



# AAPI BULLYING PREVENTION TASK FORCE REPORT

2014-2016



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# BACKGROUND

## ABOUT THE AAPI BULLYING PREVENTION TASK FORCE

The Asian American and Pacific Islander (AAPI) Bullying Prevention Task Force (AAPI Task Force) was formed in November 2014 as part of the Administration's commemoration of the fifth anniversary of the Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act. The AAPI Task Force was also formed in response to reports from AAPI advocacy and community groups about the prevalence and severity of bullying of AAPI students throughout the country. To focus and coordinate the Federal government's efforts to learn more about bullying impacting AAPI communities, the AAPI Task Force brought together experts in statistics, policymaking, English learners, education, bullying, mental health, and civil rights from the White House Initiative on Asian Americans and Pacific Islanders, the U.S. Department of Education, the U.S. Department of Health and Human Services, and the U.S. Department of Justice. Over the last two years, the members of the AAPI Task Force conducted outreach nationwide with numerous AAPI students, parents, community members, advocacy groups, and community-based organizations to learn more about the experiences of AAPI students with bullying and to hear recommendations on how schools, school districts, local and state governments, and the Federal government should help AAPI communities to more effectively address this issue.

The AAPI Task Force reached out to many AAPI communities, including the Bangladeshi, Bhutanese, Burmese, Cambodian, Chamorro, Chinese, Filipino, Guamanian, Hindu, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Maori, Marshallese Polynesian, Micronesian, Muslim, Native Hawaiian, Nepalese, Pacific Islander, Pakistani, Samoan, Sikh, Sri Lankan, Syrian, Tahitian, Taiwanese, Thai, Tibetan, Tongan, and Vietnamese communities.<sup>1</sup> In 2015, the AAPI Task Force held 29

listening sessions across the country to hear firsthand from AAPI students, parents, and community members about their experiences with bullying and reporting bullying. In addition, the AAPI Task Force developed and distributed an informational survey to AAPI advocacy and community-based organizations in the fall of 2015 to increase its understanding of the nationwide trends regarding bullying of AAPI students.<sup>2</sup> The 30 organizations that responded to the survey represent a broad cross-section of different types of organizations that serve many different AAPI communities, including national advocacy groups, youth organizations, and social service organizations. The responses to the survey and the feedback from the listening sessions are used in this report to convey the experiences of AAPI students and parents with bullying. The survey and the listening sessions did not generate statistically reliable results, and the reader should not use this information to draw definitive conclusions about bullying of AAPI students as a whole. Although the individuals and groups included in these listening sessions and who responded to the informational survey may not comprise a representative sample of the entire AAPI population, their stories and experiences nonetheless depict the experience a wide range of AAPI students with bullying, inside school and outside of school, and describe the barriers and challenges that are specific to these communities.

The purpose of this report is to raise awareness about and prevent bullying of AAPI students for schools, local governments, state governments, and individuals and organizations that work with AAPI students. The AAPI Task Force commends the work that is already being done on all


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person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands." U.S. Census Bureau, *The Native Hawaiian and Other Pacific Islander Population: 2010* (May 2012), [www.census.gov/prod/cen2010/briefs/c2010br-12.pdf](http://www.census.gov/prod/cen2010/briefs/c2010br-12.pdf).

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1 The U.S. Office of Management and Budget (OMB) defines "Asian" as "a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam." U.S. Census Bureau, *The Asian Population: 2010* (March 2012), [www.census.gov/prod/cen2010/briefs/c2010br-11.pdf](http://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf). OMB defines "Native Hawaiian or Pacific Islander" as "a

2 In an effort to gather as much information as possible on the experiences of AAPI students and parents with bullying, the AAPI Task Force did not provide a definition of bullying during its listening sessions or in its informational survey. Instead, the AAPI Task Force sought to hear about any and all of the experiences that the participants in the listening sessions and informational survey participants considered to be relevant.



levels to prevent and address bullying of all students, and hopes that this report will help shed light on the experiences of and barriers faced by AAPI students as reported through the listening sessions and in response to the informational survey. First, the report describes the work of the AAPI Task Force and summarizes the feedback that the AAPI Task Force learned during its listening sessions and in response to its informational survey. Second, the report includes the community recommendations obtained through these efforts about how schools, school districts, and the Federal government can better help address bullying of AAPI students. Third, the report summarizes the accomplishments and commitments of the Federal agencies that participated in the AAPI Task Force. Finally, the report includes a list of Federal resources for AAPI communities.

Through its outreach, the AAPI Task Force heard several common themes from AAPI students, parents, and organizations that responded to the informational survey. Some of these themes are unique to AAPI communities, while others may be shared by all students and parents who have experienced bullying and challenges with addressing bullying.

- ▶ Students from all AAPI communities are subjected to all types of bullying (physical, verbal, and social).<sup>3</sup> Feedback from the listening session and informational survey participants showed that AAPI students are bullied by both other AAPI students and students of other backgrounds. AAPI students stated that stereotypes and assumptions about culture and religion, limited English proficiency, and religious attire

were most often associated with the bullying they experienced.

- ▶ AAPI students and parents may not be well-informed about or use resources and avenues of remediation that are available at the school, school district, community, local, state, and Federal levels and need access to such information in a language they understand. Although some students and parents knew of relevant school and community resources, they were mostly unaware of relevant state and Federal resources. Many informational survey participants stated that students and parents were not aware they could file complaints with their school, the U.S. Department of Education, or the U.S. Department of Justice.
- ▶ AAPI students are often hesitant to talk about their experiences being bullied with their parents and teachers. Students at our listening sessions and informational survey participants stated that AAPI students often do not talk to parents because of concerns that parents were too busy and overworked, cultural and generational gaps, and their inability to communicate effectively due to language barriers. Many students also noted they did not talk to teachers or other school staff because of the perception that school officials would not respond, the fear of retaliation by the school or other students, and language barriers in reporting the incident.

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<sup>3</sup> Examples of verbal bullying include name calling, teasing, ostracizing, and cyberbullying. Examples of physical bullying include hurting a person's body or possessions or physical intimidation. Examples of social bullying include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public.



# PART I

## The Work of the AAPI Bullying Prevention Task Force

### A. Meetings

The AAPI Task Force met regularly from November 2014 through July 2016 to discuss issues related to bullying of AAPI students and to ensure that the AAPI Task Force was coordinating outreach and using the information learned to continually find ways to address bullying of AAPI students.

In November 2014, the first meeting of the AAPI Task Force began with a call to action by Principal Deputy Assistant Attorney General Vanita Gupta and then-Secretary of Education Arne Duncan, both of whom challenged the AAPI Task Force to find new and creative ways to help AAPI communities address this issue, work to reach a wide audience, prioritize prevention, and ensure that AAPI communities have the information necessary to access Federal government agencies and personnel.

Subsequent meetings focused on specific aspects and challenges related to bullying of AAPI students. For example, during the AAPI Task Force's meeting in April 2015, members met with representatives from various AAPI advocacy and community-based organizations<sup>4</sup> to discuss how to craft the AAPI Task Force's messaging to ensure effective communication with AAPI communities. The information learned from that meeting helped to formulate the Task Force's communications campaign (see Section I.D). In May 2015, members of the AAPI Task Force met with representatives from the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration to discuss the mental health effects of bullying and suicide prevention. In June 2015, the AAPI Task Force met with the principal of South Philadelphia High School and the Bullying and Harassment Coordinator for the Philadelphia School District about the incident

<sup>4</sup> The AAPI Task Force met with Ahmadiyya Muslim Community, American-Arab Anti-Discrimination Committee (ADC), Hindu American Foundation, National Pacific Islander Educator Network (NPIEN), OCA National Center, Sadhana: Coalition of Progressive Hindus, Sikh Coalition, Sikh Kid 2 Kid, Southeast Asian Resource Action Center (SEARAC), and United Sikhs.


at South Philadelphia High School in December 2009, in which approximately 30 Asian students were attacked and approximately 13 were sent to the emergency room.<sup>5</sup> The discussion focused on the tools used for improving and rebuilding the school climate and for gaining the trust of the student body.

### B. Listening Sessions

The AAPI Task Force partnered with local community groups and leaders to facilitate 29 listening sessions across the country that included students, teachers, parents, school administrators, and community members from various backgrounds. Federal representatives from the AAPI Task Force, the President's Advisory Commission on Asian Americans and Pacific Islanders, the Regional Network of the White House Initiative on Asian Americans and Pacific Islanders, the U.S. Department of Justice Civil Rights Division, U.S. Department of Justice Community Relations Service, and numerous U.S. Attorneys' Offices attended the listening sessions. The AAPI Task Force developed toolkits for different types of audiences to help facilitators guide each listening session; one was created for parents and community members, one was created for middle school students, and one was created for high school and college students. The toolkits were provided as a resource for facilitators to prepare for the listening sessions; the format of and the questions asked during each session varied. The listening session toolkits focused on the following topics:

- ▶ the circumstances in which a student is being bullied;
- ▶ the types of bullying;
- ▶ barriers to reporting;
- ▶ experiences when reporting instances of bullying;
- ▶ effective and ineffective responses to bullying; and
- ▶ suggestions for how the Federal government can help prevent and address bullying.

<sup>5</sup> See U.S. Department of Justice, *Justice Department Reaches Agreement with Philadelphia School District to Resolve Harassment Allegations* (Dec. 15, 2010), [www.justice.gov/opa/pr/justice-department-reaches-agreement-philadelphia-school-district-resolve-harassment](http://www.justice.gov/opa/pr/justice-department-reaches-agreement-philadelphia-school-district-resolve-harassment).



Federal facilitators also distributed a list of Federal resources relevant to AAPI communities. The list included resources specific to bullying, as well as resources relevant to different forms of discrimination. A comprehensive list of Federal resources is included in the Appendix.

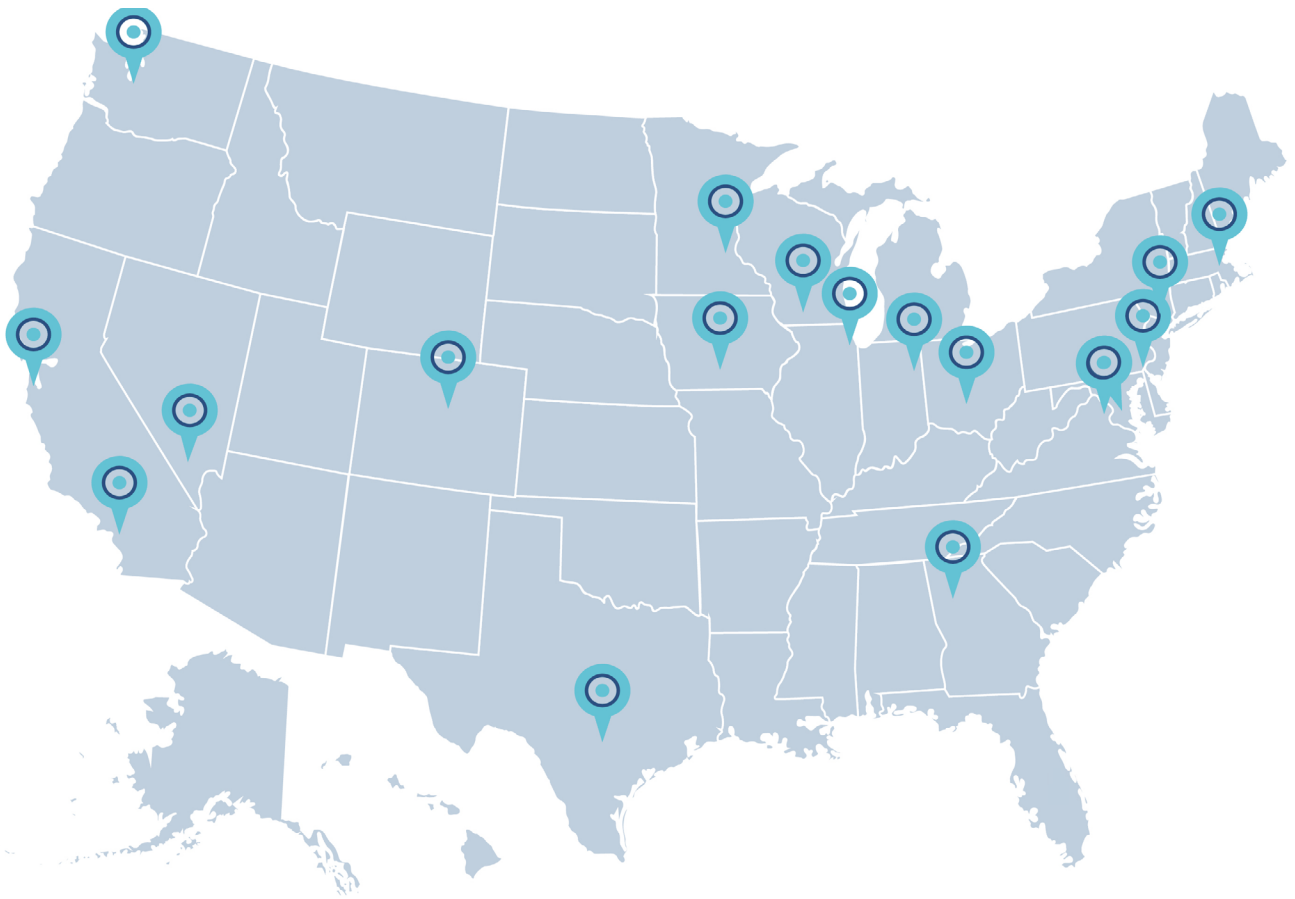
Students at all education levels, from kindergarten through college, and from a variety of backgrounds, including race, ethnicity, national origin, religion, English proficiency, years living in the United States, and socioeconomic status, attended the listening sessions. The listening sessions also ranged widely in terms of audience size, location of session, and discussion topics raised by participants. Some listening sessions were hosted with small groups of 12 people, whereas others were attended by more than 200 people; some listening sessions were held at schools, during lunch hours, class time, or after school; other listening sessions were held at community resource centers and places of worship; and some focused on the student's experiences, whereas others focused more on the family's role in responding to bullying. The listening sessions helped AAPI Task Force members paint a more detailed and nuanced picture of the experiences of AAPI students who have been bullied, and what schools, school districts, and the Federal government can do to help AAPI communities.

The format of each listening session varied depending on the audience and the facilitators—for larger groups, an introduction and background about the listening session were often shared with the entire audience and then discussions were held with smaller groups. Parents and students were often separated into different groups to encourage a frank and candid discussion. Some listening sessions brought together multiple AAPI communities, which highlighted that despite differences in language and culture, there were common experiences. Others brought together members of a single AAPI community, and students and parents found strength in sharing common issues and barriers.

### Listening sessions were held in the following cities and metropolitan areas:

- ▶ **Atlanta, GA (February 2015):** Two listening sessions were held in Atlanta, GA. One listening session was held at a community center and was attended by approximately 100 parents and students at an afterschool program. The focus of the discussion was on challenges faced by limited English proficient students and parents, and relevant Federal resources. The other listening session was held at a gurdwara, a Sikh place of worship, and was attended by approximately 40 to 50 members of the Sikh community. The focus of the discussion was on sharing experiences with bullying, backlash after 9/11, and cultural awareness.
- ▶ **San Francisco Bay Area, CA (March 2015):** The listening session was held at a college campus with approximately 23 students. The students participated in a free-write exercise on bullying and then discussed their experiences with bullying.
- ▶ **Las Vegas, NV (March 2015):** The listening session was held at a community resource center with approximately 18 attendees. The focus of the discussion was on English language services for students and improved communications with limited English proficient parents, as well as the available Federal resources for addressing bullying.
- ▶ **Chicago, IL (March 2015):** The listening session was held during class time at a high school and included approximately 27 students. The focus of the discussion was on sharing the results of a writing assignment on bullying and about marginalization and empowerment.
- ▶ **Fort Wayne, IN (April 2015):** Five listening sessions were held in various locations throughout the city. Two listening sessions were held with members of the Sikh community and focused on the need for more cultural and religious awareness, including with





respect to training for educators and law enforcement. Three listening sessions were held with the Burmese community and focused on Burmese representation in the community, public school safety, and cultural sensitivity.

- ▶ **Madison, WI (April 2015):** The listening session was held during a student conference attended by college students from the Midwest, and the focus of the discussion was on bullying prevention seminars at middle schools and high schools, the need for more teachers who speak AAPI languages, and sensitivity to aspects of AAPI culture, such as food.
- ▶ **Columbus, OH (April 2015):** The listening session was held at a university and was attended by approximately 15 middle school, high school, and college students. The focus of the discussion was on cyberbullying, how to best use social media platforms

to share stories, and the role of affinity groups in raising awareness about the issue and helping to provide a sense of identity to AAPI students.

- ▶ **Austin, TX (April 2015):** The listening session was held at a middle school and was attended by approximately 20 students and parents. At the beginning of the session, attendees took a survey and then held a discussion based on the survey responses.
- ▶ **Sterling, VA (May 2015):** The listening session was held at a gurdwara with approximately 15 students and parents. The discussion focused on bullying and harassment of Sikh students and ways to educate the local community about South Asian culture and the Sikh religion.
- ▶ **Minneapolis, MN (May 2015):** The listening session was held at a school with approximately 20 attendees from the Hmong community. The focus of the

discussion was on the need for better translation and language services in schools, public safety, and relevant Federal resources.

- ▶ **Gaithersburg, MD (May 2015):** The listening session was held at a Chinese community center and included approximately 20 attendees. The focus of the discussion was on legal rights with respect to bullying, accountability of schools to respond to reports of bullying, and access to available Federal resources for students and parents with limited English proficiency.
- ▶ **Silver Spring, MD (May 2015):** The listening session was held with approximately 30 students and parents at a Hindu community center. The focus of the discussion was on bullying of AAPI students and how parents can best help students respond to bullying.
- ▶ **Los Angeles, CA (May 2015):** The listening session was held at a high school with a dozen students, many of whom were Pacific Islanders. Students discussed being bullied based on their size and the cultural practices that inhibit Pacific Islander students from recognizing and reporting incidents of bullying.
- ▶ **Philadelphia, PA (May 2015):** The listening session was held at a high school with student attendees from various other local high schools.
- ▶ **Richmond Hill, NY (June 2015):** The listening session was held at a gurdwara with approximately 40 to 50 students of all grades. The focus of the discussion was on diversity training, better communication between students and parents, and the need to educate younger students on the importance of cultural awareness.
- ▶ **Seattle, WA (June 2015):** The listening session was held at a gurdwara and attended by almost 200 students and parents. The participants were divided into smaller groups by age and the discussion focused on their experiences with bullying and the lack of response.
- ▶ **Google Hangout (June 2015):** The listening session was held online with Sikh youth. The discussion focused on obstacles Sikh students face when dealing with bullying, their personal stories, and effective measures that can be taken by those who have been bullied.
- ▶ **Des Moines, IA (July 2015):** The listening session was held during a summer enrichment program at a local

middle school with students from various backgrounds, including Spanish-speaking students and students from Eritrea. Students were divided into smaller groups and indicated that they were bullied based on the food that they ate, physical appearance, speaking a language other than English, their language skills and accent, cultural stereotypes, immigration status, and race.

- ▶ **Boston, MA (August 2015):** The listening session was held at a Chinese cultural center with approximately 33 high school students. Most of the students were first generation immigrants and were hesitant to share their experiences being bullied. A main topic of discussion was the role of parents in responding to incidents of bullying.
- ▶ **New York City, NY (October 2015):** Four listening sessions were held at the offices of community-based organizations and advocacy groups. In total, approximately 70 middle and high school students attended the listening sessions, including Bangladeshi, Chinese, Filipino, Indian, Korean, Nepalese, Pakistani, Sikh, and Vietnamese, and multiracial students. Although the groups of students were diverse in background, common themes were heard throughout the listening sessions, including the prevalence of cyberbullying. Students also described the challenges caused by a student or parent's limited English proficiency with respect to bullying. During two of these listening sessions, students also reported that at times teachers were a part of the bullying, making offensive comments as well.
- ▶ **Denver, CO (October 2015):** The listening session was held at a local high school with 40 to 50 students, parents, and community members, including members of the Bhutanese, Nepalese, Vietnamese, and Spanish-speaking communities. The participants were divided into smaller groups and discussed their experiences with bullying, as well as language access, parental involvement, and general issues involving school support.

## C. Informational Survey

The AAPI Task Force developed an informational survey that was distributed to AAPI advocacy groups, community-based organizations, and other individuals and organizations that work with AAPI communities. The purpose of the survey was to gather additional anecdotal information from a different audience about what bullying of AAPI students looks like, who is being bullied, under what circumstances, whether AAPI students are talking to adults and peers in their schools and communities about bullying they experience, and the familiarity of AAPI communities with resources that are available to help address incidents of bullying. The information gathered helped to supplement what AAPI Task Force members learned from the listening sessions and was not intended to draw any statistically reliable conclusions regarding bullying of AAPI students. Rather, the responses were used by the AAPI Task Force to gain a better understanding of the bullying that AAPI students experience and whether they are reporting those incidents to their parents, teachers, or other adults.

A draft version of the survey was tested by nine representatives from organizations that serve AAPI communities. Feedback from the survey testers was reviewed by the AAPI Task Force and the survey was revised in response. Specifically, the survey asked questions regarding:

- ▶ the demographics of the students they work with;
- ▶ the demographics of students who bully;
- ▶ patterns of bullying facing AAPI students;
- ▶ the types of bullying reported (physical, verbal, or social);
- ▶ how often the bullying is reported;
- ▶ the circumstances under which students are bullied;
- ▶ the roles and responses of peers, teachers, parents, and schools;
- ▶ how often a situation involving bullying improved after the incident was reported to an adult other than the survey participant;

- ▶ the survey participant's level of confidence in addressing reported incidents of bullying;
- ▶ awareness of available resources at the community, local, state, and Federal levels;
- ▶ limited English proficiency and recommended languages for translating resources; and
- ▶ how survey participants receive general information regarding bullying prevention and awareness.

The survey was then distributed to AAPI advocacy groups and community-based organizations by the AAPI Task Force, and also distributed to a contact list of individuals and organizations maintained by the White House Initiative on Asian Americans and Pacific Islanders.

Thirty organizations responded to the survey. The organizations that responded to the survey serve AAPI students at the elementary, secondary, and postsecondary school levels and ranged from domestic violence shelters, family service centers, organizations offering legal aid services, advocacy groups, student or youth groups, non-profit and community-based organizations, education associations, social service agencies, university academic programs, alcohol and drug addiction rehabilitation centers, and mental health advocacy organizations and providers. The organizations serve the Arab, Bangladeshi, Bhutanese, Burmese, Cambodian, Chamorro, Chinese, Filipino, Guamanian, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Maori, Marshallese Polynesian, Micronesian, Native Hawaiian, Nepalese, other Pacific Islander, Pakistani, Samoan, Sikh, Sri Lankan, Syrian, Tahitian, Taiwanese, Thai, Tibetan, Tongan, Vietnamese, and multiracial communities.

The information gathered from this survey helps shine a light on some of the experiences of AAPI students from various communities and different regions of the country and some of the responses are discussed at greater length in Section II.B of this report.

## D. Communications Campaign (#ActToChange)

As part of the AAPI Task Force, the White House Initiative on

Asian Americans and Pacific Islanders, which is housed in the Department of Education, partnered with the Sikh Coalition and the Coalition of Asian Pacifics in Entertainment to launch Act To Change, a public awareness campaign to address bullying, including in AAPI communities. Act To Change aims to empower students, families, and educators with the knowledge and tools to help prevent and end bullying in their communities. In addition to raising awareness, the campaign encourages AAPI youth and adults to share their stories, engage in community dialogues, and take action against bullying.

The campaign website, [ActToChange.org](http://ActToChange.org), includes video and music empowerment playlists and an organizing toolkit, and encourages visitors to “Take a Pledge” to join the #ActToChange movement and stand up against bullying. As one out of three AAPIs living in the United States does not speak English fluently, resources are available in Chinese, Hindi, Korean, Punjabi, Urdu, and Vietnamese. Act To Change also features video testimonials of AAPI celebrity athletes, artists, and entertainers.

## E. Other Community Outreach

In addition to conducting listening sessions, the AAPI Task Force worked with advocacy groups and community-based organizations to inform them of the AAPI Task Force’s efforts, to ensure that strategies proposed by the AAPI Task Force are responsive to their needs, and to invite them to work with the AAPI Task Force to identify communities and regions that would benefit from participating in listening sessions to discuss bullying of AAPI students. Descriptions of these activities are listed below.

- ▶ **November 2014:** The AAPI Task Force hosted a call with stakeholders nationwide to announce its launch. Participants included representatives from local governments, law enforcement agencies, Federal agencies, school districts, colleges and universities, AAPI student and parent groups, AAPI family organizations, AAPI community-based and cultural organizations, AAPI advocacy groups and other advocacy groups, and mental health organizations.
- ▶ **January 2015:** The AAPI Task Force presented at the OCA-Asian Pacific American Advocates National Board Meeting to discuss the work of the AAPI Task Force and

to invite local chapters to work with the AAPI Task Force to plan listening sessions for AAPI students and parents across the country.

- ▶ **March 2015:** The AAPI Task Force presented during a briefing by the White House Initiative on Asian Americans and Pacific Islanders and the White House Office of Public Engagement for the Japanese American Citizens League/OCA-Asian Pacific American Advocates Leaders’ Summit. The AAPI Task Force discussed its work and invited participants to brainstorm how they could work together to help AAPI communities to address bullying of AAPI students.
- ▶ **April 2015:** The AAPI Task Force presented at South Asian Americans Leading Together’s National South Asian Summit, along with the Sikh Coalition and a student presenter. The AAPI Task Force described its work and joined a discussion with participants about the bullying that South Asian students experience and strategies to address it.
- ▶ **May 2015:** The AAPI Task Force described its work during a presentation at the White House’s South Asian Youth Summit.
- ▶ **July 2015:** The AAPI Task Force described its work as part of a webinar hosted by the White House Task Force on New Americans on Creating Welcoming Schools, participated in a panel discussion at the White House Initiative on Asian Americans and Pacific Islanders’ fifth annual AAPI Youth Forum on issues related to education and bullying prevention, and described its work as part of a seminar hosted by Asian Americans Advancing Justice.
- ▶ **November 2015:** The AAPI Task Force presented at the International Bullying Prevention Association’s Annual Conference in Denver, CO. The AAPI Task Force discussed its background, as well as its findings over the previous year. Participants also discussed their own experiences in witnessing and addressing bullying of AAPI students.

From our listening sessions and informational survey, the AAPI Task Force learned about the experiences of AAPI students and parents with bullying. The information that we heard echoed the findings from several reports published by non-profit and community-based organizations on bullying of AAPI students.

# PART II

## Information Gathered by the AAPI Bullying Prevention Task Force

### A. Background Information

The AAPI Task Force reviewed data on AAPI bullying from a variety of sources including from the Federal government and from advocacy groups and community-based organizations.<sup>6</sup> Surveys conducted by the Federal government are national and often do not disaggregate beyond the “Asian” race/ethnicity category. For example, although there are Federal data on bullying of Asian students generally, there are no Federal data on bullying of Chinese Americans specifically. The AAPI Task Force also reviewed data from advocacy groups and community-based organizations to enhance its understanding of bullying of students from different AAPI communities in various regions of the country. Methodology, population size, response rate, and accuracy of data are among the contributing factors to the validity of conclusive research. As a result, the findings and themes presented by the Federal government and by other groups are not comparable. The AAPI Task Force acknowledges the limitations in using these data.

According to statistics from the School Crime Supplement survey from the 2012-2013 school year published by the U.S. Department of Education’s National Center of Education Statistics:

- ▶ 21.5 percent of students between the ages 12 to 18, or nearly 5.4 million students, reported being bullied at school.<sup>7</sup>
- ▶ The percentage of students who reported being

bullied at school during the 2012-2013 school year was the highest for White students (23.7 percent) and the lowest for Asian students (9.2 percent).<sup>8</sup>

- ▶ Of all students who reported being bullied at school during the 2012-2013 school year, Asians reported the highest rate of bullying occurring in a classroom, hallway, or stairwell compared to all other racial groups.<sup>9</sup> Students also reported being bullied in a bathroom or locker room, in the cafeteria, outside on school grounds, on a school bus, or somewhere else at school.<sup>10</sup>

The information collected by AAPI advocacy groups and community-based organizations that studied different AAPI communities suggests that experiences may vary widely by location and community. For example,

- ▶ In a 2012 survey conducted by the Asian American Legal Defense and Education Fund and the Sikh Coalition, of the 163 surveyed Asian American students in New York City public schools, 50 percent of them reported experiencing bias-based harassment in school, compared to 27 percent in 2009.<sup>11</sup>
- ▶ In a 2014 report by the Sikh Coalition, 67 percent of surveyed turbaned Sikh youth reported having experienced bullying and harassment in Fresno, CA.<sup>12</sup>
- ▶ In a 2015 report by the Council on American-Islamic Relations, 55 percent of the American Muslim students in California surveyed reported being subjected to some form of bullying based on their religious identity.<sup>13</sup>

<sup>6</sup> Resources from advocacy groups and community-based organizations are provided for the reader’s convenience. The inclusion of these materials is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the Federal government. The Federal government does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

<sup>7</sup> National Center for Education Statistics, *Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey* (April 2015), [nces.ed.gov/pubns2015/2015056.pdf](https://nces.ed.gov/pubns2015/2015056.pdf).

<sup>8</sup> *Id.*

<sup>9</sup> *Id.*

<sup>10</sup> *Id.*

<sup>11</sup> Asian American Legal Defense and Education Fund and the Sikh Coalition, *One Step Forward, Half A Step Back: A Status Report on Bias-Based Bullying of Asian American Students in New York City Schools* (September 1, 2013), [www.aaldef.org/2013\\_NYC\\_bullying\\_report.pdf](http://www.aaldef.org/2013_NYC_bullying_report.pdf).

<sup>12</sup> The Sikh Coalition, *Go Home Terrorist: A Report on Bullying Against Sikh American School Children* (2014), [www.sikhcoalition.org/documents/pdf/go-home-terrorist.pdf](http://www.sikhcoalition.org/documents/pdf/go-home-terrorist.pdf).

<sup>13</sup> CAIR-California, *Misabeled: The Impact of School Bullying and*



These statistics raised many questions that the AAPI Task Force sought to focus on in the course of its listening sessions and survey development.<sup>14</sup> What are the experiences of AAPI students who have been bullied? Are AAPI students reporting bullying that they experience or witness? How are schools, parents, and others responding to reported bullying? In what AAPI languages should bullying prevention resources be available?

The AAPI Task Force sought to gain a better understanding of the specific barriers AAPI students and parents may face in reporting incidents of bullying, particularly to their schools and to the Federal government, so that those barriers can be addressed. Helping students, parents, teachers, and the community to identify instances of bullying and encouraging them to report instances of bullying are the first steps towards creating a safer learning environment for all students.

## B. Feedback from Listening Sessions and Informational Survey

The AAPI Task Force sought to supplement the information gathered by the Federal government and outside organizations with the goal of improving the Federal government's efforts to prevent and address bullying of AAPI students by conducting listening sessions with AAPI students and parents around the country and distributing an

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*Discrimination on California Muslim Students* (2015), [ca.cair.com/sfba/wp-content/uploads/2015/10/CAIR-CA-2015-Bullying-Report-Web.pdf](http://ca.cair.com/sfba/wp-content/uploads/2015/10/CAIR-CA-2015-Bullying-Report-Web.pdf).

<sup>14</sup> In May 2016, the Hindu American Foundation released a report on bullying against Hindu students. Specifically, the report surveyed 335 Hindu students in middle and high school, and found that about one in four respondents to the survey reported that they had been bullied in the last year, with about one-third of those respondents "saying that those who bullied them were 'making fun of Hindu traditions.'" One in three Hindu students surveyed felt bullied because of their religious beliefs and about half felt socially isolated because of their religious identity." About one in eight respondents said their teachers made sarcastic remarks about Hinduism in front of class." Hindu American Foundation, *Classroom Subjected: Bullying and Bias Against Hindu Students in American Schools* (May 2, 2016), [www.hafsite.org/resources/classroom-subjected](http://www.hafsite.org/resources/classroom-subjected).

informational survey to advocacy groups and community-based organizations that serve AAPI communities. As discussed in Sections I.B and I.C of this report, both the listening sessions and the informational survey were not designed to gather statistically reliable information or to draw definitive conclusions about bullying of AAPI students. Rather, the listening sessions and the informational survey provided the AAPI Task Force with anecdotal information that helps to depict an issue that requires further investigation to gain a more comprehensive understanding of the breadth, severity, and characteristics of the bullying experienced by AAPI students.

Although the individuals and groups included in these listening sessions and who responded to the informational survey may not comprise a representative sample of the entire AAPI population, their stories and experiences nonetheless illustrate the different ways AAPI students are bullied, inside school and outside of school. Our listening session feedback and the responses to our informational survey showed that AAPI students of all backgrounds may be subject to bullying.<sup>15</sup> This section identifies common themes and describes the diverse range of responses that were received. The AAPI Task Force recognizes the many efforts of schools, colleges, universities, local governments, and state governments to prevent and address bullying, and this report is intended to shed light on the unique experiences and barriers reported by a small sample of the AAPI population to help these entities continue those efforts.

### 1. Experiences of AAPI Students Who Have Been Bullied

Listening session and informational survey participants reported that AAPI students at all educational levels experience all types of bullying, specifically verbal bullying

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<sup>15</sup> For example, informational survey participants indicated that students from all of AAPI groups that were listed have reported being bullied, including Bangladeshi, Bhutanese, Burmese, Cambodian, Chinese, Filipino, Guamanian or Chamorro, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Native Hawaiian, Nepalese, Other Pacific Islander (e.g., Fijian, Tongan), Pakistani, Samoan, Sikh, Sri Lankan, Taiwanese, Thai, Tibetan, Vietnamese, and multiracial students.



(e.g., name calling, teasing, ostracizing, and cyberbullying), physical bullying (e.g., hurting a person's body or possessions or physical intimidation), and social bullying (e.g., leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public). Informational survey participants indicated that verbal bullying was the most common form of bullying reported at all educational levels; physical bullying was the least common.

Participants in the listening sessions also indicated that cyberbullying occurs more frequently among college students than among younger students. College students in Columbus, OH, discussed cyberbullying over social media platforms. Students stated that although there were uplifting comments posted on such forums, there were many ignorant comments and instances of hate speech.

Informational survey participants indicated that students of all genders report being bullied at similar rates. The majority of informational survey participants indicated that bullying of AAPI students occurs most often between students of the same gender and the same age. A survey respondent who works with Pacific Islander students commented that “[t]he mean girls syndrome occurs among [Pacific Islander] females” and among Pacific Islander males, non-athletic males and multiracial males are bullied most often.


Listening session participants and informational survey participants stated that bullying occurs among AAPI students as well as by students from other groups. Informational survey participants indicated that AAPI students report being bullied by students from the same AAPI group, students from other AAPI groups, as well as students from other racial and ethnic backgrounds. One survey respondent who works with Pacific Islander students provided additional information about bullying of Pacific Islander students: “Most bullying occurs within the [Pacific Islander] community, as other students are sometimes afraid of Pacific Islander students due to [their] size and stature.” Sikh students said they experienced more bullying when they were one of only a few Sikh students in a space or at their entire school, and that bullying was reduced when they were able to surround themselves with a group of Sikh students. Sikh students also

stated that when they were bullied by other Sikh students, it was often based on their membership in a particular caste. Other students of color who bullied Sikh students often comprised the majority demographic at their school. Feedback from the listening session participants and informational survey participants showed that AAPI students are bullied for a variety of reasons. Informational survey participants indicated that AAPI students report being bullied based on limited English proficiency, speaking a language other than English, national origin, immigration status, cultural stereotypes, religion or religious practices, gender, sexual orientation, and appearance. As a mental health advocacy organization stated, “[J]ust about anything that someone sees as fodder for bullying will be used. Not much is sacred. It's almost always something that represents the 'other,' some way of being different. It can also be something that the student fears about themselves—picking on someone because they are unpopular, their personal appearance, etc. Something they don't want to be themselves.” The most common reasons that the AAPI Task Force heard are discussed below.

***Limited English Proficiency and Speaking Languages Other Than English.*** A common theme that the listening session participants and informational survey



**People who are new to the environment are bullied a lot. I got bullied in second grade because I was new to the country and couldn't speak English. I also got bullied in sixth grade because I'm Muslim and it was so severe that I had to move schools. However, it didn't help because I was still bullied throughout middle school because I was Muslim.”**



participants across the country articulated is that they are subject to bullying cast in terms of their own or their family members' limited English proficiency or accents. Students also noted that other students bullied them by speaking or imitating AAPI languages, often using offensive terms or curse words or mocking accents or pronunciation, including when it was a language that the AAPI student did not speak. Some also stated that they felt alienated when other students, without invitation, greeted them or attempted to converse with them in AAPI languages. In addition, listening session participants and informational survey participants stated that teachers made derogatory remarks based on students' limited English proficiency, including challenging high student achievement, simply because the student was an English learner.

**National Origin and Immigrant Generation.** Students reported being bullied based on their country of origin or immigrant generation, sometimes both. AAPI students in Atlanta, GA, Des Moines, IA, and Seattle, WA, stated that they were told to “go back to their country.” Other students have described being bullied in predominantly white school districts and being called racial slurs. In some instances, bullying may even occur between students from the same or similar ethnic groups or based on different immigrant generations, or both. For example, students stated that recently-arrived immigrants who were not fluent in English were bullied for “being too Asian” by U.S.-born AAPI students or AAPI students who were fluent in English. Conversely, students also stated that U.S.-born students were bullied by recently-immigrated students from the same AAPI community for “not being Asian enough.”

**Cultural Stereotypes.** A common theme that many AAPI students and organizations serving AAPI communities across the country voiced was that AAPI students are being bullied based on cultural stereotypes. Informational survey participants also identified cultural stereotypes as the most frequently reported basis for AAPI students to be bullied. For example, AAPI students around the country stated that they were bullied because of the food they brought from home. Other AAPI students described incidents in which other students would mock their facial features. In addition, students in the San Francisco Bay Area, CA, stated certain AAPI students were considered by other students as “lesser

Asians.” Pacific Islander students in Los Angeles, CA, said that they were assumed to be gang members or “dumb jocks,” and also gave examples of when words that might otherwise be considered innocuous were used to bully them. International students in Columbus, OH, said that they felt particularly vulnerable to bullying due to their unfamiliarity with U.S. customs and traditions, as well as differences in cultural background.

**Religion and Religious Practices.** Students around the country, as well as informational survey participants, stated that AAPI students were bullied based on their religion or religious practices. Muslim and Sikh students described incidents in which they were bullied based on anti-Muslim bias tied to Islamophobia. Muslim and Sikh students across the country also reported being harassed and called names, including “terrorist.” Sikh students stated that they were bullied based on their head coverings and felt pressured to cut their hair. One student described an incident when his turban had been pulled off by other students.

**Misperceptions and Assumptions about AAPI Groups.** Some AAPI students stated that they are often treated as part of a monolithic group, by both other students and teachers, and that students and teachers do not attempt to learn about the distinct AAPI cultures, which can lead to bullying based on misperceptions and assumptions about a student's language, culture, and national origin.

**Appearance.** Many AAPI students stated that they were bullied based on their appearance, including physical stature, skin color, facial features, hair, and style of dress.

**Gender Stereotypes and Sexual Orientation.** Listening session participants and informational survey participants highlighted the bullying that AAPI students experience based on their nonconformity with gender stereotypes or their sexual orientation.

## 2. Reasons Why AAPI Students Are Reluctant to Report Bullying That They Experience or Witness

Several organizations that responded to the informational survey commented that AAPI students feel uncomfortable reporting bullying incidents due to embarrassment, shame, or a fear of retaliation or no resolution. An AAPI advocacy group stated that “[s]howing ‘weakness’ is a no-no because it goes against the family mentality of ‘saving face.’”

### *Reluctance to Report Bullying Incidents to Schools*

Listening session participants and informational survey participants gave many reasons for why AAPI students are reluctant to report incidents of bullying to parents. One community-based health and social service organization serving AAPI communities explained that AAPI students might be reluctant to report bullying to their parents because of a fear of retaliation, a desire not to bother their parents, an assumption that their parents would not understand them or would be ineffective at addressing the bullying because of language barriers, a conflict with the Asian cultural norm of valuing harmony over confrontation, or “perceived generational gaps.”

- ▶ Student participants in the listening sessions stated that they did not report bullying incidents because they felt that school staff would be ineffective at addressing them. They stated that they felt they had to fix the problem themselves, without the help of an adult.
- ▶ Some students articulated that they did not think that school staff cared about addressing these incidents.
- ▶ Several students shared that they thought they were expected to tolerate a certain amount of daily verbal taunting and name-calling related to their race or national origin as part of being in middle school or high school. Some students were under the impression that repeated taunting and name-calling was not sufficiently serious conduct to warrant a response by the school.
- ▶ Other students stated that school staff “could not do anything” about incidents that happened off-campus.
- ▶ Students stated that teachers may not know that

students within the same AAPI community may be bullying one another because they do not understand the language.

- ▶ A student said that she did not report instances of bullying because she did not think administrators who were not AAPI would understand her experience.

Some students and parents stated that they did not feel comfortable reporting bullying incidents to teachers or other school staff for fear that it would make their experiences worse, such as through retaliation or a negative impact on grades. Others stated that teachers may reinforce stereotypes or further encourage the bullying by making similar comments themselves. For example,

- ▶ Students stated that they are reluctant to report incidents of bullying for fear of retaliation by principals or teachers. Students from several listening sessions remarked that they have seen teachers blame the victim who was bullied, make derogatory remarks about AAPI students, and only discipline the student who was bullied.
- ▶ Students stated that there might be a stigma associated with reporting bullying incidents to staff.
- ▶ Students said that they did not report being bullied to a teacher or other school staff because it would make things worse to involve an adult, such as by drawing more attention to the student being bullied or being perceived as a snitch. Students also worried that reporting bullying would risk escalating the misconduct such that verbal bullying might become more physical.
- ▶ Some students described incidents in which teachers contributed to the bullying. For example, some Sikh students noted that teachers make fun of their religion and one AAPI parent noted that a teacher made fun of her based on stereotypes about AAPI students.

Students in one listening session stated that their school district set up a system to enable students to anonymously report incidents of bullying, but it does not yet have a mechanism to ensure that school staff follow up on reports. Students from another listening session indicated confusion about confidentiality rules and whether disciplinary measures can be disclosed consistent with state and Federal

privacy laws, such as the Family Educational Rights and Privacy Act.

Some students and parents expressed concern regarding the appropriateness and quality of training of school officials and staff on religious and national origin harassment; the lack of appropriate training might be one of the causes of an ineffective response by school staff. A community-based health and social service organization serving AAPI communities commented, “The educators also need to be educated about vulnerabilities among these children and reach out to help.”


A common theme that was heard throughout the listening sessions and in the responses to the informational survey was that limited English proficiency is a significant barrier to reporting incidents of bullying. Limited English proficient parents are often not able to understand school resources or communicate with school officials; thus, the burden of reporting incidents of bullying falls solely on the students, regardless of their age. English learner students stated that they could not report incidents of bullying due to language barriers. For example, an English learner student in New York City, NY, described an incident in which he was physically assaulted but unable to report the incident because he was unable to explain what had happened to him in English. Students stated that when they witnessed bullying, they tried to tell a teacher, but they were unable to communicate effectively in English.

#### ***Reluctance to Report Bullying Incidents to Parents.***

Listening session participants and informational survey participants gave many reasons for why AAPI students are reluctant to report incidents of bullying to students. One community-based health and social service organization serving AAPI communities summarized the many reasons why AAPI students might be reluctant to report bullying to their parents, including fear of retaliation, not wanting to bother their parents, assuming that their parents would not understand them or would be ineffective at addressing the bullying because of language barriers, because it is inconsistent with the Asian cultural norm of valuing harmony over confrontation, or “because of perceived generational gaps.” The organization noted that this failure to communicate can “cause behavioral and school performance

issues.” Students who participated in listening sessions and a mental health advocacy organization echoed that it is challenging for parents who are limited English proficient to negotiate or advocate on behalf of students, and a primary care community clinic explained that “Asian parents can’t help as they don’t speak English so they tell kids to just take it, ‘don’t rock the boat.’” A mental health advocacy organization noted, “Students usually don’t talk to their parents. Some say they don’t want to cause their parents any more grief, saying they have suffered enough.” The organization went on to explain, “It is important to help parents find ways to support their sons/daughters [and] educate the community about the prevalence [of bullying]. Doing so at the community level through churches, temples, and placing information in businesses or other gathering places can help raise awareness of impact of bullying.” Another organization recommended that parents “need to be educated to improve communication with their children and read the signs.” In addition, participants at the listening sessions expressed their concerns about reporting bullying incidents to their parents.

- ▶ Students noted that they did not want to share bullying incidents with their parents because their parents already had a lot of pressure to make money at low-wage jobs while also taking care of them, and were often exhausted, or did not have the time or resources to help them.
- ▶ Students stated that parents expect students to be “good,” “quiet,” respectful of teachers, and also stated that parents expect them to behave as a “model minority.” Some parents encourage students to “figure it out” on their own, which may result in the incident remaining unaddressed.
- ▶ Hmong students stated that there is a conflict between the first-generation parents and their children, who consider themselves to be American, because Hmong culture discourages complaining. The students remarked that keeping quiet and not speaking out in times of struggle was a common characteristic attributed to the Hmong community.
- ▶ Students stated that parents are not able to help them when they report incidents of bullying and that parents need a better understanding of the steps they can take to address the issue.



A community-based health and social service organization commented that “[b]ecause most of the students would not report what they experience, it can cause dysfunction or broken families, especially when children reach adolescen[ce] and go to college.” An organization that works with Pacific Islander students stated that “Pacific Islander adults need to stop the traditions of harsh disciplinary tactics and spend more time interacting with Pacific Islander youth. Most are longing for a positive connection with an adult role model that will be accepting and not judgmental. The lack of Pacific Islander educators causes Pacific Islander youth to seek adults outside the community as role models and mentors.”

### **3. How Are Schools, Parents, and Others Responding to Reported Incidents of Bullying?**

Informational survey participants indicated that in addition to their organizations, AAPI students report bullying incidents to teachers, parents, family friends, therapists and behavioral health providers, and most frequently to their peers. Some students stated that they felt that they had a support network with which they could share their experiences. For example, the students who attended the listening session in Philadelphia, PA, all indicated that they had someone they felt they could talk to about bullying. Most of the students who attended a listening session in New York City, NY, felt they could turn to someone for help if they were bullied. Students who attended the listening session in Des Moines, IA, indicated that they could share their experiences with teachers and friends. A college professor whose research involves school-age children and youths commented that “[y]ounger kids felt comfortable telling their parents and teachers” about bullying incidents that they witnessed.

A mental health advocacy organization noted, “Adults can and need to play an active role in reducing bullying. They can help students become aware of the consequences of their actions, the great harm they can cause. They can help them find healthier ways to share their thoughts, [explaining] that it is never appropriate/helpful to cause pain to others. They can also be there to provide support and understanding to those who have been bullied.” A college professor whose research focuses on school-age children

and youths and who teaches AAPI college students stated, “My research suggests that parents’ and teachers’ awareness [and] attitudes toward bullying play a role in whether or not they will intervene, and how they will intervene. The larger environments, such as parents’ socioeconomic status, immigration status, acculturative stress, and the local school environment (e.g., supportive school administrators or not) will have an effect on their intervention efforts.”

**School Responses to Bullying.** Listening session participants and informational survey participants provided examples of school responses, both negative and positive, to reports of bullying incidents, such as,

- ▶ Students in listening sessions in Fort Wayne, IN, Gaithersburg, MD, New York City, NY, Philadelphia, PA, Richmond Hill, NY, the San Francisco Bay Area, CA, and Seattle, WA, complained that no action or ineffective action was taken by the staff when incidents of bullying were reported.
- ▶ Students in Chicago, IL, New York City, NY, and Seattle, WA, said that they had been bullied by teachers.
- ▶ A student stated that a group of students created a fake Facebook profile about her and also made related bullying comments during class time. Her parents reported the incident to the school administration, but no action was taken.
- ▶ A student said that when she reported being bullied, the school suspended the student who bullied her. After the suspension was over, the student who was bullied felt the situation worsened and that the discipline was an ineffective response.
- ▶ In contrast, a student stated that when she was verbally and physically bullied in elementary school, her teachers monitored the situation. When the student was physically bullied again in middle school, the principal was supportive of her.
- ▶ Sikh students at a listening session said that they experienced less bullying after their classmates and teachers learned about Sikhism.

**Parent and Other Adult Responses to Bullying.** All informational survey participants indicated that they thought parents, guardians, and other adults in the



community have a role in preventing and reducing the number of bullying incidents in schools.

Parents are often unaware of how they can provide support and understanding for their children. As an AAPI advocacy group noted, “Parents are given no tools to handle bullying incidents. They are left to figure it out on their own until they do their own research to find other parents who have experienced the same situation.” A mental health advocacy organization noted, “If parents [d]o hear, they often don’t know what to say[.] [T]his is particularly true of foreign born parents who don’t understand what their sons/daughters are going through, nor do they have the language to talk to school officials.”

Organizations reported that some parents report bullying incidents involving their children to the school, and even encouraged students to take action to counter the bullying. For example, one student in the San Francisco Bay Area, CA, stated that when he told his parents about witnessing bullying, his parents told him it was “not O.K. and he should have done something.” Others reported less supportive responses. For example, an organization that works with Pacific Islander students stated that “[a]t times, [the parents] blame the student and do not support him or her. They may try to retaliate against the bullies or their parents. Pacific Islander parents are less apt to seek help such as counseling. They also might not understand social media and how to address cyberbullying.”

Informational survey participants indicated that AAPI students and parents are more likely to know about community resources than local or state government resources that are available to address bullying. In fact, participants answered that AAPI students or parents with whom they work rarely or never know about available state or local resources. Similarly, informational survey participants stated that AAPI students and parents never or rarely are aware that they can file a complaint with their school, the U.S. Department of Education, or the U.S. Department of Justice.

Parents, community members, and community organizations can also play a significant role in helping AAPI students deal with bullying. Among the feedback that the AAPI Task Force

heard from informational survey participants,

- ▶ A connection to a religious group might be helpful for students reporting bullying. Students are more likely to report to adults who are closer in age to them.
- ▶ “The community may seek assistance from the school if a relationship exists. Some community agencies exist that can advocate for students and parents.”
- ▶ “Communities can place materials up that indicate [that] this...is a bullying free area. Preventing bullying is more than just raising awareness, it is important to find healthy ways for students to engage with each other. There can be activities to help students give back to the community.”
- ▶ “Community coalitions and non-profit organizations are created to help support parents to learn how to help themselves and become better support systems for their children and become better role models for their children.”
- ▶ If the student who was bullied was unfairly disciplined, community organizations can work with the school to remove any record of the punishment from the student’s record.

#### **4. In What AAPI Languages Should Federal Bullying Prevention Materials Be Available?**

Informational survey participants suggested translating Federal bullying prevention materials into Arabic, Bengali, Burmese, Chinese (simplified and traditional), Farsi, Gujarati, Hindi, Hmong, Japanese, Khmer/Cambodian, Korean, Laotian, Nepali, Punjabi, Tagalog, Thai, Tibetan, Urdu, and Vietnamese.<sup>16</sup>

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<sup>16</sup> Selected resources from member agencies of the AAPI Task Force are available in many of these languages, and are included in the Appendix.



# PART III

## Community Recommendations

In addition to conducting its listening sessions, informational survey, and outreach, the AAPI Task Force also collected recommendations from students, parents, community members, advocacy groups, and community-based organizations about effective ways to prevent and address bullying of AAPI students. Several of the recommendations that the AAPI Task Force heard were:

### A. Community Recommendations for Schools

- ▶ ***Establish a welcoming school climate that values cultural and linguistic diversity.***
  - Train teachers, principals, and school counselors to support a welcoming school climate, and to be more supportive of and responsive to all students, particularly those who may be bullied.
  - Support classroom settings and peer-to-peer relationships to promote inclusion.
  - Provide interpreters and translated documents in key languages in the front office.
  - Incorporate religious and cultural awareness training into curricula.
  - Conduct regular listening sessions with students and parents to identify specific needs.
  - Administer regular anonymous online student surveys about school climate topics.
  - Provide a range of services including social service, health, cultural, and language support, which can be accomplished by partnering with community organizations.
  - Provide orientations for newly-arrived refugee and immigrant students to familiarize them with school routines and educational expectations.
  - Support student-led affinity groups that can help promote tolerance and inclusion.
  - Display welcoming signs with culturally relevant pictures in student languages.
- ▶ ***Establish comprehensive schoolwide programs to address bullying prevention, diversity, and cultural awareness training in collaboration with local AAPI community-based organizations and other relevant agencies.***
  - Partner with local AAPI organizations to support school programs including with respect to bullying prevention, and diversity and cultural awareness training.
  - Promote hallway and classroom communication among students who share the same home language.
  - Institute a peer counseling program to encourage students to advise one another on effective responses and means of redress for bullying.
  - Institute a peer mentorship program to partner new immigrants with other students with similar backgrounds to facilitate transition into the school and the community.
  - Conduct assemblies on bullying awareness and prevention for students and staff featuring influential community members or nationally recognized role models.
  - Incorporate social emotional learning into curricula, including conflict resolution and problem solving.
  - Facilitate learning opportunities through small group classroom discussions based on students' own experiences to address stereotypes and misconceptions about AAPI students.
  - Use social media to promote inclusion and cultural awareness.
  - Adopt and publicize well-defined policy statements on discrimination and harassment with clear procedures for complaints to report bullying consistent with state and Federal law.
  - Designate a liaison to communicate with the school administration and teachers to address incidents of bullying, such as a civil rights coordinator or an anti-bullying coordinator.

▶ **Offer cultural and language support in schools for parents, guardians, and families.**

- Provide orientation on parent and guardian rights and expectations at school.
- Implement a parent and family outreach program to support and encourage involvement.
- Develop short accessible videos on different topics in multiple languages to help disseminate relevant information.
- Partner with local community-based organizations to conduct seminars for parents and families with limited English proficiency on education, healthcare, and other issues for which they may need language assistance.

▶ **Increase awareness to inform and to amplify the assets and needs of AAPI communities.**

- Update StopBullying.gov to include specific information on AAPIs and the issues that they face.
- Conduct training of Federal government staff so they are aware of trends and needs in various AAPI communities.
- Conduct professional learning sessions for all stakeholders on AAPI assets and needs.
- Expand the development of resource guides, fact sheets, and other products including videos in multiple languages.

▶ **Provide additional resources and funding support.**

- Collect disaggregated data about bullying rates among AAPI communities.
- Provide additional resources to implement bullying prevention programs and mental health programs in schools.
- Invest in research priorities to focus on AAPI bullying prevention.
- Establish targeted priorities in grantmaking opportunities.
- Develop policies that address the specific challenges of AAPI communities and make them widely available and accessible.
- Encourage all grantees that have addressed the specific challenges of AAPI communities to share best practices.

▶ **Create a guide for navigating Federal mental health and education resources for AAPI students.**

## **B. Community Recommendations for the Federal Government**

▶ **Increase agency-wide communications and effective outreach to AAPI communities.**

- Translate more resources and materials into AAPI languages, especially those from the U.S. Department of Education and the U.S. Department of Justice.
- Continue to work with advocacy groups, community-based organizations, state and local education agencies, and schools to host listening sessions to hear firsthand about students' and parents' experiences with bullying and reporting bullying.
- Continue to conduct outreach to the Pacific Islander community to ensure that they are aware of Federal resources and avenues of remediation.
- Create a guide for navigating Federal mental health and education resources for AAPI students.

# PART IV

## Accomplishments and Commitments of the Member Agencies

### *U.S. Department of Justice*

#### **Commitments**

- ▶ The Civil Rights Division Educational Opportunities Section will continue to enforce federal civil rights laws that protect all students from discrimination in school on the basis of race, color, national origin, religion, sex and disability. The Section will continue to amplify its work to respond to complaints of discrimination from AAPI students and Muslim, Sikh, Hindu, Arab, and South Asian students.
- ▶ The Civil Rights Division Educational Opportunities Section and the Community Relations Service will continue to conduct outreach to AAPI students and families, with particular focus on reaching limited English proficient students and families.
- ▶ The Community Relations Service will provide its Arab, Muslim, and Sikh Cultural Professionalism Training to the Civil Rights Division attorneys and staff to support the Department's commitment to cultural competence.
- ▶ The Civil Rights Division will continue to host meetings with community stakeholders and Federal agencies on combating religious discrimination.
- ▶ The Community Relations Service will develop a Hinduism Cultural Professionalism Training.
- ▶ The Community Relations Service and the Civil Rights Division will continue to participate in meetings with the Federal Partners in Bullying Prevention, a Federal interagency working group.

#### **Accomplishments**

- ▶ The U.S. Department of Justice and U.S. Department of Education issued a Dear Colleague Letter to all state and local education agencies reminding them of their civil rights obligations to English learner students and limited English proficient parents, including the duty to protect students from discrimination based on race or national origin and to communicate through

translations or qualified interpreters. The Departments translated the Dear Colleague Letter into several AAPI languages.

- ▶ The U.S. Department of Justice hosted Religious Discrimination Roundtables across the country with representatives from Federal agencies to engage with community members and religious advocacy groups on issues related to religious discrimination.
- ▶ The U.S. Department of Justice presented a webinar on bullying impacting the Muslim, Arab, Sikh, and South Asian (MASSA) communities.

### *U.S. Department of Education*

#### **Commitments**

- ▶ The Department's Office for Civil Rights will continue to enforce federal civil rights laws that protect all students from discrimination in school on the basis of race, color, national origin, sex and disability.
- ▶ The Office for Civil Rights will continue to consider the needs of different AAPI groups when identifying languages for translating its resource materials.
- ▶ The Office for Civil Rights will consider how to improve its outreach to and how to best share its resources with limited English proficient students and parents.
- ▶ The Office for Civil Rights will renew its work with ethnic media to increase awareness of the translations of its resource materials and to amplify its work resolving complaints of discrimination from AAPI students and Muslim, Sikh, Hindu, Arab, and South Asian students.
- ▶ The Office of English Language Acquisition will develop fact sheets on AAPI bullying.
- ▶ The Office of English Language Acquisition will explore the production of videos to provide professional development on the Newcomers Toolkit.
- ▶ The Office of English Language Acquisition will identify grantees and implement the AAPI data disaggregation project with regular updates on process and findings.

## Accomplishments

- ▶ The White House Initiative on Asian Americans and Pacific Islanders conducted a webinar on bullying issues facing AAPI communities. Participants learned about the rapidly growing AAPI population, unique bullying issues faced by AAPI students, what to do in bullying situations, and what resources are available.
- ▶ The U.S. Department of Education held a bullying prevention and civil rights workshop for the White House AAPI Youth Summit. Staff from the Office for Civil Rights met with AAPI youth to discuss how to take action against bullying at their colleges, universities, and in their communities.
- ▶ The Office for Civil Rights revised its webpage listing resources available in other languages to include document titles in their native languages.
- ▶ The Office of English Language Acquisition conducted a series of New Americans webinars focused on educational and Linguistic Integration which includes a session entitled “Creating Welcoming Schools.”
- ▶ The Office of Safe and Healthy Students/Office of Elementary and Secondary Education hosted on August 12, 2016, a Federal Bullying Prevention Summit that explored, among other topics, bullying of Muslim, Arab, Sikh, and South Asian (MASSA) students through conversation with advocacy organizations and students.

## U.S. Department of Health and Human Services

### Commitments

- ▶ The Substance Abuse and Mental Health Services Administration will work to include resources translated into AAPI languages in its Physician’s Campaign Resource Guide.
- ▶ The Substance Abuse and Mental Health Services Administration will produce webinars on civil rights, behavioral health, and cultural competency, which will be provided to AAPI communities.
- ▶ The Substance Abuse and Mental Health Services Administration will continue to provide grant funding for programs on cultural competency and bullying.

- ▶ The Substance Abuse and Mental Health Services Administration is committed to disseminating information and resources through its networks of grantees, its technical assistance and resource center distribution lists, and its social media platforms. The Substance Abuse and Mental Health Services Administration will utilize its technical assistance capacities to support materials development and webinars to respond to the needs identified through the listening sessions.
- ▶ The Health Resources and Services Administration is committed to developing resources for [StopBullying.gov](http://StopBullying.gov) that acknowledge and address the specific needs of Muslim- American youth in bullying prevention.
- ▶ The Health Resources and Services Administration is committed to providing bullying prevention training to leaders of AAPI communities through its online bullying prevention course and direct virtual training through its current training provider.
- ▶ The Health Resources and Services Administration is committed to raising awareness of the unique needs of AAPI communities by sharing research findings on AAPI communities with its partners in bullying prevention.
- ▶ The U.S. Department of Health and Human Services will translate additional materials into AAPI languages.

### Accomplishments

- ▶ The Office of Minority Health awarded grants to 14 entities to support the National Workforce Diversity Pipeline Program, which is designed to address health disparities among racial and ethnic minorities by cultivating high school students’ awareness and pursuit of the areas of healthcare and behavioral health.
- ▶ The Office of Minority Health Resource Center launched the Higher Education Technical Assistance Project to support institutions of higher learning, strengthen coalition skills with community partners, provide resource development, and conduct regional training seminars for the community.
- ▶ The Office of Minority Health Resource Center co-sponsored the Micronesian Youth Services Network conference in Palau to support, promote, and strengthen youth programs and services throughout Micronesia.

# APPENDIX

## Federal Resources for AAPI Communities

Last updated on July 27, 2016.

All of the resources available below are available at [sites.ed.gov/aapi/aapi-bullying](https://www.ed.gov/aapi/aapi-bullying).

### Bullying and Harassment

#### Federal Partners in Bullying Prevention

- ▶ [StopBullying.gov](https://www.stopbullying.gov)
  - Bullying, Harassment, and Civil Rights: An Overview of School Districts' Federal Obligation to Respond to Harassment (video), [www.stopbullying.gov/videos/2014/02/civil-rights.html](https://www.stopbullying.gov/videos/2014/02/civil-rights.html)
  - State Anti-Bullying Laws and Policies, [www.stopbullying.gov/laws/index.html](https://www.stopbullying.gov/laws/index.html)
  - Working With Young People Who Bully Others: Tips for Mental Health Professionals, [www.stopbullying.gov/resources-files/young-people-who-bully-others-tipsheet.pdf](https://www.stopbullying.gov/resources-files/young-people-who-bully-others-tipsheet.pdf)
  - Misdirections in Bullying Prevention and Intervention, [www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf](https://www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf)
  - StopBullying.gov Training Center: [www.stopbullying.gov/training](https://www.stopbullying.gov/training)
  - Bullying Prevention Training Course with Continuing Education Credits, [www.stopbullying.gov/prevention/training-center/bullying-prevention-training-course/index.html](https://www.stopbullying.gov/prevention/training-center/bullying-prevention-training-course/index.html)
  - Bullying Training Materials for Community Leaders
  - Bullying Prevention Community Action Toolkit
  - Misdirections in Bullying Prevention Video
  - “Be More Than A Bystander” Interactive Training Module, [www.stopbullying.gov/respond/be-more-than-a-bystander/](https://www.stopbullying.gov/respond/be-more-than-a-bystander/)

#### U.S. Department of Education and U.S. Department of Justice

- ▶ Fact Sheet: Combating Discrimination Against AANHPI and MASSA Students, [www.ed.gov/ocr/docs/aanhpi-massa-factsheet-201606.pdf](https://www.ed.gov/ocr/docs/aanhpi-massa-factsheet-201606.pdf). This resource is also available in other languages at [www.ed.gov/ocr/docs/howto-index.html](https://www.ed.gov/ocr/docs/howto-index.html).

#### U.S. Department of Health and Human Services

- ▶ Substance Abuse and Mental Health Services Administration
  - Know Bullying App, [store.samhsa.gov/apps/knowbullying/index.html](https://store.samhsa.gov/apps/knowbullying/index.html)
  - National Resource Center for Mental Health Promotion and Youth Violence Prevention (national technical assistance capacity for preventing youth violence, including bullying, and to promote the overall well-being of children, youth, and their families), [www.healthysafekids.org](https://www.healthysafekids.org)
  - Preventing Bullying Toolkit, [preventingbullying.promoteprevent.org](https://preventingbullying.promoteprevent.org)
  - National Registry for Evidence-Based Programs and Practices (resources for selecting bullying prevention evidence-based programs), [www.samhsa.gov/nrepp](https://www.samhsa.gov/nrepp)
  - Literature Review on School-Based Bullying Prevention Programs, [nrepp.samhsa.gov/Docs/Literatures/NREPP%20Literature%20Review%20School-based%20Bullying%20Prevention%20Programs.pdf](https://nrepp.samhsa.gov/Docs/Literatures/NREPP%20Literature%20Review%20School-based%20Bullying%20Prevention%20Programs.pdf)
  - National Child Traumatic Stress Network Resources for Bullying and Cyberbullying, [www.nctsn.org/resources/public-awareness/bullying-prevention-awareness-month](https://www.nctsn.org/resources/public-awareness/bullying-prevention-awareness-month)
  - Office of Behavioral Health Equity Resources for the AANHPI Community, [www.samhsa.gov/behavioral-health-equity/aanhpi](https://www.samhsa.gov/behavioral-health-equity/aanhpi)
  - Issue Brief: A Snapshot of Behavioral Health

Issues for Asian American/Native Hawaiian/Pacific Islander Boys and Men: Jumpstarting an Overdue Conversation, <http://store.samhsa.gov/shin/content/SMA16-4959/SMA16-4959.pdf>

- ▶ Centers for Disease Control and Prevention
  - CDC Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies, [www.cdc.gov/healthyouth/health\\_and\\_academics/bullying/anti\\_bullying\\_policies\\_infobrief-basic.htm](http://www.cdc.gov/healthyouth/health_and_academics/bullying/anti_bullying_policies_infobrief-basic.htm)
- ▶ Health Resources and Services Administration
  - Title V Maternal and Child Health Block Grant, National Performance Measure #9: Bullying, [mchb.hrsa.gov/programs/titlevgrants/stateactionplans.html](http://mchb.hrsa.gov/programs/titlevgrants/stateactionplans.html)
  - Co-authored blog with the Sikh Coalition titled, “Take Action Today: How Faith Leaders Can Support Bullying Prevention Efforts in the Community” (December 2014), [www.stopbullying.gov/blog/2014/12/09/take-action-today-how-faith-leaders-can-support-bullying-prevention-efforts-community](http://www.stopbullying.gov/blog/2014/12/09/take-action-today-how-faith-leaders-can-support-bullying-prevention-efforts-community)

## U.S. Department of Justice

- ▶ Civil Rights Division, Harassment Fact Sheet, [www.justice.gov/sites/default/files/opa/press-releases/attachments/2014/11/18/eos\\_fact\\_sheet\\_aapi\\_massa.pdf](http://www.justice.gov/sites/default/files/opa/press-releases/attachments/2014/11/18/eos_fact_sheet_aapi_massa.pdf). The fact sheet is also available in Punjabi at [www.justice.gov/file/164066/download](http://www.justice.gov/file/164066/download).
- ▶ Civil Rights Division, Pamphlet on National Origin Discrimination, [www.justice.gov/crt/publications/natorigin2.php](http://www.justice.gov/crt/publications/natorigin2.php). This resource is available in other languages at [www.justice.gov/crt/federal-protections-against-national-origin-discrimination-3](http://www.justice.gov/crt/federal-protections-against-national-origin-discrimination-3).
- ▶ Community Relations Service, Twenty Plus Things Schools Can Do to Respond to or Prevent Hate Incidents Against Arab-Americans, Muslims and Sikhs, [www.justice.gov/sites/default/files/crs/legacy/2012/12/17/20-plus-things.pdf](http://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/20-plus-things.pdf)
- ▶ Community Relations Service, Pamphlet on Managing School Multicultural Conflict, [www.justice.gov/](http://www.justice.gov/)

[sites/default/files/crs/legacy/2012/12/17/school-multicultural-conflict.pdf](http://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/school-multicultural-conflict.pdf)

- ▶ Community Relations Service, Flyer on Student Problem Identification and Resolution of Issues Together (SPIRIT), [www.justice.gov/sites/default/files/crs/legacy/2012/12/17/spirit.pdf](http://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/spirit.pdf)
- ▶ Interagency Initiative to Combat Religious Discrimination, [www.justice.gov/opa/speech/head-civil-rights-division-vanita-gupta-delivers-remarks-interagency-roundtable-religious](http://www.justice.gov/opa/speech/head-civil-rights-division-vanita-gupta-delivers-remarks-interagency-roundtable-religious)
- ▶ Combating Religious Discrimination Today: Final Report (July 22, 2016), [www.justice.gov/crt/file/877936/download](http://www.justice.gov/crt/file/877936/download)

## U.S. Department of Education

- ▶ National Center for Education Statistics, Data Point: Trends in Hate-Related Words Among Students Ages 12-18 (July 2016), [nces.ed.gov/pubs2016/2016166.pdf](http://nces.ed.gov/pubs2016/2016166.pdf).
- ▶ Office for Civil Rights, How to File a Discrimination Complaint with the Office for Civil Rights, [www.ed.gov/ocr/docs/howto.html](http://www.ed.gov/ocr/docs/howto.html). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Office for Civil Rights, Discrimination Complaint Form, [www.ed.gov/ocr/complaintform.pdf](http://www.ed.gov/ocr/complaintform.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Dear Colleague Letter on Religious Tolerance (December 2015), [www.ed.gov/policy/gen/guid/secletter/151231.html](http://www.ed.gov/policy/gen/guid/secletter/151231.html)
- ▶ School Climate Surveys, [safesupportivelearning.ed.gov/edscls](http://safesupportivelearning.ed.gov/edscls)
- ▶ Office for Civil Rights, Fact Sheet on Harassment and Bullying (October 2010), [www.ed.gov/ocr/docs/dcl-factsheet-201010.pdf](http://www.ed.gov/ocr/docs/dcl-factsheet-201010.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Office of Special and Education and Rehabilitative Services, Dear Colleague Letter on Bullying of Students with Disabilities, [www.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf](http://www.ed.gov/policy/speced/guid/idea/memosdcltrs/bullyingdcl-8-20-13.pdf)
- ▶ Office for Civil Rights, Fact Sheet on Bullying and



Harassment of Students with Disabilities (October 2014), [www.ed.gov/ocr/docs/dcl-factsheet-bullying-201410.pdf](http://www.ed.gov/ocr/docs/dcl-factsheet-bullying-201410.pdf).

- ▶ Office for Civil Rights, Know Your Rights Document on Title IX and Sexual Violence (April 2014), [www.ed.gov/ocr/docs/know-rights-201404-title-ix.pdf](http://www.ed.gov/ocr/docs/know-rights-201404-title-ix.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).

### White House Initiative on Asian Americans and Pacific Islanders

- ▶ Act To Change, [ActToChange.org](http://ActToChange.org). Basic information about bullying is available in several languages at [ActToChange.org/#resources](http://ActToChange.org/#resources).
- ▶ Hines Ward Video on Bullying, [www.youtube.com/watch?v=UZWitur6Ael](http://www.youtube.com/watch?v=UZWitur6Ael)
- ▶ E3! Ambassadors Education Toolkit, [sites.ed.gov/aapi/files/2014/07/E3-Education-Toolkit.pdf](http://sites.ed.gov/aapi/files/2014/07/E3-Education-Toolkit.pdf)
- ▶ Young Leaders Dialogue on Education - #ActToChange (video), [www.youtube.com/watch?v=lvZ65ofQnwE](http://www.youtube.com/watch?v=lvZ65ofQnwE)
- ▶ E3! Ambassador Naureen Singh's Anti-Bullying Sikh Google Hangout (video), [www.youtube.com/watch?v=AJThQvOX9A](http://www.youtube.com/watch?v=AJThQvOX9A)

### Suicide Prevention Resources

#### U.S. Department of Health and Human Services

- ▶ National Prevention Week 2015 Toolkit, [www.samhsa.gov/prevention-week/toolkit](http://www.samhsa.gov/prevention-week/toolkit)
- ▶ National Suicide Prevention Lifeline Wallet Card: Suicide Prevention: Learn the Warning Signs, [store.samhsa.gov/product/National-Suicide-Prevention-Lifeline-Wallet-Card-Suicide-Prevention-Learn-the-Warning-Signs/SVP13-0126](http://store.samhsa.gov/product/National-Suicide-Prevention-Lifeline-Wallet-Card-Suicide-Prevention-Learn-the-Warning-Signs/SVP13-0126)
- ▶ Suicide: The Challenges and Opportunities Behind the Public Health Problem, [store.samhsa.gov/shin/content/SMA11-PHYDE072711/SMA11-PHYDE072711.pdf](http://store.samhsa.gov/shin/content/SMA11-PHYDE072711/SMA11-PHYDE072711.pdf)

- ▶ SAMHSA Webinars, [www.sprc.org/training-institute/samhsa-webinars](http://www.sprc.org/training-institute/samhsa-webinars)
- ▶ Resources to download or order for free: [store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Suicide-Prevention/narrow/For-the-General-Public?narrowToAdd=&narrowToDelete=&filterToAdd=&aux=&filterToDelete=&pageNumber=1&sortByValue=0](http://store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Suicide-Prevention/narrow/For-the-General-Public?narrowToAdd=&narrowToDelete=&filterToAdd=&aux=&filterToDelete=&pageNumber=1&sortByValue=0)

### Other Education Resources

#### U.S. Department of Education

- ▶ Office of English Language Acquisition, Fact Sheet on Asian/Pacific Islander Languages Spoken by English Learners (February 2015), [www.ncela.us/files/fast\\_facts/OELA\\_FastFacts\\_AsianLanguages.pdf](http://www.ncela.us/files/fast_facts/OELA_FastFacts_AsianLanguages.pdf)
- ▶ Office of English Language Acquisition, Creating Welcoming Schools Webinar (July 2015), <http://www2.ed.gov/about/offices/list/oela/webinars/new-americans/web2.mp3>
- ▶ Office of English Language Acquisition, Fact Sheet on English Learners Who Are Asian or Pacific Islander (January 2016), [www.ncela.us/files/fast\\_facts/OELA\\_WHIAAPI\\_FF\\_Els\\_AAPI\\_2of2.pdf](http://www.ncela.us/files/fast_facts/OELA_WHIAAPI_FF_Els_AAPI_2of2.pdf)
- ▶ Office of English Language Acquisition, Asian American and Pacific Islander Data Disaggregation Initiative (May 2016), [www.ed.gov/programs/d2/index.html](http://www.ed.gov/programs/d2/index.html)
- ▶ Office of Elementary and Secondary Education, Examples of Policies and Emerging Practices for Supporting Transgender Students (May 2016), [www.ed.gov/oese/oshs/emergingpractices.pdf](http://www.ed.gov/oese/oshs/emergingpractices.pdf)

#### U.S. Department of Justice

- ▶ Consent Decree to Ensure Equal Education Opportunities for All English Learner Students in San Francisco, CA: [www.justice.gov/opa/pr/justice-department-files-consent-decree-ensure-equal-educational-opportunities-all-english](http://www.justice.gov/opa/pr/justice-department-files-consent-decree-ensure-equal-educational-opportunities-all-english)
- ▶ The Education Opportunities Section's News,

Factsheets, and Settlement Agreements, [www.justice.gov/crt/educational-opportunities-section](http://www.justice.gov/crt/educational-opportunities-section)

## U.S. Department of Education and U.S. Department of Justice

- ▶ English Learners Fact Sheet for EL Students (January 2015), [www.ed.gov/ocr/docs/dcl-factsheet-el-students-201501.pdf](http://www.ed.gov/ocr/docs/dcl-factsheet-el-students-201501.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ English Learners Fact Sheet for LEP Parents (January 2015), [www.ed.gov/ocr/docs/dcl-factsheet-lep-parents-201501.pdf](http://www.ed.gov/ocr/docs/dcl-factsheet-lep-parents-201501.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Dear Colleague Letter on School Enrollment Procedures (May 2014), [www.ed.gov/ocr/letters/colleague-201405.pdf](http://www.ed.gov/ocr/letters/colleague-201405.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Questions and Answers on School Enrollment Procedures (May 2014), [www.ed.gov/ocr/docs/qa-201405.pdf](http://www.ed.gov/ocr/docs/qa-201405.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Fact Sheet on Resource Comparability (October 2014), [www.ed.gov/ocr/docs/dcl-factsheet-resourcecomp-201410.pdf](http://www.ed.gov/ocr/docs/dcl-factsheet-resourcecomp-201410.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).
- ▶ Dear Colleague Letter on Transgender Students (May 2016), [www.ed.gov/ocr/letters/colleague-201605-title-ix-transgender.pdf](http://www.ed.gov/ocr/letters/colleague-201605-title-ix-transgender.pdf). This resource is available in other languages at [www.ed.gov/ocr/docs/howto-index.html](http://www.ed.gov/ocr/docs/howto-index.html).

## Cultural Competency and Awareness Resources


### U.S. Department of Justice

- ▶ Community Relations Service, Law Enforcement Training Video on Sikhism, [www.justice.gov/crs/common-ground-law-enforcement-training-video-sikhism](http://www.justice.gov/crs/common-ground-law-enforcement-training-video-sikhism)

- ▶ Community Relations Service, Law Enforcement Roll Call Training Video on Arab and Muslim Cultural Awareness: [www.justice.gov/crs/first-three-five-seconds-0](http://www.justice.gov/crs/first-three-five-seconds-0)
- ▶ Community Relations Service, Building Relationships with Arab and American Muslims, [www.justice.gov/crs/video/improving-cultural-competence-building-relationships-arab-and-american-muslims](http://www.justice.gov/crs/video/improving-cultural-competence-building-relationships-arab-and-american-muslims)
- ▶ Community Relations Service, On Common Ground: Law Enforcement Training Video on Sikhism, [www.justice.gov/crs/common-ground-law-enforcement-training-video-sikhism](http://www.justice.gov/crs/common-ground-law-enforcement-training-video-sikhism)
- ▶ Community Relations Service, The First Three to Five Seconds: Law Enforcement Roll Call Training Video on Arab and Muslim Cultural Awareness, [www.justice.gov/crs/first-three-five-seconds-0](http://www.justice.gov/crs/first-three-five-seconds-0)
- ▶ Community Relations Service, Podcast Episode 2: Strengthening Relations with Arab American Communities, [www.justice.gov/crs/video/common-ground-episode-2-strengthening-relations-arab-american-communities](http://www.justice.gov/crs/video/common-ground-episode-2-strengthening-relations-arab-american-communities)
- ▶ Community Relations Service, Law Enforcement Roll Call Training Video on Law Enforcement and the Transgender Community, [www.justice.gov/crs/video/law-enforcement-and-transgender-community-crs-training-program](http://www.justice.gov/crs/video/law-enforcement-and-transgender-community-crs-training-program)
- ▶ All Community Relations Service resources are available at [www.justice.gov/crs/resource-center](http://www.justice.gov/crs/resource-center)

### U.S. Department of Education

- ▶ **Newcomer Toolkit**: The Department of Education's Newcomer Toolkit is designed to help schools support immigrants, refugees, and their families with a successful integration process. This toolkit provides information, resources and examples of effective practices that educators can use to support newcomers in our schools and communities. [www.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf](http://www.ed.gov/about/offices/list/oela/new-comer-toolkit/ncomertoolkit.pdf)
- ▶ **Title VI funded National Resource Centers**: The Department of Education supports 100 National



Resource Centers (NRC) that have expertise on world areas (Latin America, Africa, Asia, Middle East) and their less commonly taught languages (Arabic, Mandarin, Urdu, Portuguese, etc.). Currently, there are 14 Middle East National Resource Centers and 9 South Asia Centers. They have extensive resources for K-12 educators, such as teacher training programs, curricular modules and lesson plans, as well as faculty expertise.

The NRCs are national resources and are available to assist teachers/schools from any state. [www.ed.gov/news/press-releases/more-633-million-awarded-colleges-and-universities-strengthen-global-competitiveness-through-international-studies-and-world-language-training](http://www.ed.gov/news/press-releases/more-633-million-awarded-colleges-and-universities-strengthen-global-competitiveness-through-international-studies-and-world-language-training)