

# SUMMARY ACTION MINUTES

## REGULAR MEETING ORANGE COUNTY HUMAN RELATIONS COMMISSION

November 14, 2019, 11:00 A.M.



COMMISSION ROOM, FIRST FLOOR  
333 W. Santa Ana Blvd.  
Santa Ana, California

**MICHAEL REYNOLDS**  
Chair

**DR. KERRY REYNOLDS**  
Vice Chair

**AMY BUCH**  
Commissioner

**M. FAREED FARUKHI**  
Commissioner

**MIKE HAMEL**  
Commissioner

**JANY LEE**  
Commissioner

**JO-ANNE P. MATSUBA**  
Commissioner

**ADELINE NYAMATHI**  
Commissioner

**MICHELE STEGGELL**  
Commissioner

**RABBI RICK STEINBERG**  
Commissioner

**JENNIFER WANG**  
Commissioner

ATTENDANCE: Commissioners Buch, Farukhi, Hamel, Lee, Nyamathi, M. Reynolds and Wang

ABSENT: Commissioners Matsuba, K. Reynolds, Steggell and Steinberg

PRESENT: EXECUTIVE DIRECTOR Norma Lopez  
CLERK OF THE COMMISSION Jamie Ross & Dora Guillen, Deputy Clerks

*The Orange County Human Relations Commission is an independent advisory body, and our positions do not necessarily reflect the positions of the County of Orange Board of Supervisors.*

1. Call the Meeting to Order  
**MEETING CALLED TO ORDER AT 11:03 A.M. BY CHAIR M. REYNOLDS**
2. Monthly Summary of Commission Activities  
**PRESENTED**

## SUMMARY ACTION MINUTES

### OPEN FORUM

Pat Davis – Oral Re.: Incidents against the homeless should be considered as a hate incident; National Hunger and Homelessness Awareness Week is November 16 – 24, 2019; Food Challenge as part of awareness week to live on a CalFresh allotment for one week.

**ACTION ITEMS:** (None)

**HEARING/SPEAKER/PRESENTATION:** (Item 3)

3. Multicultural education need in Orange County (Los Amigos of Orange County)

**PRESENTED**

**INFORMATION ITEMS:** (Items 4 - 10)

4. Appoint ad hoc to review and make recommendations to proposed FY 20-21 County of Orange contract of Commission staff support

**CHAIR M. REYNOLDS APPOINTED COMMISSIONER STEINBERG AND HIMSELF TO COMMISSION STAFF SUPPORT CONTRACT AD HOC**

5. Appoint ad hoc to Awards Nomination Committee to participate in judging of Human Relations Council Awards nominees

**CHAIR M. REYNOLDS APPOINTED COMMISSIONERS K. REYNOLDS AND NYAMATHI TO AWARDS NOMINATION AD HOC**

6. Human Relations Forum ad hoc update

**PRESENTED**

7. Anti-Hate Campaign ad hoc update

**PRESENTED**

8. Commission staff report

- a. Response to Marina and Segerstrom high schools incidents
- b. Homelessness advocates work update

**PRESENTED**

9. Update from OC Chiefs and Sheriff

**PRESENTED**

10. OCSD Interfaith Council update

**NO REPORT**

### **ANNOUNCEMENTS FROM COMMISSIONERS**

**EXECUTIVE DIRECTOR ANNOUNCED DISTRIBUTION OF THE FBI 2018 HATE CRIME REPORT**

# SUMMARY ACTION MINUTES

**AGENDA BUILDING:** None

**ADJOURNED:** 12:00 P.M.

\*\*\* KEY \*\*\*

## *Left Margin Notes*

1 Amy Buch	A = Abstained
2 M. Fareed Farukhi	X = Excused
3 Mike Hamel	N = No
4 Jany Lee	C.O. = Commission Order
5 Jo-Anne P. Matsuba	
6 Adeline Nyamathi	Reso = Resolution
7 Dr. Kerry Reynolds	Ord = Ordinance
8 Mike Reynolds	
9 Michele Steggell	
10 Rabbi Rick Steinberg	
11 Jennifer Wang	

*(1st number = Moved by; 2nd number = Seconded by)*

/s/

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MICHAEL REYNOLDS  
*Chair*

/s/

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Jamie Ross, Deputy  
*Clerk of the Commission*



**Commissioners**

Michael Reynolds, Chair  
 Dr. Kerry Reynolds, Vice Chair  
 Amy Buch  
 Dr. Adey Nyamathi  
 Fareed Farukhi  
 Jany Lee  
 Jennifer S. Wang  
 Jo-Anne P. Matsuba  
 Michele Steggell  
 Chief Mike Hamel  
 Rabbi Rick Steinberg

**DATE:** Thursday, November 14, 2019

**LOCATION:** Hall of Administration, 333 W. Santa Ana Blvd., Santa Ana, 92701  
**TIME:** 11:00 AM

**AGENDA**

- |   |                   |
|---|-------------------|
| 1. Call the Meeting to Order                            | Michael Reynolds  |
| 2. Overview of Monthly Summary of Commission Activities | Dr. Adey Nyamathi |

**OPEN FORUM:** *Members of the Public may address the Commission on human relations issues*

**ACTION ITEMS**

NONE

**HEARING/SPEAKER/PRESENTATION**

- |  |                                     |
|--|-------------------------------------|
| 3. Multicultural Education Need in Orange County (Los Amigos of Orange County) | Darlene Ramos & Michael Sean Wright |
|--|-------------------------------------|

**INFORMATIONAL ITEMS**

- |  |                      |
|--|----------------------|
| 4. Appoint ad-hoc to review and make recommendations to proposed FY 20-21 County of Orange Contract for Commission staff support   | Michael Reynolds     |
| 5. Appoint ad-hoc to the Awards Nomination Committee to participate in judging of HR Council Awards nominees   | Michael Reynolds     |
| 6. Human Relations Forum Ad-Hoc Update   | Fareed Farukhi       |
| 7. Anti-Hate Campaign Ad-Hoc Update  | Rabbi Rick Steinberg |
| 8. Commission Staff Report <ul style="list-style-type: none"> <li>a. Response to Marina &amp; Segerstrom HS Incident</li> <li>b. Homelessness Advocates Work Update</li> </ul> | Norma López          |
| 9. Update from OC Chiefs and Sheriff   | Chief Mike Hamel     |
| 10. OCSD Interfaith Council Update   | Rabbi Rick Steinberg |
| 11. Announcements from Commissioners   | All Commissioners    |
| 12. Adjourn Commission Meeting   | Michael Reynolds     |



# Orange County Human Relations Commission

*MISSION: Seek out the causes of tension and conflict, discrimination and intolerance, and eliminate those causes*

## MONTHLY SUMMARY OF ACTIVITIES: OCTOBER 2019

<b>FY JUL 19 - JUN 20 Commission Activities Matrix</b>			
<b>CONTRACT ACTIVITY</b>	<b>Goal</b>	<b>To-Date</b>	<b>% Reach</b>
A. Monthly HRC meetings	12	4	33%
B. HRC Annual Report	1	0	0%
C. Police-Community Reconciliation cases	20	21	105%
D. Community-Police Meetings	4	0	0%
E. Chief's Advisory Boards & Sherriff's Interfaith Council	8	3	38%
F. Community Outreach & Relationship Building meetings	40	17	43%
G. Police/Diverse Community Dialogues	2	1	50%
H. Hate Crime Report & Network Meeting	1	1	100%
I. Support to hate crime victims	8	17	213%
J. Outreach efforts (speeches, presentations, etc.)	10	2	20%
K. Community training on intergroup relations topics	4	3	75%
L. Annual Awards program	1	0	0%
M. Participate in community-based/outreach symposiums	2	0	0%

### Police-Community Relations

- Police-Community Dialogues: Commission staff have engaged with the following departments for possible community-police dialogues – Anaheim, Tustin, & UCI.
- Sheriff's Interfaith Executive Committee: Commission staff participated in planning the last meeting of 2019 and discuss plans for 2020.

### Intergroup Relations & Relationship Building

- **Hate-motivated incidents, Community Conflict, & Crisis Response/Meetings**
  - A total of 4 hate-motivated events reported this month (all recorded as hate incidents).
  - Commission staff attended the Black Student Union Town Hall meeting at Cal State Fullerton to observe and listen to concerns.
  - Commission staff reached out to Marina & Segerstrom HS to offer support with restorative dialogues.
  - Commission staff conducted a listening session with Marina HS ASB students.
- **Relationship Building, Outreach, & Presentations**
  - Commission Director participated in a webinar panel on Inclusive Language for Leaders hosted by Cal State Fullerton.
  - Commission staff met with Hope Center of the Arts board member and staff to learn about the organization services and discuss points of collaboration.
- **Commission Director One-on-Ones:**
  - Commission Director one-on-one meetings with 3 Commissioners this month.
  - Commission Director participated in meeting with OC Department of Education and Commissioner Vice-Chair Reynolds to discuss possible collaboration in the human relations forum.
  - Commission Director attended the quarterly meeting with OCCR Director and met with OC Community Services Director this month.
  - Commission Director conducted new Commissioner orientation for incoming Commissioner Wang.

## MEMO

**DATE:** 11/14/2019  
**TO:** All Commissioners  
**FROM:** Norma J. López, Commission Executive Director  
**RE:** Commission participation in HRC Awards 2019 Nomination Process

### ISSUE

Commission participates in Judging Committee to review and vote on nominees.

### BACKGROUND:

According to the contract with Orange County Community Resources department, which was approved by the Board of Supervisors late Spring 2018, one of the many program requirements is to:

“1.10 Collaborate with the Orange County Human Relations Commission to select award recipients at CONTRACTOR’s annual awards program with the purpose of building understanding among diverse communities and celebrating outstanding individuals, model community policing programs, successful school intergroup relations efforts, and exceptional business diversity programs.”

#### *Nomination Process*

- The nomination window will be opened on Friday, November 1, 2019 and will end on Friday, December 13, 2019 at 4 P.M.
- Nomination forms will be available at [www.ochumanrelationsawards.org](http://www.ochumanrelationsawards.org)
- A judging committee is formed, which include both Nonprofit and Commission representatives, who will review and vote on all the nominations that will were received during the nomination process.
- A compiled nominations packet will be distributed via email for judging on Tuesday, December 17<sup>th</sup> and due to Council staff by noon on Friday, December 20<sup>th</sup>.

### DISCUSSION:

The Commission’s participation will be in the following areas:

1. **Nomination process:** Commissioners, not appointed to Judging Committee, may submit candidate nominations during the nomination window.
2. **Nomination Committee:** Commission Chair appoints 2 Commissioners to serve in the Judging Committee that reviews and scores submitted nominations.

### RECOMMENDED ACTION:

Commission Chair appoints 2 Commissioners to HRC Awards Nomination Committee

## Signs at football game between Marina and Segerstrom high schools are criticized as having racial undertones



Two student-made signs were displayed at the Marina-Segerstrom high school football game Friday. Community members of Segerstrom High, in the Santa Ana Unified School District, saw the signs as offensive. (Twitter)

By LILLY NGUYEN  
OCT. 30, 2019

Marina High School's football team prevailed against Segerstrom High School on Friday night, but for some, the focus wasn't on the final score and Marina winning its first league title since 1986. Instead it was on a few fan-fashioned signs that have been criticized as offensive.

The schools' parent districts — the Huntington Beach Union High School District and Santa Ana Unified School District — issued a [joint statement](#) Saturday saying that "two student-generated signs with racial undertones" were displayed in the area near the entrance of Westminster High School's Boswell Field, which Marina uses for its home football games, and in front of the snack bar.

"Segerstrom students and parents saw the signs and received them as offensive," the statement said.

The districts did not identify the offending signs, but photos of some have drawn criticism on social media, including three with the messages "Segerstrom favorite color is brown," "Segerstrom doesn't use deodorant" and "Segerstrom wears socks w/ sandals."

During [the 2017-18 school year](#), 89.5% of Segerstrom’s students identified as Hispanic or Latino, while 1.3% were white. The same year, Marina’s student body [was about](#) 49.1% white and 21.8% Hispanic or Latino.

Marina Principal Jessie Marion and Huntington Beach Union accepted responsibility for the incident and apologized to the students, families and staff at Segerstrom, according to the joint statement.

“Santa Ana Unified School District officials have shared their concerns with Huntington Beach Union High School District administrators regarding the incident, and are working together to resolve the issue and to use the unfortunate incident as a teachable moment for students,” the statement said.

Marion will meet with Segerstrom Principal David Casper “to consider next steps in collaboration with Segerstrom through restorative circles to help strengthen relationships as well as provide diversity training for Marina’s Associated Student Body and other student organizations,” the statement added.

Huntington Beach Union also has reached out to the Orange County Human Relations Commission and the California Interscholastic Federation in an effort to educate students on why the signs were wrong.

“Both districts want to assure students, parents, staff and community that both HBUHSD and SAUSD reject racism in any form in our schools and community and that it is never acceptable,” the joint statement said.

This isn’t the first time racial issues involving Marina students have surfaced this year. In April, images showing a student passing around a petition [asking students of color](#) for permission to use the “n-word” circulated on social media.

Two students were disciplined in that incident, which a district official described as “a bad joke gone wrong on April Fools’ Day.”



# National Hunger and Homelessness Awareness Week

November 16-24, 2019



## DID YOU KNOW:

- ...that Orange County's high cost of living threatens the well-being of our communities?
- ...that one-in-five OC residents live in poverty?
- ...that one-in-four children in OC live in poverty?
- ...that over 100,000 children in OC don't have access to enough food?
- ...that 40 percent of children who are food insecure aren't eligible for federal nutrition programs?
- ...that over 80,000 people in OC are on waiting lists for affordable housing?
- ...that the number of people living on our streets has doubled since 2013?

## CHANGE CONTINUES JOIN US FOR A WEEK OF ACTION

**Join us in Orange County for programs/presentations/discussions focused on the problems of Hunger and Homelessness that many face and explore life-saving solutions so desperately needed.**

For information on more actions and the schedule of events:

<https://www.facebook.com/groups/HHROC/> OR <https://summerofthepeople.org/>

Please accept our Food Challenge/Pledge for you and your family to live on a SNAP/CalFresh allotment for this week (food stamps). Check out this link for details and calculate your allotment. Plan your meals aiming for greatest nutritional value and nourishment.

**SNAP Food Challenge Link:**

<https://drive.google.com/file/d/0BypNdnXqOQ8PbDBmN0hXOW9RcTQ0eVg4UVVQYXNwU0pNMldn/view?usp=sharing>

**Saturday, November 16 – 11-12:30pm** Judy's Kitchen Luncheon, 9am setup help appreciated.  
**Location:** Community Congregational United Church of Christ, 4111 Katella Ave., Los Alamitos

**Sunday, November 17 - 10-2pm** "Meet on Beach Blvd" Event <https://www.meetonbeach.com/>  
Buena Park Collaborative information table [BPcollab1@gmail.com](mailto:BPcollab1@gmail.com) Check them out on Facebook!

**Monday, November 18**

**1<sup>st</sup> event - 5pm:** People's Homeless Task Force (PHTF) HHROC/PPCOC Introduction

**2<sup>nd</sup> event - 6pm–8:30pm** Dinner and a Documentary: "The Motel Kids of Orange County" with Tiffany Mitchell, Project Hope Alliance and Sheena Innocente with McKinney Vento overview. OC Poor People's Campaign/HHROC Fundraiser for Project Hope Alliance. *Suggested donation* \$10 or a bag of nonperishable food. View David Freeman's Photography Exhibit.

**Location:** Unitarian Universalist Congregation Anaheim, 511 S. Harbor Blvd, Anaheim, CA 92805 (Enter parking lot off W. Santa Ana St.)

**Tuesday, November 19** Toilets for All Day <https://www.un.org/en/events/toiletday/>

**1<sup>st</sup> event - 8:30am start** – Public comments/Action at OC Board of Supervisors Meeting

**Location:** Board Room, 333 W. Santa Ana Blvd., Santa Ana, 92701

**2<sup>nd</sup> event - 4pm–7pm** Anaheim City Council Meeting Action and Public comments - Food Insecurity Demonstration. Many are experiencing Hunger and Homelessness in Anaheim – Why?

**Location:** Anaheim City Council Chambers, 200 S Anaheim Blvd, Anaheim, CA 92805

NOTE: Other City Councils meeting include Santa Ana, Fullerton, San Clemente

**Wednesday, November 20**

**1<sup>st</sup> event - 9-11am** - Attend OC Commission to End Homelessness meeting.

**Location:** 550 S. Main St, Room 7-8, Orange

**2<sup>nd</sup> event - 3:30–5pm** - Food Sharing HHROC/OCPAC

**Location:** La Palma Park, 1151 N La Palma Pkwy, Anaheim, CA 92801

NOTE: Please bring gently worn, clean jackets and warm clothes to distribute.

**3<sup>rd</sup> event - 7–9pm** - United Way – United to End Homelessness - Homelessness 101, Mission Viejo

Register: <https://www.eventbrite.com/o/united-to-end-homelessness-19985632942>

**Thursday, November 21**

**1<sup>st</sup> event - 6:30–8:30pm** OC Housing Legislative Townhall, hosted by Kimberly Adams, California YIMBY – Have your voice heard on all things housing and learn about new legislation. Your input is crucial!

**Location:** Delhi Center, 505 E. Central Ave., Santa Ana

**2<sup>nd</sup> event - 5-7pm** United Way – United to End Homelessness - Homelessness 101, UC Irvine,

Register: <https://www.eventbrite.com/o/united-to-end-homelessness-19985632942>

**3<sup>rd</sup> event** - Homeless United, Huntington Beach: **4pm** - Homelessness Solutions Coalition – monthly mtg

**Location:** HB City Hall B7 **7pm** - General Meeting **Location:** CUMC, 6652 Heil, HB

**Friday, November 22**

**6-8:30pm** - “Harvest of Loneliness: The Bracero Program” Screening and Q&A with Filmmaker Dr. Gilbert Gonzalez Showing. Sponsored by OC Racial Justice Coalition (OCRJC) Field to Table injustice continues!

**Location:** Chapman University Centro Comunitario de Educación, 216 N. Broadway, Santa Ana,

**Saturday, November 23** – How did your Food Challenge go? Successes? Challenges? Please share your experiences with HHROC at [Comments@HHROC.org](mailto:Comments@HHROC.org). We plan to summarize outcomes in future events planning. Thank you for any and all efforts!

**Sunday, November 24**

**12-3pm** - San Clemente community potluck – Barbecue & Music. South County Homeless Task Force

**Location:** TBA Check out South County Homeless Task Force on Facebook, too!

**HOWEVER** you spend this week, please consider calling, writing or attending your city council meeting, Board of Supervisors meeting, State and Federal representatives gatherings and communicate the need for greater efforts and measurable successes addressing the welfare of those who are our food insecure and homeless residents in Orange County. Thank you



## National Hunger and Homelessness Awareness Week Food Challenge November 16 - 24, 2019

<https://www.facebook.com/groups/HHROC/>

Housing is a Human Right Orange County (HHROC) has a calendar of educational events we are supporting in recognition of National Hunger and Homelessness Awareness Week, Nov.16-24, 2019. (HHWeek.org) A full calendar of our local week is available on Facebook page or at: <https://summerofthepeople.org/events>

This week, HHROC is including a SNAP CalFresh Food Challenge which invites individuals/families to pledge to live on a SNAP budget allotment for one week. CalFresh (SNAP) provides nutrition cash benefits to supplement the food budget of needy individuals/families so they can purchase healthy, nutritious food, maintain adequate nutritional levels and move towards self-sufficiency. Often recipients face many challenges living on this budget often exacerbated by unreliable cold storage, working appliances, proximity to well stocked, fresh food markets, and work/life schedules.

To prepare for your experience this week, below you will find allotments based on income and family size. Based on numerous application calculations, very few applicants receive the full amount listed, but for this experience you will get the full dollar amount listed.

The maximum monthly allotment for family size of:

- 1 person = **\$194** maximum allotment with \$1,354 Gross Monthly Income (130% of poverty)
- 2 persons = **\$355** maximum allotment with \$1,832 Gross Monthly Income (130% of poverty)
- 3 persons = **\$509** maximum allotment with \$2,311 Gross Monthly Income (130% of poverty)
- 4 persons = **\$646** maximum allotment with \$2,790 Gross Monthly Income (130% of poverty)
- 5 persons = **\$768** maximum allotment with \$3,269 Gross Monthly Income (130% of poverty)
- 6 persons = **\$921** maximum allotment with \$3,748 Gross Monthly Income (130% of poverty)

Select your family size. Identify your award in **yellow**. Divide that dollar amount by 4 and there is your week's shopping budget. \$ \_\_\_\_\_ Now to do your shopping.

Items purchased must fall in these 4 groups and shall not be cooked/warmed for immediate consumption:

1. Fruits or vegetables;
2. Meat, poultry, fish;
3. Dairy products; and
4. Breads or cereals.

For more information and online CalFresh application:

<https://www.benefits.gov/benefit/1228>

<http://www.ebtproject.ca.gov>

<http://ssa.ocgov.com/calfresh/apply/calfresh>

"Food insecurity is a condition of not having enough food to eat but also not having access to a sufficient variety of foods for adequate nourishment. Food insecurity impacts over 13% of adults and 24% of children in Orange County." OC Food Access Coalition <http://ocfoodaccess.org/>

We hope by the end of your experience, whatever form it takes, that you will please share your experience with us to assist in future programs. How did your Food Challenge go? Successes? Challenges? Please share with HHROC @ [Comments@HHROC.org](mailto:Comments@HHROC.org). Thank you for any and all efforts!

#3 11-14-19

Introducing PEACE  
Preventative Education & Action for Cultural Excellence  
A Proposal for Orange County, CA Schools and  
Colleges

LOS AMIGOS OF ANAHEIM  
PEACE TASK FORCE

## The Problem/ Incidences

- ▶ The Segerstrom High School (Oct. 26, 2019) community was shocked and angered Friday after encountering racially offensive signs at its football game against Marina at Westminster High.
- ▶ Garden Grove (Aug. 21, 2019) - After Nazi salute video, more racist videos emerge, roiling O.C. school
- ▶ OC high school confirms racist taunting at football game (Sept. 23, 2019) - San Clemente - An investigation has confirmed students were subjected to a racist taunt and other verbal abuse during a high school football game
- ▶ Newport Beach (May 3, 2019) - 'Overtly racist' messages attributed to Newport Harbor High students spur school district investigation stemming from messages shared in a private Instagram group
- ▶ Marina High School in Huntington Beach (April 3, 2019) investigation confirmed that asked students of color for permission to use the N-word prompted school officials to discipline two students involved in the incident, a member of the school board

# What is Cultural Competence

- ▶ Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching
- ▶ Cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, but researchers suggest some places to start

Reference: National Education Association, (2002 – 2019)

## Favorable Findings for Multicultural Education

- ▶ Culturally relevant teaching promotes academic achievement and engagement (e.g., [Christianakis, 2011](#); [Ensign, 2003](#); [Rodriguez, Jones, Pang, & Park, 2004](#); [Tate, 1995](#)).
- ▶ Culturally relevant teaching and school racial socialization promotes positive ethnic-racial identity and positive attitudes toward others (e.g., [Aldana, Rowley, Checkoway, & Richards-Schuster, 2012](#); [Brozo, Valerio, & Salazar, 1996](#); [Dessel, Rogge, & Garlington, 2006](#); [Spencer, Brown, Griffin, & Abdullah, 2008](#)). For example, African American girls in a culturally relevant program score higher in ethnic-racial identity exploration and commitment compared with a control group. Also are more aware of racism and were more likely to engage in activism ([Thomas, Davidson, & McAdoo, 2008](#)).
- ▶ Culturally relevant teaching promotes a sense of critical consciousness (e.g., [Epstein, Mayorga, & Nelson, 2011](#); [Martell, 2013](#); [Morrell & Duncan-Andrade, 2002](#); [Stovall, 2006](#)). In one study of a middle school science classroom, students discussed bias in relation to science practice and connected scientific bias to bias in the larger society ([Laughter & Adams, 2012](#)).
- ▶ Culturally relevant teaching works by considering student perceptions of classrooms that vary in the amount of culturally relevant practices. In a sample of 315 sixth- through 12th-grade students sampled from across the United States (62% female, 25% White, 25% Latino, 25% African American, and 25% Asian) who completed surveys of their experiences of culturally relevant teaching, cultural socialization, opportunities to learn about other cultures, and opportunities to learn about racism. Elements of culturally relevant teaching were significantly associated with academic outcomes and ethnic racial identity development. The findings provide support for the effectiveness of culturally relevant teaching in everyday classrooms.

## Orange County's Multicultural Educational Need

- ▶ Orange County, CA schools (especially our high schools) are being bombarded with racist acts resulting in community disruption, negative perceptions, fostering lack of trust, and unfavorable student and parent behavior
- ▶ What is being offered in our schools, whether face to face or on-line has been limited. Multicultural and related courses have room for expansion and there is need for mobilization
- ▶ There is a significant demand for multicultural education in Orange County. A number of leaders exists in Orange County advocating for multicultural education, however it is considered less of a priority and merely an afterthought in some school districts, avoided either by lack of funding, limited support, or fueled by resistance due to political environment and pressures
- ▶ The growth from specific ethnic communities continues to grow at a fast pace in Orange County generating positive change in our academic and business communities



# Community Needs

- ▶ The need to include multi-cultural education courses and training at local high schools and colleges in Orange County is in high demand. Schools facing racism, insensitivity to cultural diversity issues, and backlash demands expertise and requires proven successful solutions that tailor activities to meet the needs of our diverse communities
- ▶ There is an increasing amount of students seeking to have nurturing and supportive environments as a result, educational leadership should be responsive to student needs
- ▶ Multicultural education helps address: racism, lack of knowledge, cultural competency skills, and negative attitudes /behaviors affecting diverse communities
- ▶ Multicultural education helps students grow and helps them identify and overcome discriminatory behavior and bias. Leading them to become positive participants in society



# Proposed Solution

To provide stronger depth and substantiation to approach Orange County schools with a strategic solution, Los Amigos of Anaheim proposes an intervention curriculum called PEACE for consideration. The acronym of PEACE means:

- ▶ **Preventative** – to help foster a climate that embraces diversity inclusion for staff and administrators and students
- ▶ **Education** – proven effective training and curriculum
- ▶ **Cultural** – Defining, clarifying and providing solutions that diminishes implicit and explicit bias being experienced by diverse communities (Hispanic, African American, Asian, Middle Eastern, American Indian, LGBTQ and others)
- ▶ **Excellence** – Identifying research based and nationally recognized quality educational and training solutions to help solve community issues including hate, racism, and bias

# PEACE – A Culturally Responsive Teaching & Leadership Strategy

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- ▶ Culturally responsive teaching attempts to maintain heritage, cultural value, and, linguistic sharing across classrooms
- ▶ Sustain and supports bilingualism, multilingualism, and multi-ethnic courses
- ▶ Methods to improve English Language Arts (ELA) courses by changing the response to culture, including: appreciation versus limitations, personal insights and cultural inquiry, allowing students for community instead of student for teachers
- ▶ Collaborative discussions, conversations, and critique about group identities, critiquing power relations, and problem solving to advance the disadvantaged are strategies that help improve literacy
- ▶ Utilizes strategies from the American Defamation League (ADL's No Place for Hate Program ®), Culturally Responsive Teaching – Theory, Research and Practice (Geneva Gay), and action research proposal elements from Darlene Puente and Los Amigos Task Force

# Instruments

- ▶ By implementing PEACE, you answer the question of how multicultural education in secondary and postsecondary schools impacts the needs of diverse communities.
- ▶ Proposal provides a two day seminar and a follow-up 4-week supplemental program that uses three different measures for data collection including: 1) Probes: pre-and post-surveys for student/teacher/administrators and other school staff. 2) Existing Data: student portfolios, essay writings, and worksheets; 3) Observation Data: student presentation and, collaborative in and out of classroom activities.

Our proposal answers:

- ▶ What is cultural competency and multicultural education?
- ▶ How is multicultural education used in the community today?
- ▶ What strategies breakdown Implicit bias? Explicit bias? Personal approaches. School wide approaches
- ▶ Describes positive multicultural education efforts. How are neighboring communities and organizations effectively using multicultural education?
- ▶ Why is multicultural education important today?

# Conclusions

- ▶ Multicultural education provides transformation, realization through experiences, positive and favoring opinions, reactions and thoughts that further enhance the reason why multicultural education is so important in Orange County
- ▶ Field experts conclude that, “the topic is not only important, it's importance is increasing. Minority groups now account for a significant part of Orange County and it's surrounding areas
- ▶ Through this proposal, we hope to share insights and findings that provide rich substantiation for multicultural education for teacher, administrators and students. We look to help conclude that multicultural education provides prospective teachers, students and families with skills and strategic insights that meets the demands of a growing diverse Orange County and can help combat racism. There is a need for culturally responsive teaching, and the demand for cultural education is ever present

## The Proposal Next Steps

1. Los Amigos is seeking the endorsement of the OC Relations Committee to help bring the curriculum to fruition
2. Los Amigos, with the support of The OC Relations Commissioners would like to approach Anaheim Union HS District as our test district to survey: teachers, administrators, and students
3. Los Amigos seeks direction from OC Relations Commissioners as to who we should partner with to mobilize and have success with PEACE

# Appendix

- ▶ D Puente Sample Lesson Plan
- ▶ The Pyramid of Hate Activity – ADL No Place for Hate ® Ed Program



# DRAFT Survey Questions

## Students

1. Students of my race or culture are respected and treated fairly at my school  
Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_ Not Sure \_\_\_\_\_
2. Students of other races or cultures are respected and treated fairly at my school  
Yes \_\_\_\_\_ No \_\_\_\_\_ Sometimes \_\_\_\_\_ Not Sure \_\_\_\_\_
3. There are pictures, videos, or assignments in my classes or school that relate to my culture or race True \_\_\_\_\_ False \_\_\_\_\_
4. There are pictures, videos or assignments in my classes or school that relate to other cultures or races True \_\_\_\_\_ False \_\_\_\_\_
5. How well are you able to describe cultural differences?  
Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_\_\_
6. How well are you able to describe the strengths of different groups of color in your community?  
Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_\_\_
7. How well are you able to describe the social problems of different groups of color in your community?  
Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_\_\_
8. What is cultural competency? Student circle one and follow with a short paragraph in your own words  
I don't know \_\_\_\_\_ I know \_\_\_\_\_ I can guess \_\_\_\_\_

## Administrators / Teachers

1. List some of your beliefs or assumptions about students of color in general?
2. Are you willing to implement cultural changes?
  - a. At your school: Yes No
  - b. In my classroom: Yes No
  - c. In the curriculum: Yes No
  - d. In instructional strategies: Yes No
3. If I had fears related to the topic of cultural competency, what would they be?
4. How would I handle our staff's resistance to discussing issues of race or culture?
5. How well are you able to describe cultural group differences?
  - a. Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_
6. How well can you describe the strengths of different groups of ethnicity in your community?
  - a. Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_
7. How well can you describe the social problems of different groups of color in your community?
  - a. Not At All \_\_\_ Barely \_\_\_ Fairly Well \_\_\_ Very Well \_\_\_
8. Can you describe what is cultural competency? Circle one and follow with a short paragraph in your own words
  - a. If yes - please describe
  - b. If no – no explanation needed

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# The Pyramid of Hate Activity

The Pyramid of Hate is a useful tool to help understand how words, jokes and stereotypes can escalate to more systemic incidents of bias, hate and discrimination. It also illustrates how bias and hate can intensify when no one speaks up or takes a stand against them. This activity provides an opportunity for students to reflect on personal biases and on how they can address and interrupt the escalation of bias and hate in their school and community.

## Requirements

**MATERIALS:** Pyramid of Hate Handout and Pyramid of Alliance Template (found on pages 26 and 27), one for each person; chart paper and markers, masking tape, scissors, and glue sticks

**TIME:** 45 minutes

**SPACE:** Open area with room to gather into small groups

**PARTICIPANTS:** Middle school and high school students

## Directions: Part I

1. Distribute a copy of the Pyramid of Hate handout to each student. Briefly review the different levels of the diagram and share the following information with participants:

The Pyramid shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level may only negatively impact individuals and groups, as one moves up the Pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people treat behaviors on the lower levels as being acceptable or “normal,” it results in the behaviors at the next level becoming more accepted.

2. Divide the students into five small groups and assign each group one level of the Pyramid. Ask groups to discuss some of their experiences with bias at the level they are assigned, whether witnessed, directly involved, heard about or read about. Ask them to consider experiences specific to their school when appropriate and let them know that they will be reporting their ideas to the rest of the class, so someone should take notes. Allow 5-10 minutes for this discussion.

3. Reconvene the class and have each small group share one or two of the examples they discussed, starting with the bottom of the Pyramid. Because of the emotional impact of Level 5 (Genocide) and the feeling of helplessness that can accompany a discussion about genocide, end this portion of the activity by reading and asking for reactions to the following quote:

**"I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do."**

– Edward Everett Hale

4. Lead a brief discussion using some or all of the following questions:

### Discussion Questions

- a. What is the value of the Pyramid of Hate when learning about bias and prejudice?
- b. When behaviors on the bottom levels of the Pyramid are not challenged in school, what are the possible consequences for the overall climate of the school?
- c. In reflecting on the escalation of hate when it is unchecked, what would you recommend as the best way and time to challenge biased attitudes and behaviors?
- d. What are some actions you could take every day to interrupt the escalation of hate as it is outlined in the Pyramid of Hate?
- e. What, if any, are the challenges of interrupting the escalation of hate?
- f. In what ways might you think and/or behave differently after going through this activity?

**NOTE TO TEACHER:** The Pyramid of Hate is not designed to suggest a ranking of how serious each level of thinking and/or behavior is, although the consequences do get more serious as one moves up the Pyramid. Rather, it demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the level above as "normal." This normalization process has the potential to continue up the Pyramid, and in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. A primary function of the Pyramid of Hate is to provide an impetus for challenging all manifestations of bias and discrimination by motivating action in response to behaviors many see as subtle or insignificant.



## DPuente Sample Lesson Plan

Lesson Name: Cultural Competency      Teacher: Darlene Puente

School Site: TBD

Subject: Communications/English Language Arts      Unit: A – 2.0 / A 2.13 Multicultural Marketing

Grade: High School or Post Secondary

Lesson # 1 of 3

### Pre-Planning

- National CTE Standards - 2018 Advance CTE: Career Technical Education-Career Clusters-Marketing.
  - Career Technical Education (CTE) Career Clusters – Marketing - MKC01.02.07 - Determine global trade's impact on business decision-making.
- State of California CTE Model Current Standards –
- District Subject Standards –
  - Core Academic Standard for Post-Secondary Marketing, California Career Technical Education Model Curriculum Standards, (2017)
- Other Subject Areas and Standards utilized in this lesson plan include:
  - Multicultural Studies

### Unit Goal

The students [will] comprehend and fully understand the foundations for becoming culturally competent. The assignments [will] help students build an awareness and understanding, for cultural competency. The students [will] define, describe (Cognitive Domain), and provide the content for constructing (Affective Domain) a Power Point document and presenting (Psychomotor Domain) what it means to be culturally competent. Understanding of concepts and principles and their practical applications by assessing the impact of cultural and social environments. California CTE, (2018).

### Lesson Goal

Intends to increase student interest, motivation, confidence, and knowledge of cultural competency and provide future knowledge for understanding multiculturalism and diminishing bias and racism.

### All Lesson Behavioral Objectives

Cognitive Objectives – Teachers and Students [will] know:

- What is cultural competency and multicultural education?
- How is multicultural education used in the community today?
- What strategies breakdown Implicit bias? Explicit bias? Personal approaches. School wide approaches
- Describe positive multicultural efforts in your community? How are neighboring communities and organizations effectively using multicultural efforts?
- Why is multicultural education important?

Affective Objectives: Teachers and Students [will] think or care about:

The value of diversity in their communities. Comprehension and awareness of the differences and similarities between cultural groups and develop a well-rounded positive attitude about diversity. From this learning, students are to explore how cultural competence is applied successfully today.

## Valuing & Characterization.

Psychomotor Objectives: Teachers and Student [will] know how to:

Demonstrate their knowledge and comprehension of diversity and cultural competency (Precision) by completing and presenting a power point presentation that addresses the four questions listed in the cognitive objectives. Articulation & Naturalization. Students will integrate at least (2) of the following characteristics in the written responses:

Latino/a / Hispanic American Indian/Alaska Natives African American Asian Pacific American  Arab and Muslim Americans.	European American Lifestyle/LGBT Age
--	--

L.O Wilson, (2018).

### Behavioral Objectives:

High School Teachers and Students from ELA courses will define cultural competency and write a comparative point of view (POV) from reading curricular studies and researching web based sources. Students will investigate/research different culturally competent organizations based on a set of websites provided as well as multicultural education textbook reading. Students will describe and summarize findings including: creating, evaluating, analyzing, applying, understanding and remembering, cultural competency and how it pertains to their community. (Buehl, 2017) Students will identify companies reaching diverse communities and exercise cultural competence thru the lens of a positive community member. Students will participate in group discussions (small groups), quick writing exercises, and speak openly on diversity and culture issues in their own community. Students will provide written summaries based on personal experience, class lecture, class labs, and guest speakers, regarding cultural competency and how it is integrated in their community today. Finally, students will prepare a PowerPoint presentation addressing the four cognitive objectives questions and include at least (2) different cultural groups in their presentation. Students will present their PowerPoint in class.

### Literacy Bridges:

Building bridges for literacy is a necessary component for a culturally responsive classroom to function because it helps students see connections in content, as well as contradictions, between the ways they know the world and the ways others know the world. (Buehl, 2017). The literacy bridges for this lesson will include:

- Collaborative in class conversations, discussions, and written paper regarding texts that is authentic, and teacher facilitated. Such discussion should lead to diverse interpretations supported by evidence of a text that deepen the conversation. Having a collaborative discussion in the introduction phase is important for the comprehension of topic and helps peak personalized interest and engagement with the subject matter. (Buehl, 2017)
- Strong appreciation of multicultural perspectives and cultures - Multicultural literacy is seeing, thinking, reading, writing, listening, and discussing in ways that critically confront and bridge social, cultural, and personal differences, especially as it relates to their community. (NCTE, 2018)

**Gradual Release Responsibility Method:**

To help establish and introduce cultural competency concepts, (Teacher Regulated) Teacher will learn how to lecture and speak on textbook reading materials, presentations and case studies from actual past experience as well as include community leaders and visit culturally relevant organizations in the community to help build knowledge on the subject matter. Here teachers can include Explicit Instruction and Teacher Think-Out Loud opportunities. The assignments include: vocabulary exercises and assignments to help build confidence and communication skills. The writing assignments and the collaborative in class discussions will serve as the supported practice phase that allows students to test drive thinking, writing and speaking like a culturally wise individual. (Supportive Practice - Scaffolding). Quiz, written and verbal checks will also help assess growth, and keep students evolving in their learning. So will continued mentoring of students individually or in group discussion. To help build Independent Learning and Reading Access, teachers will encourage students to join and participate in culturally inclusive organizations to help students evolve their Student Regulated experience where students can make connections with the content they are learning in and out of class as well as make inferences and determine for themselves what are the important elements in their chosen industry and further build on professional skills. (Independent Learning). Students need to grow their capacity to inform themselves of the knowledge, practices, and insights of a discipline, without depending on others to tell them or show them what they need to know. (Buehl, 2017).

**Performance Indicators (PI):** There will be multiple methods of assessments that will engage the learner in their own growth, to monitor learner progress and guide the learners including: vocabulary and definition exercises, classroom participation, written assignments, small group participation, and finally an evaluation on verbal and written presentation. Teachers can also include the following for grading papers and presentations. (Love to Know Corp.,1996).

<p><b>Knowledge of Content</b> Completed required assignments Used resources to solve problems including vocabulary and definitions</p>	<p><b>Dependability</b> Always met deadlines Has good attendance</p>
<p><b>Quality of Work</b> Completed projects on time Completed weekly assignments on time</p>	<p><b>Initiative</b> Participates in classroom discussion Identifies findings from reading materials, classroom presentations and other resources in our community Helps classmates</p>

Assessment of the cultural competency lesson plan and activities will include weekly knowledge checks as well as assignments, activities and student presentation. Grading based on:

1. Quizzes on vocabulary, definitions, and terms 25% of grade.
2. POV Quick Write summaries (2) 25% of grade
3. Written POV and written and vocal Power point presentation 50% of grade.

**Integration of Language Arts and Reading**

Reading: Determine the meaning of words and phrases as they are used in a text, including

figuratively, connotative, and technical meanings. Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of text. Integrates and evaluates multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (California Career Technical Education Model Curriculum Standards, 2017)

#### Language Arts:

Demonstrates command of the conventions of standard English Grammar and usage when writing and speaking. 11 - 12.6 Acquire and accurately use general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrates independence in gathering vocabulary when considering a word or phrase important to comprehension or expression. (California Career Technical Education Model Curriculum Standards, 2017)

### **Differentiation Strategies (special considerations for instruction for certain students)**

#### DSS/504 Plan

Tutoring for Disability Support Services (DSS) and all FC students is conducted at the Fullerton College Tutoring Center. DSS students may obtain a referral for tutoring from one of their instructors or from one of the LD Specialists/Counselors. If a student feels that s/he has a need beyond what is available to them at the Fullerton College Tutoring Center, s/he may pursue additional assistance via DSS by being referred to the Adaptive Computer Lab where additional help may be provided. (DSS – Fullerton College, nd).

#### ESL Plan

The ESL lab provides materials to help students whose first language is not English. These materials develop English skills and strategies in listening, speaking, reading, writing, grammar, and pronunciation. Students enrolled in ESL 76-190 are required to attend one additional arranged lab hour every week in the Skills Center starting the first week of the semester. The weekly arranged lab hour is an important part of the course and is designed to help students successfully achieve the course learning outcomes. (Fullerton College Dept. of Humanities, 2018).

### **Safety & Behavioral Considerations**

#### Safety in Classroom:

For Fire, Police, Paramedics: Dial 9-911. Also call Campus Safety - 24 hours/7 days a week.

#### Behavioral Considerations:

Students are to use behavioral skills such as: Being respectful, courteous, and mindful of students different from themselves, active listening, sharing materials, following directions, being polite in small group discussions, accepting assigned groups, raising hand for any questions, allowing teacher and or presenter to speak with no interruption and ask questions when the presentation has ended. (K.M. Price, 2014).

#### **Resources Needed for the Lesson (list all in APA style)**

Advance CTE, 2018: Career Technical Education-Career Clusters-Marketing. Retrieved from:

<https://careertech.org/marketing>

B. Mueller, (2008). *Communicating with the Multicultural Consumer: Theoretical and Practical Perspectives*. Peter Lang Publishing, Inc., New York.

California Career Technical Education Model Curriculum Standards, 2017. Retrieved from:  
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<https://humanities.fullcoll.edu/esl/esl-walh/>

K.M. Price, (2014). *Planning Effective Instruction: Diversity Responsive Methods and Management*. 5th Edition.

Love to Know Corp., (1996). *Teaching Strategies Glossary (Your Dictionary)*. Retrieved from:  
<http://education.yourdictionary.com/for-teachers/teaching-strategies-glossary.html>

U.S. Bureau of Labor Statistics (2018-19). *Occupational Outlook Handbook*. Retrieved from:  
<https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-5>

Wikipedia, 2018. Retrieved from [https://en.wikipedia.org/wiki/Demographics\\_of\\_California](https://en.wikipedia.org/wiki/Demographics_of_California)

### **Equipment and Materials Needed for Lesson:**

#### Text Books:

No Place for Hate: An ADL Education Program. Coordinator Handbook and Resource Guide.  
J. Diller 2019. *Cultural Diversity. A Primer for the Human Services*. 6th Edition. ISBN-13:978133756413

#### Electronic Media:

PBS, 2018. *Ancestry and the Single Story Part 1, Episode 1*. W.D. Caballero.  
No Place for Hate YouTube Video – ADL Fighting Hate for Good ®

### **Prerequisites (student prior knowledge or skill(s) needed for this lesson)**

- Core Academic Standard for Post-Secondary Marketing. California Career Technical Education Model Curriculum Standards, (2017)
  - English Language Arts (ELA) 11 – 12.1
  - (Reading/RSIT)11 – 12.3, 11 – 12.7
  - Writing Standards (WS) – 11 – 12.2

### **Implementation**

#### **Current Snapshot / Population in California (2 minutes):**

California is the most populated sub-national entity in North America. If it were an independent

country, California would rank 34th in population in the world. It has a larger population than either Canada or Australia. Its population is one third larger than that of the next largest state, Texas. California surpassed New York to become the most populous state in 1962. However, according to the Los Angeles Times, California's population growth has slowed dramatically in the 21st century. In 2010, the state's five most populous counties were Los Angeles County, San Diego County, Orange County, Riverside County, and San Bernardino County, with Riverside County having the largest percentage increase in population. The largest metro areas in California, as of 2010, are Los Angeles, San Francisco-Oakland-San Jose, San Diego, Riverside-San Bernardino, and Sacramento (Wikipedia, 2019).

**Motivator (3 minutes):**

Having a knowledge and understanding of racial, cultural and ethnic differences gives students global aptitude and perspective. Cultural competency arms you with the ability to strategically think, react, and resolve. Our goal is that this 4-week lesson plan will empower you to embrace, practice and apply cultural competency skills for real world circumstance and that the knowledge evolves with you not just during your time in school, but for the rest of your life. In the near future, the diverse minority communities not only in California but nationwide will be a majority. Having cultural competency is crucial. This background will lead you to apply this knowledge in future courses and assist you to approach future efforts strategically.

**Procedures:**

**1 Day Immersion Seminar**

Step A- In order to get to know each other, teachers and students will write and submit a short paragraph (200 words or less) that describes their cultural heritage, cultural awareness and competency, and personal opinion on cultural awareness and competency and how it relates in their lives and in their community. This can be done first by teachers in a separate training, and then exercised with students via a (Round Table). Each student will have the opportunity to introduce themselves and provide a brief introduction and opinion.

Step B –

Part 1 - On the second day instructor will distribute the first pre-survey called – Student Attitudes towards Cultural Awareness and Competency to be filled out after class, on-line via the student / district portal. Note, the portal is a secure and confidential electronic tool that will gather basic demographic information, such as grade level, gender, cultural identity and a brief statement on cultural competency.

This question will help provide a broad areas of knowledge prior to taking a multicultural education course. The electronic efficacy allows for swift data collection (Efron & Ravid, 2013)

Part 2 - The No Place for Hate Education Program from American Defamation League Fighting Hate for Good ® will be introduced to the participating classrooms. Exercise the Lesson Plan called The Pyramid of Hate Activity.

#### **4 Week Program**

Week #1:

- Step A— *Quick-Write Exercise*— to initiate class proceedings and bridge back to prior learning this exercise will be used to get to know each other. Students will write and submit a short paragraph (200 words or less or, 10 minutes' worth), and describe their cultural heritage and personal opinion on what is cultural competency. We will go around the class and have each student introduce themselves and provide a brief opinion on cultural competency. This assignment will be included in their student journal. (Buehl, 2017)
- Step B – *Front Loading Mini-Lesson* Rather than relying primarily on introduction of concepts through reading, teacher will introduce concept before reading. (Buehl, 2017). Teacher will lecture and introduce cultural competency reviewing the first few chapters of textbooks: B. Mueller, (2008), D.M Gollnick and P. C. Chinn, (2018). Students are to take notes based on worksheet for lecture. Teacher will list the Cognitive Objectives and explain the lesson plan in detail including:
  - a. What is Cultural Competence? (Understanding Level of Learning).
  - b. How is cultural competence used in different industries? (Application Level of Learning).
  - c. How are you affected by culture in your community? (Evaluation and Creative Level of Learning)
  - d. How is cultural competency integrated in marketing today? (Evaluation Level of Learning).
- Step C - Students will research the definitions and key words associated with cultural competency reading assignment. Students will read J. Diller 2019. Cultural Diversity. A Primer for the Human Services and B. Mueller, (2008). Communicating with the Multicultural Consumer: Theoretical and Practical Perspectives. Chapters 1 and Chapter 2
- Step D - Student activity will include word search and definitions and politically sound terminology via secondary worksheet and small group flash card quiz. (Progress Check #1)

Week#2

- Step A - Teacher will lecture on cultural competency in business and review actual multi-cultural marketing case study.
- Step B - Students will research various community based organizations, businesses, services and private sector organizations utilizing multicultural marketing efforts. Worksheet with instructions and list of companies and organizations will be provided.
- Step C - *Partner Share* – To help bridge verbalization of prior learning, where I can group the

upcoming marketing courses that will integrate cultural competency in their curriculum. Students will also be provided with a list of multicultural resources. Students will take a survey regarding the class. The survey will take a pulse if they found the class to be useful, helpful and identify:

- Personal Likes or Dislikes
- Emotional Likes or Dislikes
- Academic Likes or Dislikes
- Any suggestions and or missed content you would like to add and include for future courses

We will also celebrate the end of the lesson plan by having a festive potluck, where families, students can bring favorite cultural foods from their communities. We will bring in music that will include world and local music. We will have flyers from different organizations on and off campus that further illustrate and promote diversity and cultural competency, including: Hispanic Chamber of Commerce, ADL of OC, Diversity and Inclusion teams from local colleges and universities

## References:

- Anti-Defamation League, (2019). No Place for Hate ADL® Education Program. Retrieved from:  
<https://www.adl.org/sites/default/files/documents/No-Place-For-Hate-2017-2018-Webpage-Guide.pdf>
- Advance CTE, (2018): Career Technical Education-Career Clusters-Marketing. Retrieved from:  
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