Those Kids Aren’t “Those Kids” - They’re Our Kids.

Current Efforts To Keep All Kids In School & Thriving - Confronting Education’s Dilemma Around Post-Election Anxiety in Schools
Objectives

1. To review how School Climate and Pupil Engagement have been impacted by post-presidential election hate incidents/civic discourse challenges in K-12 schools nationally, and California specifically.

2. To highlight current efforts in education and the community to confront the increase in hate incidents/bullying as a result of post-presidential election language and policies that have increased hate incidents/bullying.
Increase in Hate Crimes and Bullying for 3 Consecutive Years 2014-17

<table>
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<tr>
<th>U.S. Hate Crimes (17% in 2017)</th>
<th>State Hate Crimes (11% in 2017)</th>
<th>L.A. County Hate Crimes (5% in 2017)</th>
<th>California Administrators Report Increase in Bullying K-12 Schools</th>
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<tbody>
<tr>
<td>17% increase in 2017</td>
<td>44% growth</td>
<td>32% growth</td>
<td>10% (2016-17)</td>
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Since 2016, California Has Seen A Marked Increase In Hate Crimes.

• In the California Attorney General’s annual “Hate Crime in California,” the Attorney General reports that hate crimes increased 11.2 percent from 2015 to 2016 and 17.4 percent from 2016 to 2017.

• By far the largest increase were hate crimes and incidents based on race, ethnicity and national origin (21.3% increase in 2015-2016, 16% increase in 2017-2018).

• Even basketball star Lebron James was targeted with the N-word painted on the gate of his home in the upscale Brentwood neighborhood of Los Angeles in May 2017.
What Is The Post-election Effect On School Climate?

• A November 2016 survey with 25,000 respondents reported a significant number of educators hypothesize the post-election hate incidents, anxiety and fear are a new factor in education. Educators at schools not reporting intergroup issues or derogatory language nevertheless express fear and anxiety about the future.

• California State Superintendent Tom Torlakson urged California districts to join the hundreds of school districts nationally that have passed “Safe Haven” resolutions.

• Intergroup, inter-religious, anti-immigrant bias in schools, while present before the election, has been documented as increasing by educators in surveys, the media and social media.
A new study: “U.S. Immigration Enforcement Policy and Its Impact on Teaching and Learning in the Nation’s Schools” published February 28, 2018 by Patricia Gándara & Jongyeon Ee, Civil Rights Project, UCLA surveyed 5,438 educators, administrators, teachers, certificated staff in 14 states including California; 73% reported seeing an impact on their students.

Literally thousands of respondents told us that their immigrant students (whether they were US born or not) were terrified that their families and friends, and occasionally that they themselves might be picked up by ICE. Fear was the most common word used by respondents, separation (from family) was the second most common. They also spoke of anxiety, worry, stress, and depression. Respondents describe the students’ worst fear as going home and finding that their parents, siblings, or grandparents are no longer there. They worried that they would be left alone or left to care for their younger siblings and didn’t know how they would survive. How would they get money for food? Would they be left homeless?
Almost 80% of respondents indicated that they had observed behavioral or emotional problems and one in four (24.3%) indicated that this was a very big problem.

In all of the incidents that educators write about one hears the anguish and frustration they feel as they see the very human toll before them: Children, who through no fault of their own, are thrust into emotionally wrenching situations. And the school is perhaps the only safe place for them. This puts an enormous burden on the educators to not only teach, but also console their students.
Fear Of ICE Coming To The School & School Personnel Turning Them In

- The fear of ICE coming to the school or catching them as they walked between home and school (even US citizen students), and fear of school personnel turning them in, are also mentioned by educators.

- Many educators cited students worrying about someone at the school cooperating with immigration authorities to seize them or their parents when the parents came to pick them up.

- Even though most of the school districts we sampled had claimed themselves “safe havens” or “sanctuary” sites, students were so frightened they dared not trust school personnel.
What the UCLA study found: Increased absenteeism

• With respect to increased absences from school due to concerns about immigration enforcement, the majority of respondents, 57.4% indicated that this was a problem, with 10.6% considering it to be large problem (a lot/extensive).

• Another reason that students miss school, or don’t apply themselves in school, resulting in declining grades is their need to help support their families. The immigration enforcement regime has affected many parents’ ability to work. Parents are let go from their jobs because employers are afraid to get caught up in the raids; parents don’t go to work because of fear or need to hide, or the breadwinner is deported leaving the family with no income. Children have to leave school or cut back on studying to find work to help support the family. One administrator from the South reported, “Some have expressed having to work because mom can’t afford to take care of them with her income which is affecting their grades.”
Impact on academic performance and extracurricular activities

- More than 60% of all respondents indicated they had seen some decline in academic performance on the part of some of their students.

- 12.9% indicated that this was extensive. It appears that most students were perceived as relatively resilient with respect to their academic performance. Nonetheless, one of every 8 respondents had observed extensive impact on academic performance.

- A teacher from California added that some immigrant students are disadvantaged because they cannot participate in many of the school activities that support student engagement and achievement because of fear of immigration authorities. They are “unable to participate in any after school programs and parents want the students to only go from home to school. No access to extracurricular activities.”
Students Who Attend School With Immigrant Students Indirectly Affected By Immigration Enforcement Concerns

• Two thirds of educators reported that students were affected indirectly and more than 12% reported that students at their school were affected a lot or extensively by concerns about their classmates.

• One educator in eight nationally reported that students’ learning was being affected a lot due to concerns for classmates – and was stressing educators out. Thus for many the ecology of the classroom was being disrupted by these policies.

• One Northern California counselor commented on how the fears of immigration raids had stressed her out: “I don’t know if it is stressing them [the students] out, but I feel stressed out about how the San Francisco Chronicle reported possible raids in California. It is a scare tactic which frightens not only undocumented immigrants, but those who are around them.”
More than 37% of respondents noted that they had observed this across regions, although it was reported to be somewhat more acute in the West (10.3% reporting it to be a lot). An administrator from a Southern California district described the way in which immigrant students were experiencing bullying on that campus: “They are worried and scared about the climate of increasing intolerance and bigotry. There has also been an increase in racist graffiti, vandalism, and racial tensions and language on our school campus. I wonder where all this hate comes from?”

An educator from the Northwest described the situation as follows: “Bullying has arisen that frequently uses immigration status as a target, “You'll never see your parents again,” - "I’m gonna call so they take you away," and a sharp increase in slurs targeted towards students of color, regardless of their immigration status.”

One educator attempted to explain the source of the increased bullying not just as a product of immigration enforcement, but as a more pervasive phenomenon in an era in which racist language has become tolerated. This educator from the Northeast opined, “The general climate of acceptable racism in the national media and politics has had a serious effect on my students’ feelings of security and confidence in the country.”

An administrator from the other side of the country confirmed this perspective, “In January, immediately following the election, we saw an increase in racial bullying, even between young children, taunting each other that ‘Trump will send you back to your country!’ even if the family members are citizens, the child was born here, etc.”
Two Areas That Need to Be Watched

Free & Reduced Meals Applications Are Dropping

Feelings of Safety At School Should be Watched:
In LA County Schools Providing the CHKS from 2015-2017, 30% of 7th graders; 38% of 9th graders; 38% of 11th graders and 55% of Non-Traditional Students Reported “Neither Safe nor Unsafe”; “Unsafe” or “Very Unsafe” when asked, “How Safe Do You Feel At School?”
What do educators think should be done?

• Educators told UCLA researchers that they need more information about immigration law and about what they can do to support and defend their students.

• They feel very strongly about schools and districts providing safe, open forums where critical information can be dispensed to parents and students. Many also requested legal help at their schools for those students and families who come to school with legal questions. Schools that lack basic materials however, are not likely to find the resources to pay immigration lawyers, even though research has shown that immigrants with legal support are much less likely to be deported. Working with local law schools and nonprofit agencies may be a source of this legal help.

• A number of school districts and organizations have put together “kits” that include basic information and cards to carry in wallets that can be handed to an immigration officer instead of speaking with them and potentially divulging too much information. Some schools have also created telephone trees to alert parents of imminent raids and to tell them not to pick up their children until receiving an “all clear” if the children are in school.
Assembly Bill 699

• Background
  • On October 5, 2017, Governor Jerry Brown signed into law AB 699, which establishes certain protections for immigrant students in California.
  • AB 699 went into effect on January 1, 2018. The U.S. Supreme Court has long guaranteed that all children have a right to a free public education and that states cannot deny students this right. See Plyler v. Doe (1982).
  • Building on this decision, AB 699 requires that all local educational agencies in California implement additional protections to ensure that all students, regardless of immigration status or country of birth, have the opportunity to pursue their education without undue fear or risk.
Assembly Bill 699

• AB 699 does the following:

• Clarifies existing law to prohibit discrimination, harassment, intimidation, or bullying based on immigration status, and amends the definition of a hate crime to include immigration status.

• Instructs schools on how to protect their students and their students’ private records from immigration enforcement by:
  • Requiring schools and their employees not to collect information or documents about students and their families’ immigration status or citizenship, unless required by law.
  • Obligating schools to report any requests for information or access to a school for the purposes of immigration enforcement to the local educational agency’s governing body.
  • Obligating schools to adopt a policy limiting assistance with immigration enforcement at public schools. The Attorney General has a model policy for schools to adopt that considers access to school grounds and student records, and procedures for reporting requests from immigration enforcement.
Assembly Bill 699

• Requires schools to adopt supportive practices in response to potential concerns around immigration enforcement, such as:

• Requiring the governing body of a local educational agency to educate their students about the negative impact of bullying based on immigration status or religious beliefs and customs.

• Sharing information with families about their children’s rights to a free public education and “Know Your Rights” material related to immigration enforcement.

• Using emergency contact information to arrange for a student’s care if the parent or guardian is unavailable. In addition, schools are encouraged to maintain updated emergency contact information and to avoid contacting Child Protective Services unless instructed to by the parents or there is no one else available.

• Local agencies and school districts are eligible for reimbursement by the state for any costs mandated by the state.
L.A. County’s Response - A Call to Action.

The Los Angeles County Board of Supervisors passed a motion on July 17, 2018 instructing various County departments to ensure the safety of its people amidst recent reported hate crimes, by:

1. Ordering a review of LA County Sheriff Department’s hate crime policies, procedures, training, including implicit bias reduction training and practices to determine if the Sheriff is utilizing best practices and model policies on hate crime investigation and reporting.

2. Direct the Office of Violence Prevention to work with network of county departments and agencies—211, Teen Center, LBGTQ Center, the Human Relations Commissions’ Network Against Hate Crimes to address racial tensions.

3. To provide supplemental funding to the Human Relations Commission that it needs to provide necessary support for a multi-year public outreach, anti hate campaign beginning this fiscal year.
Three Program Components

• Public Education To Respond to Hate
  • Provide Easy Ways to Unite, Express Solidarity
  • Marketing

• Marketing
  • Unite Communities Against Hate

• Reporting Hate
  • 211-LA For Reporting Hate Acts
  • Soc Media, weblink For Reporting Hate Acts
  • Links To Resources
  • Data Analysis Drives Priorities

• Prevention & Response TA
  • Countywide Network of Changemakers For Community Engagement
  • Sustaining The Initiative

• Respond, Prevent hate Acts
  • Build Local Community Capacity to Effectively Respond, Prevent Hate Acts
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<th>Program Components</th>
<th>2018-2019</th>
<th>2022-2023</th>
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<td>Unite Communities via Outreach, Education</td>
<td>-Provide Public Education</td>
<td>-Marketing, Education Increases Awareness of Hate Acts, Bias and Campaign Goals</td>
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<td>-Use Social Media, Online Sites and Traditional Media</td>
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<td>-Distribute Incentives For Expressing Solidarity</td>
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<td>Build A Countywide Reporting System</td>
<td>-Ease of Reporting Hate Acts Increases Reports (hate-motivated hostility)</td>
<td>-Data From Reports Drives The Program Components</td>
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<tr>
<td>Build Local Community Capacity to Effectively Respond &amp; Prevent Acts of Hate</td>
<td>-Tech Assistance Builds Solidarity</td>
<td>-Sustaining the Initiative by Institutionalizing The Work</td>
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<td>-Changemaker Agencies Engaged</td>
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<td>-Collaborative Goal Setting, Fundraising, Resource Development Set</td>
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Unite Communities Against Hate

Public Education. To counter the increase of hate, discrimination and prejudice – because of one’s race, ethnicity, national origin, religion, gender, sexual orientation, gender identity, or disability – a marketing campaign is planned.

Outreach/Create Safe Communities. Provide easy ways for County residents to unite against hate and express solidarity with those who have faced acts of hate by providing incentives – posters, magnets, pencils, lawn signs. Sends message of support to targeted.

“Upstander” Strategies. Cultivate “Upstanders” or “Changemakers” (individuals and businesses who actively and visibly stand alongside hate victims) throughout the County who will be able to show their support through activities such as participating in existing events, topical webinars, Best Practices forums, displaying posters, bumper stickers, flyers and other collateral materials, and sharing memes/graphics/videos via social media.
Countywide System For Reporting Acts of Hate

Assist reporting of hate. Encourage individuals and organizations to report hate acts and bias-motivated hostility and make it easier to do make it easy to report hate. Provide a variety of methods, including calling 211-LA, texting, emailing, and submitting acts of hate via a website. Of course, victims are encouraged to call 911 for serious acts of hate that may be hate crimes.

Support victim resources. Establish a network of trusted community partner organizations that would be trained to receive reports and provide assistance and support to victims.

Data analysis drives priorities. Analyze and disseminate this information to better inform local and regional efforts to prevent and respond to acts of hate.
Build Community Capacity To Effectively Respond & Prevent Acts Of Hate

Help L.A. County communities' trusted agencies, County Departments, schools, County Office of Education, faith centers, labor unions, Chambers of Commerce, Tourism boards and other potential partners build their capacity to work with each other and government agencies to effectively and appropriately respond to acts of hate.

- Effective training on community capacity building strategies;
- Provide technical assistance on community hate prevention strategies, special event coordination assistance, information on the campaign’s goals and objectives;
- Linkages to agencies that provide specialized resources, such as legal assistance, victim services, civil remedies for hate acts, health or mental health services;
- Community forums to share best practices among agencies, County departments and other partners, as well as provide a virtual meeting place where partners can share lessons learned.
Unite Communities Against Hate

FY 2018-2019
• 10,000 Likes, Requests For Information On Online Sites
• 50,000 Incentives Distributed
• $500,000 Marketing Campaign Leveraged By Collaborative and Pro Bono Assistance

FY 2022-2023
• 100,000 Likes, Requests For Information, Assistance On Online Sites
• 1 million Incentives Distributed
• $1.5 Million Campaign Leveraged By Collaborative and Pro Bono Assistance
## Countywide System for Reporting Acts of Hate

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<th>FY 2018-19</th>
<th>FY 2022-2023</th>
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<td>• 20% Increase in Reporting Hate Acts Via 211-LA, etc.</td>
<td>• 100% Increase in Reporting Hate Acts over 2018-19</td>
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<td>• Data Analysis Drives Campaign Priorities</td>
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<tr>
<td>• Hate Victim Resources Are Enrolled Through Existing Collaborations, or 211’s LA-ROC</td>
<td>• Community Resources Are Linked to This Campaign – Increases Resources by 50% over 2018-19 Base Year</td>
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Build Community Capacity to Effectively Respond & Prevent Acts of Hate

FY 2018-2019
• 50 Special Events In Response To Hate Acts, or In Building Awareness
• 25 Changemaker Agencies Are Engaged As Campaign Partners
• Seed Money Doubled

FY 2022-2023
• 150 Annual Events Are Set
• 250 Changemaker Agencies Are Engaged As Campaign Partners
• Collaborative Fundraising Strategies Are Institutionalized
Campaign Timeline 2018-2023

**2018-19 Start Up**
- Obtain Seed Funding
- Hire Staff
- Identify Partner Agencies
- Recruit Victim Assistance, Marketing Partners
- Develop Marketing Campaign Materials

**2019-20 Year One**
- Orientation for partners staff on campaign goals
- Identify Special Events for Tech. Assistance
- Refine marketing campaign
- Coordinate 211-LA Resources, App, Link, In-Person Reports

**2020-21 Year Two**
- Engage partners in effective ways, begin collaborative resource development
- Build Special Events To Annual Events
- Continue marketing plan based on 211-LA, app, Link, paper reports data, and online Likes of website

**2021-22 Year Three**
- Engage partners in effective ways, collaborative resource development
- Build Annual Events
- Continue marketing plan based on 211-LA data, App, Link and online Likes of Website

**2022-23 Year Four**
- Institutionalize Partners Work, & collaborative resource development
- Celebrate Annual Events
- Continue marketing plan based on 211-LA, App, Link data, and website online Likes
Questions?
Terri Villa-McDowell,
Senior Human Relations Consultant, L.A.
County Human Relations Commission
TVillaMcDowell@wdacs.lacounty.gov
323-719-8891