, and live video conferencing to 33 classes in 13 participating States. The American Indian schools represent various tribes, including Apache, Coeur D'Alene, Cree, Hawaiian, Menominee, Mohawk, Navajo, Ojibway, and Quinault. In addition to these schools, there is a multi-tribal, American Indian prep school that also participates in the program. Once schools

have become a part of the project, the non-American Indian students and teachers take tests to measure their baseline knowledge of American Indian, Alaska Native, and Native Hawaiian history and culture. In addition, all student participants prepare self-identity videos and other materials to communicate knowledge and increase understanding of their individual cultures.

The Cradleboard Teaching Project has two phases. During Phase I, teachers implement the Cradleboard National Curriculum, designed to provide American Indian, Alaska Native, and Native Hawaiian perspectives on various subjects while supplementing national standards in geography, social studies, history, science, and music. During Phase II, called Interactive Cultural Partnering, the students exchange their videos and materials to develop a sense of a collective cultural identity. Students also have access to the Internet; students throughout the country communicate with one another about their cultures and histories.

## Outcomes

The program has raised the level of skill in online computer networking among participating children (American Indian and non-American Indian) by 41 percent. There has been a 73-percent increase in learning about American Indian, Alaska Native, and Native Hawaiian cultures. The first American Indian-produced interactive, multi-media CD-ROM called "Science—Through Native American Eyes" recently was released to participating schools. Project participants have created 62 curriculum units for core and cultural academic areas.

*I want people  
to stop thinking  
we're all extinct.*

*Seventh Grade  
American Indian  
Student asked what  
she would like others  
to know about  
American Indians*

# Cultural Diversity in Education Program, Parkland College Champaign, Illinois

## Contact(s)

Pauline Kayes, Director, 217-351-2541

## Purpose

To instruct educators in Illinois on the importance of inclusive classrooms and to promote the success of and achievement by culturally diverse students.

## Background

In the early 1990s, because of the disproportionate retention and graduation rates of black and Latino students attending community colleges and universities, the Illinois Board of Higher Education recommended that the State's colleges and universities address these issues. The Board also suggested that the schools should evaluate whether educators were effectively prepared to teach a diverse student population. As a result, the Illinois Board of Higher Education, the Prairie Higher Education Consortium, and Parkland College developed the Cultural Diversity in Education Program (CDEP). The Program focuses on the assessment, evaluation, and transformation of the "total educational environment" of elementary schools, middle schools, high schools, and colleges. Participating faculty, administrators, and staff develop pedagogics, curriculums, policies, and services that support a diverse student population.

## Program Operations

The Cultural Diversity in Education Program sponsors conferences, institutes, symposiums, and workshops for faculty and staff from kindergarten to grade 12 schools, community colleges, and universities. Two CDEP trainers visit the

schools and work with a group of 30–40 staff and faculty members. Trainers guide educators and staff through a series of six, 3-hour workshops titled: "An Overview of Diversity Work, Issues, and Concerns in Education," "Understanding How Our Biases, Assumptions, and Stereotypes Impact Educational Climate and Achievement," "Creating Inclusive Educational Communities for Culturally Diverse and Minority Students," "The Hidden Curriculum: Causes and Effects of Intercultural Conflict in the Classroom," "The Chilly Climate in the Classroom: Creating Inclusive Classrooms," and "The Chilly Climate Outside the Classroom: Creating Inclusive Student Support Systems." The trainers prepare participants to conduct workshops for their peers. The trainers generally return each year to work with a new group of faculty and staff.

## Outcomes

Over the past 6 years, the Cultural Diversity in Education Program has worked with more than 2,000 faculty members, administrators, and staff from both urban and rural schools and colleges. CDEP is currently evaluating the effectiveness of the Program. To foster ongoing dialogue among Illinois educators who have been through the Program, CDEP has created the Illinois Diversity Web site.

*What I found so overwhelming in terms of what I got out of the workshop was the whole notion of privilege. I had never looked at the area of white privilege and its impact on how I see and experience things.... I think as a result of that, I changed how I interact.*

Participant



# Exemplary Multicultural Practices in Rural Education

## Toppenish, Washington

Contact(s)	Dr. Randie Gottlieb, Program Coordinator, 509-454-3662 or 509-865-8600
Purpose	To bring together educators, students, parents, and community members in a collaborative network to encourage positive multi-cultural change.

### Background

Because of the growing diversity on the original homeland of the Peoples of the Yakama Indian Nation, communities of the Yakima Valley have found themselves increasingly polarized around issues of immigration, affirmative action, criminal justice, school reform, bilingual education, and similar controversies. This climate of blame and mistrust has spilled into Yakima schools to intensify ethnic and racial tensions on school grounds.

In 1989, Kansas State University received a grant from the Ford Foundation. The goal was to learn about and support effective multi-cultural practices in rural kindergarten through 12th-grade schools. As a result of this grant, the University developed the Exemplary Multicultural Practices in Rural Education (EMPIRE) program. From an original 4 schools in 1989, the consortium has grown to 13 elementary schools and secondary schools within the Yakima region. The goal is to build a collaborative network to improve multi-cultural attitudes and practices on campus.

EMPIRE promotes positive race relations and an appreciation for ethnic and cultural differences and encourages schools to develop learning environments where children of all backgrounds can be successful.

### Program Operations

With support from EMPIRE’s board of advisers, each of the 13 schools designs and carries out its own project based on local resources and needs. EMPIRE schools plan a variety of programs and activities with emphasis on staff development, student awareness, parent involvement, and improvement of curriculum and instruction. The program trains teachers in cooperative learning and other inclusive instructional strategies; it invites tribal elders to speak with students and faculty and revises curriculums to include multiple perspectives. It also conducts classroom discussions on prejudice, stereotyping, and discrimination. Furthermore, student leaders are trained in multi-cultural awareness and conflict resolution techniques. Using art as a medium for change, EMPIRE teams have conducted theater workshops, assisting students in producing plays that center on the topics of stereotyping and gangs. In addition to these projects, EMPIRE teams have transformed a school library into a tutorial learning center for at-risk students; have purchased books, tapes, and videos with multi-cultural themes for inservice and classroom use; and have translated school handbooks into Spanish so all parents can be involved in their children’s education.

*Now I stand up when I hear an inappropriate remark. It takes courage, but you’ve got to respect yourself and take a stand.*

*EMPIRE Student*

## *Exemplary Multicultural Practices in Rural Education (continued)*

In an effort to build community within the Yakima region, the program hosts powwows and “Heritage Days” to celebrate different cultural groups and sponsors community service projects, multi-cultural dances, fairs, and athletic events. These activities focus on learning about and respecting other cultures as well as one’s own.

### **Outcomes**

The original EMPIRE consortium of 4 schools in the Yakima region has grown to 13 since 1989, with plans to expand to 20 schools in fall 1999. EMPIRE has been featured in several publications,

including *A Matter of Spirit*, published by the Intercommunity Peace and Justice Center, and *Multicultural Education*. Each year, EMPIRE organizes a fall planning retreat, at which teams develop their annual action plans, and a spring multi-cultural conference open to the entire community. EMPIRE schools report that academic achievement has risen, discipline referrals have declined, parental involvement has tripled, and community relations have improved. Participants also report significant personal and professional growth and an increased acceptance by other staff faculty of the need for multi-cultural reform.

# Facing History and Ourselves

## Brookline, Massachusetts

<b>C o n t a c t ( s )</b>	<b>Margot Stern Strom, Executive Director, 617-232-1595</b>
<b>P u r p o s e</b>	<b>To promote democratic citizenship by engaging teachers, students, and communi- ties in a study of history and ethics.</b>

### Background

Facing History and Ourselves was founded 23 years ago by two middle school teachers who developed an educational model that links history to the moral questions adolescents confront in their daily lives. Facing History currently has offices in Boston, Chicago, Los Angeles, Memphis, New York, and San Francisco. These offices provide teachers and other educators with new and stimulating ideas for teaching about the dangers of indifference and the value of the choices we make as individuals and as citizens.

Facing History and Ourselves introduces educators to its content and methodology at workshops and institutes. Teachers who participate in these programs have access to followup support from Facing History, including onsite support in designing or customizing curriculum to meet particular needs as well as access to speakers, videotapes, books, and other materials. Facing History also publishes a resource book, *Facing History and Ourselves: Holocaust and Human Behavior*, and a variety of study guides that support the teaching of particular topics or the use of a particular documentary film, CD-ROM, or literary work in the classroom.

### Program Operations

Facing History and Ourselves uses the methods of the humanities—inquiry, analysis, and interpretation—to promote the knowledge, values, and skills needed to protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, anti-Semitism, and violence but also of courage, caring, and compassion. Through a rigorous examination of the events that led to the Holocaust, students come to understand that few events in history are inevitable. Students are encouraged to express their newly acquired knowledge not only through essays and classroom discussions but also through art, music, creative writing, and Internet conversations with students across the country and around the world.

### Outcomes

The effectiveness of Facing History’s approach has been documented through long-term evaluation studies, classroom observations, and teacher interviews. Facing History currently reaches 1 million students and 20,000 teachers. Each year, about 1,600 educators are introduced to the program at 2-day workshops and week-long institutes. Facing History also provides schools with seminars and institutes for preservice teachers. In addition, it offers institutes on citizenship and decision making for law enforcement personnel. To keep its programs timely, Facing History engages in research and outreach efforts, including such exhibitions as the recent multi-media “Choosing to Participate,” which was held in Boston in 1998 and will travel to other cities during the next few years. More than 8,000 students saw the exhibition in Boston and participated in related programming over a 6-week period.

NATIONAL ORGANIZATION

EDUCATION

*One thing that Facing History has done, it has made me more aware. Not only of what happened in the past but also of what is happening today, NOW, in the world and in me.*

*Student*

# Faculty Development Institute on Curriculum Infusion, Loyola College Baltimore, Maryland

## Contact(s)

Dr. Pamela Paul, Director of  
Multi-Cultural Affairs, 410-617-2988

## Purpose

To provide support to faculty members who wish to introduce multi-cultural perspectives into specific courses.

## Background

According to Loyola College's mission and goals statement of 1989, "a Loyola graduate will be sensitive to racial and cultural diversity and dedicated to the service of others." In 1993, the College Council affirmed this goal by approving the "Plan for Diversity," which details the need for greater attention to diversity in Loyola's academic curriculums. Without denying the importance of the Western tradition, the 1993 Plan urges the development of courses that enhance students' awareness of their relationships to others. The Plan also seeks to prepare students for the reality of the increasingly diverse world in which they will live and work. The Faculty Development Institute on Curriculum Infusion constitutes an important step toward increasing diversity in the college's academic curriculums. The Institute is modeled after the Association of American Colleges and Universities' faculty development curriculum transformation institutes, titled "Boundaries and Borderlands: A Search for Recognition and Community in America."

## Program Operations

The Institute provides faculty with the knowledge, resources, and skills needed to transform their courses and teaching methods to fully meet Loyola's goal of preparing students to lead and serve in a diverse and changing world. The Institute typically

runs for 3 to 4 weeks and consists of nine seminars conducted by a nationally recognized expert. The seminars begin with a 1-hour formal presentation, followed by a 4- to 5-hour experiential session in which faculty members learn through discussion of assigned readings, exploration of issues, and skills practice. The Institute also includes one seminar on pedagogy, which lasts three to four sessions and allows faculty members to teach material from a multi-cultural perspective and receive feedback from colleagues. Faculty members who participate in the Institute are expected to revise or develop a course in which multi-cultural scholarship is infused and complete at least one presentation to other faculty members on campus reflecting what they have learned. Faculty members also teach the transformed course at least once in the 2 years following the Institute and serve as a resource on curriculum infusion for their departments.

## Outcomes

Loyola College has conducted four Institutes for its faculty, training 30 of 220 faculty members. As a result, 30 courses have been transformed, including 15 core courses required for all students. The faculty members who participated in the seminars have continued to foster dialogues about the issues related to a diversified curriculum in their departments and have promoted an inclusive environment on campus.

*Excellent and impressive Faculty Development Institute; a very valuable experience.*

*Dr. Deborah Haskins  
Psychology Department  
Loyola College*

# For Our Children in Urban Settings Program Miami, Florida

<b>C o n t a c t ( s )</b>	<b>Dr. S. Lee Woods, Program Director, and Craig C. Williams, Program Coordinator, 305-919-5820</b>
<b>P u r p o s e</b>	<b>To increase and foster the recruitment and retention of teachers of color through a professional development school model preservice education program within the Miami-Dade County Public School System.</b>

## Background

The For Our Children in Urban Settings (FOCUS) Program was created in 1993 as part of a collaborative effort by Miami-Dade Community College, United Teachers of Dade County, and the College of Education at Florida International University (FIU). The Program seeks to improve the retention and recruitment of teachers of color within Dade County. To achieve its goal, an intensive recruitment effort was launched by FIU and its partners to recruit blacks, Bahamian Americans, Jamaican Americans, Haitian Americans, and other people of color from the Miami area to teach in Miami's inner-city urban schools. Initial funding came from the James L. Knight Foundation and was used for scholarships as well as for the professional development of FOCUS interns and school-based staff. FIU and Miami-Dade Community College provided faculty and staff for the Program.

## Program Operations

A primary objective of the FOCUS Program and its community-based partners is to provide students with positive role models. To meet this objective, the Program offers a multi-disciplinary curriculum and provides student-teachers with

seminars, workshops, and conferences to enhance cross-cultural and cross-racial understanding. All FOCUS students serve a 2-year internship as teachers in elementary public schools and secondary public schools while taking a full schedule of classes at FIU's College of Education.

In addition to their specialized training, FOCUS students also have participated in an international effort to support education abroad by giving needed school supplies to a school in Haiti. The effort is intended to provide student-teachers with an opportunity to learn about Haiti's culture and school system and to encourage discourse between the two cultures, thus broadening the participants' knowledge and perspective of another culture.

## Outcomes

Since 1993, FOCUS has placed 80 teachers of color in the Miami-Dade Public School System and the Broward County School System. Currently, 40 student-teachers are enrolled in the Program. Their expected graduation date is April 1999. In addition to these accomplishments, FOCUS' student-teachers created a nutrition program that is being implemented in four urban elementary schools in the 1998-99 school year.

*Providing students with a safe and welcoming learning environment is very important. Teachers are part of the learning environment. Our efforts make sure students have well-trained teachers and role models.*

# Los Angeles County Office of Education: E Pluribus Unum: Multicultural Institute for Teachers

Downey, California

<b>C o n t a c t ( s )</b>	<b>Stephanie Graham, Consultant, 562-922-6410</b>
<b>P u r p o s e</b>	<b>To help teachers and their students create and maintain healthy intercultural classrooms and inclusive curriculum and instruction.</b>

## Background

After the 1992 Los Angeles riots, staff in the Los Angeles County Office of Education created E Pluribus Unum: Multicultural Institute for Teachers. The purpose of this program was to help classroom teachers address the needs of all students by promoting diversity as part of their curriculums. In its pilot phase, 75 teachers from Los Angeles County schools were enrolled in a 7-day training program. This program provided teachers with an opportunity to examine their values and beliefs, develop a multi-cultural curriculum, and identify strategies to include all students in their instructional programs. Prior to E Pluribus Unum, there were no established guidelines to develop multi-cultural curriculums for Los Angeles County schools.

## Program Operations

In E Pluribus Unum's first year, small teams consisting of two to four teachers and their administrators were trained in seven, 6-hour training sessions. These sessions were conducted by trainers from the Los Angeles County Office of Education.

After the pilot phase, evaluative data were collected and summarized. Suggestions to improve the program were incorporated into revisions. The following school year, the revised product was published, training teams were reconstituted, and additional teachers received direct training.

The second round of training focused on a variety of topics, including cultural identity development, changing demographics, and multi-cultural curriculum development. Additionally, in summer 1994, a 9-day "Training for Trainers" program was offered to teachers who were interested in training other teachers in schools throughout Los Angeles County. Participants acquired skills in cross-cultural communication, problem solving, decisionmaking, and conflict resolution. Since the pilot year, additional teachers have enrolled in the training program each summer. Thus, the program continues to expand as more and more teachers develop their capacities as trainers.

## Outcomes

To date, approximately 750 educators from Los Angeles County and surrounding counties have participated in the program.

*As we educate for  
the 21st century,  
it is not sufficient  
to do the same  
things differently.  
We must do radical-  
ly different things;  
and these "radically  
different things"  
can only come from  
re-examining our  
beliefs and values  
about how children  
learn and how  
teachers must teach.*

# Los Angeles County Office of Education: Leadership for Equity, Antiracism, Diversity, and Educational Reform

## Los Angeles, California

<b>C o n t a c t ( s )</b>	<b>Stephanie Graham, Consultant, 562-922-6410</b>
<b>P u r p o s e</b>	<b>To help educational administrators lead effective schoolwide reform for equity and success for all students.</b>

## Background

The Leadership for Equity, Antiracism, Diversity, and Educational Reform (L.E.A.D.E.R.) program was developed in 1996 by the Los Angeles County Office of Education to provide administrative support to teachers as they worked to reform classroom practices for the inclusion and success of all students. The program supports administrators in their efforts to make systemwide changes to educational programs to ensure equity and success for all in the educational community.

## Program Operations

In its pilot stage, L.E.A.D.E.R. included 25 principals from Los Angeles County schools. During the training program, the principals developed plans for implementing educational change to meet the needs of the diverse communities they serve. The plans focused on school climate, governance, decisionmaking, accountability, multicultural curriculum, development, rigorous standards for all students, and bias-free assessment.

In the year following the pilot training, the principals met in groups to coach one another on their progress in implementing these plans. As a result of these meetings, the principals established the current model for leadership training, which consists of 2½ to 3 days of intense, interactive sessions. The training takes place at a retreat where participants can examine their values and beliefs about diversity, stereotypes, prejudice, and cultural identity. They also learn about some of the manifestations of racism in school settings, and they develop strategies to lead whole school reform, so that students from diverse racial, ethnic, social, and cultural groups experience educational equity and success. The fee for participating is \$300 to \$400 per person and covers materials, lodging, meals, and trainers/training expenses.

## Outcomes

Changes in school practices, policies, curriculum, and instruction have resulted in increased academic success for students, as evidenced by multiple measures, including standard test scores. In addition, intergroup communication and collaboration have improved in schools where staff have received training.

*L.E.A.D.E.R. provides school administrators the opportunity to learn to recognize diversity in the classroom and supports them in their efforts to reform their school's racial climate for a better learning environment.*

# National Asian Family/School Partnership Project

## Boston, Massachusetts

### Contact(s)

Mr. Bouy Te, Project Director  
617-357-8507

### Purpose

To improve educational opportunities for Asian Pacific American immigrant students and to assist elementary schools and secondary schools by securing meaningful parent participation from immigrant Asian Pacific American parents/families.

## Background

The success of any student depends greatly on the participation of his/her parents or families. For many Asian Pacific American parents, the lack of understanding from U.S. public schools about their cultural differences in educational systems, homeland politics, and family traditions and the lack of school programs to address these topics have created obstacles that hamper Asian Pacific American parents from participating in their children's academic success. Recognizing the difficulties created by these issues for Asian Pacific American families, the National Coalition of Advocates for Students (NCAS) started a program to address these concerns in 1992. The National Asian Family/School Partnership Project (NAFSPP) Phase II draws on the experiences and information gathered by NAFSPP Phase I (1992-95) fieldwork on public education issues affecting Asian Pacific American families. NCAS outreach to Asian Pacific American families helps eliminate disparities, improves inter-ethnic dialogue, bridges cultural differences, and helps schools be more responsive to needs of Asian Pacific American students and families. NAFSPP is funded by the DeWitt Wallace-Reader's Digest Fund.

## Program Operations

NAFSPP is a capacity-building project that focuses on producing partnerships among schools, communities, and parents. NAFSPP has three major goals: to prepare the parents of Asian Pacific American students to more effectively support and monitor their children's educational needs and advocate for their children in school; to assist participating schools in school improvements required to support the academic success of Asian Pacific American students; and to assist Asian Pacific American parents in overcoming feelings of isolation and fear that prevent them from fully participating in school life. NAFSPP primarily works with the Cambodian, Hmong, Lao, Thaidam, and Vietnamese communities in Chicago, Des Moines, Houston, Minneapolis, Philadelphia, and Richmond (California).

To best serve these communities, NAFSPP conducts the following activities and programs: a "training of trainers" institute provides school awareness and school advocacy training for Asian Pacific American parents; a needs assessment and staff development program provides support

*I've noticed a lot of change in the last 3 years. Parents now come to me and say, "Can we do this?" And I say, "Yes, you can. You can always find a way to help your child."*

*School Site Teacher*



# *National Asian Family/School Partnership Project (continued)*

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for participating schools; and a national media campaign highlights and disseminates the activities and resources of NAFSPP using Asian print and electronic media as well as publications of Asian Pacific American community-based organizations. Furthermore, NAFSPP works on community coalition building to provide Asian Pacific American families with the opportunity to work with families of other races and cultural backgrounds who have similar needs and concerns for their children in public schools. In addition to these activities, NAFSPP also developed an advocacy skill-building manual, a school assessment instrument, and a series of articles on school information for parents that were translated into several Asian languages.

## **Outcomes**

NAFSPP has supported the development of several new strategies and programs, including a statewide network for Southeast Asian parents. NAFSPP has published a report titled *Unfamiliar Partners: Asian Parents and U.S. Public Schools*. Currently, NAFSPP trains approximately 2,000 parents in its awareness and advocacy training programs. The next phase of the Project will institutionalize the programs and expand programming to other cities.

# Pathways to Teaching Careers Program

## New York, New York

<b>C o n t a c t ( s )</b>	<b>Samuel Cargile, Program Officer, 212-251-9710</b>
<b>P u r p o s e</b>	<b>To increase the number of racially diverse and well-trained public school teachers in urban, rural, and low-income communities.</b>

## Background

The DeWitt Wallace-Reader's Digest Fund launched the Pathways to Teaching Careers Program in 1989 in response to growing concerns over high turnover in hard-to-staff public schools and that the proportion of teachers from multi-ethnic backgrounds was declining while enrollment of students from similar backgrounds was increasing. The Program develops and tests new recruitment models designed to increase the number of racially diverse and qualified public school teachers.

colleges and universities provide participants with rigorous teacher preparation and training. A strong network of academic, social, and financial support is also provided to ensure that students successfully continue in the Program. Upon completion of the teacher certification requirements, Pathways scholars are placed in low-income rural and urban school districts that have the greatest need for well-qualified teachers. In exchange for the assistance they have received from the Pathways Program, the scholars make a commitment to teach in these low-income schools for at least 3 years.

## Program Operations

Through the provision of scholarships and other support services, the Pathways to Teaching Careers Program provides opportunities for diverse candidates to pursue careers in teaching. Program participants have included paraprofessionals such as classroom aides, returned Peace Corps volunteers, and adults seeking to change careers. The Pathways Program also seeks to diversify the population of public school teachers by including candidates from diverse racial and ethnic backgrounds. The Program shares a strong partnership with local school districts and universities. These institutions assist in the recruitment, selection, and subsequent placement of newly prepared teachers. Participating

## Outcomes

The Pathways to Teaching Careers Program is currently operating in 41 colleges and universities nationwide. Almost 2,600 teaching candidates have enrolled in the Pathways Program. Sixty-one percent of these individuals are people of color. Cumulative data show 25 percent are returned Peace Corps volunteers and 75 percent are paraprofessionals and non-certified teachers. A recent evaluation of the Program revealed that approximately 60 percent of the students completed the requirements for teacher certification and of these, approximately 77 percent were placed in permanent teaching positions.

*Before Pathways to Teaching, it looked like I was going to have a long career as a paraprofessional, with no time and no money for college. Through Pathways, I was given the opportunity to change lives.*

*Elijah West, Jr.  
Pathways Teacher*

# Project Common Ground

## St. Paul and Stillwater, Minnesota

<p><b>C o n t a c t ( s )</b></p>	<p>Mary Jo Weingarten, Deputy Superintendent, Stillwater Project Common Ground Executive Team, 651-351-8305</p>
<p><b>P u r p o s e</b></p>	<p>To allow students to experience and appreciate diversity; develop leadership skills; increase sensitivity and inquisitiveness about other cultures; and learn ways to cooperate, solve problems, and build communities.</p>

### Background

In 1994, the superintendent of the St. Paul School District (located in an urban area), the superintendent of the Stillwater schools (located in a suburban area), and the President of the Amherst H. Wilder Foundation formed a partnership and applied for a desegregation grant from the Minnesota Department of Children, Families and Learning to create Project Common Ground. This pilot program is designed to promote understanding and interaction among students of diverse backgrounds while increasing their academic skills. The Project’s goal is to increase interaction and cultural appreciation of students and staff. The superintendents chose Wilder Forest, a local center for community building and youth development, to serve as the Project site.

### Program Operations

Over a 1-year period, students participate in a series of three 3- to 5-day educational team-building experiences. During these stays (which include overnights), students and teachers work in multi-ethnic, cross-district teams to learn about one another’s histories, cultures, and strengths. Through historical reenactments and art, music, writing, and dance, participants learn leadership

skills, community building, and problem solving. The teachers involved in Project Common Ground work with Wilder Forest staff to incorporate academic objectives into their programming. Students continue their involvement in the program throughout the school year, as the Wilder experience is integrated into classroom activities, and inter-classroom contacts are maintained. Project Common Ground involves parents through its parents’ nights and by having them provide assistance with events. The program is supported by school district funding, State desegregation funding, partner contributions, and civic group contributions.

### Outcomes

In the first year, 240 students from 8 classrooms in the 2 school districts participated. Project Common Ground has expanded to 16 classrooms and approximately 495 students. Evaluations developed by the Wilder Research Center at the University of Minnesota were administered to the students, parents, and teachers who had been involved in the Project. These evaluations show that the program significantly improved interaction and appreciation across racial and cultural boundaries, inquisitiveness and sensitivity about other individuals and cultures, and teachers’ attitudes and teaching styles relating to racial awareness.

*We feel fortunate to have the opportunity to work cooperatively with St. Paul. Our kids lives are enriched. Our students are going into a multi-cultural world. They need the opportunity to interact.... This has my full support and commitment.*

Mary Jo Weingarten

# Samuel S. Fels Cluster of the Philadelphia School District

## Philadelphia, Pennsylvania

### Contact(s)

Jan Gillespie, Fels Cluster Leader,  
215-335-5037

### Purpose

To develop responsible citizens who will be prepared to succeed in a diverse world.

## Background

In 1996, administrators of the Samuel S. Fels Cluster of the Philadelphia School District initiated an extensive diversity training program throughout all eight of the cluster's schools. The Cluster serves more than 9,000 students of 40 ethnicities. The program's mission is to address the needs of its extraordinarily mosaic clientele while providing support and training for teachers to maximize effectiveness within multi-cultural classrooms. Its goal is to prepare students to live in a multi-cultural world.

Educational Equity and Diversity Project on Inclusive Curriculum, a national program.

The schools have also adopted the Green Circle Curriculum, an interactive classroom format that teaches students the importance of inclusion and valuing diverse cultures and perspectives. Cluster staff, school staff, and parents are trained as facilitators to implement the program in every kindergarten through sixth-grade class. Additionally, the schools are supporting the creation of a diversity quilt. During Take Our Parents to School Week, parents and students are given materials and directions by experienced quilt makers on preparing a family square that will be incorporated into a school quilt. Each school quilt will be incorporated into a larger cluster quilt that will celebrate the diversity of the Samuel S. Fels Cluster.

## Program Operations

One of the most important objectives for the Samuel S. Fels Cluster is to train teachers to address the needs of their culturally diverse students. Multi-cultural retreats, presentations, literature, and videos are furnished to the staff. Kindergarten through grade 12 teachers from each of the eight cluster schools attend a monthly 3-hour afterschool seminar. Teachers learn to enhance their curriculums by introducing issues of race, gender, class, and ethnicity into their classrooms. The seminar is based on Seeking

## Outcomes

*The Philadelphia Inquirer* gives space for a Fels Cluster column and support in publishing articles about the cluster's diversity submitted by teachers and students. A permanent student-created tile wall, a cultural tribute to diversity, welcomes all who enter Fels High School.

*When a person sees another person through a window, she/he is learning something new.*

*When a person sees another person through a mirror, she/he is seeing herself/himself.*

*Yvette Acosta-Arroyo  
Equity Support  
Coordinator  
Samuel S. Fels Cluster*

# Teaching Tolerance

## Montgomery, Alabama

<b>C o n t a c t ( s )</b>	<b>Jim Carnes, Director, 334-264-0286</b>
<b>P u r p o s e</b>	<b>To offer free, high-quality educational materials to help teachers promote interracial and intercultural harmony in the classroom.</b>

## Background

The Southern Poverty Law Center began as a small civil rights law firm in 1971. Located in Montgomery, Alabama—the birthplace of the civil rights movement—the Center was founded by Morris Dees and Joe Levin, two local lawyers who shared a commitment to racial equality. In the face of opposition from city and State officials, Dees and Levin pursued equal opportunities for people of color and the poor. They took cases that few other lawyers had the time and resources to pursue, and they helped implement the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Some of their early lawsuits resulted in the desegregation of recreational facilities, the reapportionment of the Alabama legislature, the integration of the Alabama State Troopers, and the reform of State prisons. Dees and Levin did not work alone. Committed activists throughout the country responded to their requests for help and sent financial support. This allowed the Center to expand its civil rights litigation and to implement new programs to fight hate and intolerance. Today more than 400,000 individual supporters throughout the Nation make financial contributions to the Center, ensuring its long-term success. The Center is respected for its Teaching Tolerance education project as well as its legal victories against white supremacist groups, its tracking of hate groups, and its sponsorship of the Civil Rights Memorial.

## Program Operations

Teaching Tolerance is an education project dedicated to helping teachers across the Nation foster respect and understanding among their students. The project was founded in 1991 in response to an alarming increase in hate crimes committed by youth. Its award-winning *Teaching Tolerance* magazine provides classroom teachers with practical ideas for promoting an appreciation of diversity and the values of democracy.

Teaching Tolerance's first two teaching kits, *America's Civil Rights Movement* and *The Shadow of Hate: A History of Intolerance in America*, chronicle the history of hatred and intolerance in the United States and the struggle to overcome prejudice. The documentary film that accompanied the first teaching kit, *A Time for Justice*, won an Academy Award in 1995. The project's third teaching kit, *Starting Small*, is a training tool for early childhood educators.

## Outcomes

With the help of the Southern Poverty Law Center's supporters, *Teaching Tolerance* magazine is distributed free twice a year to more than half a million educators nationwide and in 70 other countries. The teaching kits *America's Civil Rights Movement* and *The Shadow of Hate* have been distributed, free of charge, to more than 70,000 school and community organizations.

*If all I see  
are blacks as  
waiters, dish-  
washers, drug  
dealers, and so on,  
then I'm going to  
develop a very  
limited idea of  
who I am and  
who I can be. So  
what we're really  
doing with these  
study circles is  
getting together to  
break down these  
barriers, to rework  
the internal process  
that happens when  
we form stereotypes.*

Participant