



Irene Gomez-Bethke Papers.

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DRAFT 7/26/91

SUCCESS BY 6  
CULTURAL DIVERSITY COMMITTEE  
1991

Having been upgraded from subcommittee to committee, we will build on last year's:

- o Charge - to assist the Partners to become more knowledgeable about and sensitive to the cultural differences of their clients;
- o Goal - to promote cultural diversity in programs and services within the Partners group;
- o and our achievements:  
Successful Cultural Diversity Workshops and passing the bill that requires Cultural Dynamics training be part of the ongoing training options for child care providers by August 1, 1992.

Consequently, and in order to continue addressing the conflict and waste of human resources arising from lack of objective and constructive understanding among cultures and races within this society, the Committee's Mission for 1991-1992 is:

To develop and apply a model within Success by 6 of optimal interaction and interlearning among cultures and races.

Our philosophical premise is cultural complementarity, that is:

- o The belief that all cultures have shortcomings and different areas of excellence and that, therefore, they can complement each other in enriching each other and society and alleviating its problems.

Our goals within the Success by 6 model are:

- o To promote respect and cooperation among cultures and races through objective understanding.
- o To instill introspection in the Euro-American community and each community of color on limitations, potential, and responsibilities, and on the myth of skin color as detriment of value or achievement.
- o To generate a spirit of enthusiastic teamwork among races and cultures based on the force of cultural complementarity.

Our long-term goal is:

- o To convince other committees, agencies and United Way itself to apply and expand on the Success by 6 Cultural Diversity Committee Model.

Our objectives are:

- o To do an assessment, through statistics and other data, of the societal effects of intercultural and interracial conflict;
- o To link those effects to specific sources;
- o To identify models in which there is a good working relationship between the dominant and minority communities;
- o To demonstrate pragmatic application and relevance of the positive values of the communities of color, i.e. family and friendship cohesiveness, spirituality, emotional expression, forbearance;
- o To foster dialogue and teamwork between the Euro-American community and the communities of color;
- o To re-evaluate the appropriateness and limits of legislation and programs which address equality among the communities;
- o To develop a consensus among the main sectors of society and their leaders on the seriousness of the lack of intercultural cooperation as well as the importance of their support to the Success by 6 Cultural Diversity Committee Model.

Our strategy and Functions are:

- o To repeat and improve last year's workshops;
- o To improve legislation on training and education;
- o To expand children's mindsets on success, leadership, management, quality of life and productivity through cultural complementarity;
- o To promote use of respectful language and positive terminology in all areas of Success by 6 influence;
- o To disseminate our findings and proposals through a newsletter and various events.

Our subcommittees are:

1. Priorities - charged with keeping activities of the Cultural Diversity Committee in line with its Mission, Goals and Objectives and in coordination with other agencies and committees within United Way.
2. Statistics - charged with research on data related to intercultural and interracial relations, identification of its meaning and application to Cultural Diversity Committee's Mission;  
Also charged with measuring success of model;
3. Key People - charged with identifying and contacting leaders in the community that can bring about consensus on problems the Cultural Diversity Committee is addressing and support to its Model.
4. Communications and Events - charged with organizing workshops, other events and newsletter; also charged with Cultural Diversity Committee statements to other entities.

Meeting Minutes  
Cultural Diversity Committee  
July 8, 1991  
United Way  
3:00 p.m.

Members Present: Hector Garcia, Stacey York, Victoria Amaris, Mary Martin, Brockman Schumacher, Jacqui Smith, Paul Carrizales, Cleora Brown, Albert DeLeon  
Staff Present: Beverly Propes, Becky Perkins, Mary Madryga  
Guests: Karen Hall, Nora Gray

Hector Garcia, Chair, brought the meeting to order at 3:10 p.m. and introductions were made.

Hector asked for an update on subcommittee work. Stacey reported that Jacqui Smith requested that the priorities be completed before further work with Key People. Input from more than two people was needed to complete priorities, so Jacqui and Hector met with Stacey and Pilar to draft the priorities statement. A draft of the statement was distributed at the meeting.

Discussion on PRIORITIES:

- o Bev commented on the use of the term Euro-American. United Way has been trying to decide what term to use and this will give support for using Euro-American. Cultural Diversity Committee last year recommended using Caucasian.
- o Hector pointed out that the issue of terminology is controversial, and that it is commented on frequently. It is important that we, as a committee, are able to explain why we use these terms and that our decisions are not arbitrary. It wasn't minorities that began using labels and thinking of themselves as different.
- o Reference to multicultural committee - (on page 2 of Priorities) same as cultural diversity committee.
- o Priorities were developed in a logical sequence with the basic goal of what we are about. The idea is to apply the principles and to develop a model other agencies could use.
- o Brockman: Culture is a neutral term that doesn't have a lot of meaning. What are the effects? What do we mean by mainstream culture has deficits? What deficits? It is difficult to build and present a united front. Even within cultures there are differences. Can we say that we want to embrace the diversity that exists among ourselves?
- o Jacqui: Cultures can present a united front. We demonstrated that with the Vallenga experience. We had the same goal and we achieved it. It was a collaboration/coalition of people concerned with what was happening to their children.
- o Hector: Cultures can complement one another through diversity, and can enrich the mainstream reality.
- o It was suggested to combine C # 1 and 2.



- o Subcommittee will work on wording of C.1. Need to make it more holistic. To value diversity, we need to value Euro-American culture. There is a benefit to establishing dialogues and exchanges with other cultures.
- o Paul Carrizales: What is this group about? Is it pro-diversity? Does it deal with racism? If it deals with racism it needs to be more specific.
- o Hector: Can we begin using "Dynamics" as the name for the committee?
- o Albert: Need to also look at dealing with dialogues between minority cultures by 1992 or sooner. Hector suggested that the proposal is the first step to help minorities begin dialogues with each other.
- o Proposal needs a preface about what this committee is about.
- o It was suggested that it might be beneficial to have our committee meetings videotaped.

#### Discussion on KEY PEOPLE:

- o Bev reported on her second meeting with Sharon Sayles Belton. Sharon has agreed to host a breakfast in September for United Way Board members of color. She wants continued updates on committee business up to the meeting.

#### Discussion on STATISTICS:

- o Hector has been accumulating statistics on increasing crime, lack of cohesiveness in the family, etc. to validate proposal.

#### Proposal to Public Education:

Bev reported on the activities of the Prenatal Committee and the recommendation from them to develop culturally specific materials. She reported that plans are underway by the Success by 6 Public Education Committee to develop new parent tip cards this year. It was proposed to the committee to endorse a recommendation to the Success by 6 Public Education Committee that culturally specific materials be developed, perhaps translating materials (i.e. Tip Cards) into Lao, Hmong and/or Spanish.

#### Discussion:

- o What control would Cultural Diversity Committee have over the development of the materials? We could have input, but the Public Ed Committee will make the decisions.
- o Will minority artists be used? No new art work will be developed.
- o What will the content be? Do we have say in content? We can make recommendations.

There was a motion to endorse and the motion was seconded. One vote was noted in opposition to endorsement.

- o It was suggested that perhaps we need totally new models.
- o It was also suggested that we make the endorsement, adding our recommendations.

Update by GrayHall - Presented by Karen Gray and Nora Hall

Last year GrayHall audiotaped all four Cultural Diversity Workshops, created written transcripts of all workshops and did an evaluation summary.

Activities to Date:

Working on video footage for this year's workshops depicting family life and children's issues for each of the four cultures.

Samples of video footage presented to committee.

Meeting with GrayHall media team

GrayHall requested help from the committee in identifying specific issues to cover, help in finding agency experts to interview, help in finding events, resources, people to video.

Workshop Planning:

The committee is responsible for deciding what the content of the workshop will be.

- o Jacqui suggested - How medical system impacts the families - How women are treated prior to delivery and how babies are treated after - What effects this has on the male children - the role of the male and the father.
- o Hector suggested the Role of the Family - and that we can address how systems have been implemented to the disadvantage of people of color.
- o Hector suggested that a meeting be called of group leaders from each of the groups within 10 days to begin more in-depth planning.
- o Bev called on Hector, Jacqui and Albert to take leadership roles. It was noted that we need leadership in the Native American culture.
- o Albert suggested that there be co-leaders.

Priorities subcommittee will meet on Friday, July 12 at The City to finalize proposal for workshop development.

Meeting adjourned at 4:50 p.m.

# **S**UCCESS **B**Y **6**

Helping all children succeed for life.

**TO:** Cultural Diversity Committee Members  
**FROM:** Hector Garcia, Chair  
**DATE:** August 5, 1991  
**RE:** Next committee meeting

Enclosed are the minutes from our last meeting. Please mark your calendars for our next meeting.

**DATE:** Monday, September 9, 1991  
**TIME:** 3:00 - 4:30 p.m.  
**LOCATION:** United Way  
404 South 8th Street  
Scott/Carver Room

Also enclosed for your review is the updated draft of the committee work plan. We ask that you review this draft and send us your comments. Before the next meeting we will work to add a timeline to the activities listed. Our goal is to finalize this plan at our next meeting so it can be presented to the Success by 6 Management Committee for approval.

The agenda for the next meeting will include:

Workshop Planning Update  
Legislative Planning for 1992  
Finalize Work Plan

# **S**UCCESS **B**Y **6**

Helping all children succeed for life.

## MEMORANDUM

TO: Success by 6® Cultural Diversity Committee Members  
FROM: Hector Garcia, Chair  
DATE: June 17, 1991  
RE: Next Meeting

Enclosed are the minutes from the June 4, 1991 Cultural Diversity Committee meeting.

Please mark your calendars for the next meeting:

DATE: Monday, July 8, 1991  
TIME: 3:00 - 4:30 p.m.  
LOCATION: The City, Inc.  
1545 East Lake Street

If you are unable to attend, please call Becky Perkins, United Way staff, at 340-7597.



6/7/91

#### 1991 WORK PLAN FOR CULTURAL DIVERSITY COMMITTEE

- o Conduct in fall of 1991 a series of cultural diversity training sessions modeled after the 1990 sessions.
- o Continue directory development of cultural specific resources, agencies and key informants with orientation and focus on the dynamics of the Hispanic, African, Asian Pacific and Native American cultures.
- o Propose to the Success by 6 Legislative Committee a bill requiring cultural specific (Title: Cultural Dynamics) training for educators of young children.
- o Establish a pool of leadership advisors to the committee to assist in garnering the support for and increasing the awareness of the value of cultural diversity orientation and training in the successful development of children.

#### SUMMARY ACTION STRATEGIES 1991

- o Replicate
- o Preservation, legislation
- o Develop five cultural specific assistance teams
- o Develop and distribute cultural specific directory

Initiate strategy to work in partnership with Department of Human Services to assist in the design, development and implementation of cultural specific curriculum that fosters respect and appreciation of Hispanic, African, Asian Pacific, and Native Indian cultures.

Meeting Minutes  
Cultural Diversity Committee  
June 4, 1991  
MIWRC

**Members Present:** Hector Garcia, Paul Carrizales, Stacey York, Pilar Rodriguez, Jacqui Smith, Joanne Stately, Brockman Schumacher, Cleora Brown, Albert DeLeon.

**Staff Present:** Beverly Propes, Becky Perkins, Lisa Venable

Hector Garcia, Chair, brought the meeting to order at 3:10 p.m., and introductions were made. The minutes of the May 6 meeting were reviewed and approved as written.

Hector began with an overview for new committee members. He discussed the use of the term Cultural Diversity versus Cultural Complementarity, stating that diversity does not really express what is important and that complementarity indicates more clearly a positive interaction among cultures. More information on complementarity will be shared with the committee in the coming meetings, and our plans for next year should reflect the concept of complementarity. Hector also reviewed the last meeting, discussing the lack of understanding by Key People in the community as the reason for establishing the PRIORITIES, KEY PEOPLE, and VALIDATION subcommittees. He then asked for reports from each subcommittee on their activities to date.

KEY PEOPLE - Jacqui Smith reporting:

- o Bev Propes, Hector Garcia, and Jacqui Smith met with Sharon Sayles Belton for the first KEY PEOPLE meeting. Sharon was chosen first because of her strong advocacy for minority participation and minority children. The group asked Sharon to co-host a meeting of community leaders in September. She agreed to host the meetings if she is adequately prepared in advance by staff and committee to answer questions. Bev will meet with Sharon to prepare her for the meeting. Jacqui will continue to meet with KEY PEOPLE on an informal basis.
- o Hector made the point that we want to co-sponsor these meetings with KEY PEOPLE and not just have them be hosts.
- o Jacqui emphasized how important it is to raise awareness, and that we have a lot of work to do in this area.
- o Bev suggested that we prepare packets of information to share with the leaders at these meetings.

- o NEXT STEP: Develop a list of potential invitees to the meeting with Sharon Sayles Belton. Ask the people that know them or have contacts that know them to make the call, and work with them prior to the meeting to begin the education process.
- o Albert emphasized that we need to get our message out to the County Commissioner level.

PRIORITIES - Stacey York reporting:

- o Stacey asked for clarification on what the PRIORITIES subcommittee is charged to do. She understood that the subcommittee was to examine the barriers that exist in trying to get a curriculum in place, and to examine ways to have input into the design of the curriculum.
- o Hector suggested that the subcommittee look at the overall goal of our committee and to examine the context within which we are working; to look at the significance to society at large for the need for training, and to give the motivation for society to know who we are and what we are.
- o Stacey and Pilar will set up a meeting to work on priorities, and asked for other volunteers from the committee to join them.

VALIDATION - Hector Garcia reporting:

- o Hector has begun collecting information and data. He asked for other volunteers from the committee to help. Cleora Brown and Becky Perkins offered to work in this area. If interested in working on this subcommittee, contact Hector Garcia (646-1820).
- o Impact of information will be greater by having all the information written in one piece.
- o Bev announced that the United Way is trying to collect as much information as possible on diversity so we can work toward being a clearinghouse of information next year. Please share information that you receive with United Way.

LEGISLATIVE UPDATE - Lisa Venable reporting:

- o Cultural Dynamics training will be a requirement for licensing by August 1992.

- o Questions were raised:
  - How will curriculum be disseminated and implemented?
  - Why is DHS the curriculum developer?
  - What role can we play?
- o NEXT STEP: Lisa suggested we identify the players we need to talk to; let them know who we are and what we would like to see happen; and identify strategies. It was decided to pull together a group of committee members to work with DHS. Stacey York, Pilar Rodriguez, Albert DeLeon and Jacqui Smith volunteered. Lisa Venable will coordinate this effort (340-7653).

1991 TRAINING - Bev Propes reporting:

- o Albert suggested that it would be appropriate to translate some of our materials into other languages.
- o Bev presented the 1991 workplan and training schedule for review and approval. (see attached)
- o Workshops will be scheduled at Central Lutheran Church, beginning the last week in September and throughout October. Sessions will run from 8:00 a.m.-1:00 p.m., including breakfast and lunch. Approximately 2-3 hours of training will be included in the half-day session. Gray Hall will develop video images as a supplement to training.
- o We will begin working with focus groups in June to determine the content of the workshops. Help is needed from committee members to identify groups from each culture that we can work with. Gray Hall will then work with these focus groups to develop training content. Committee members are encouraged to attend focus group meetings and participate in the workshop planning. Role playing and other activities are appropriate to include in the training design.
- o We need particular help in reaching the Asian Pacific and Native American groups. If you can help in these areas please give Bev (340-7686) or Becky (340-7597) a call.

**NEXT MEETING: Monday, July 8, 1991**  
**The City**  
**1545 East Lake Street**  
**3:00 - 4:30 p.m.**

Meeting adjourned at 4:35 p.m.

MEMORANDUM

TO: Cultural Diversity Committee Members

FROM: Hector Garcia  
Chair, Cultural Diversity Committee

DATE: May 24, 1991

RE: Next Meeting

Enclosed are the minutes from the last Cultural Diversity Committee meeting.

Our next meeting is very important. We will begin discussion and planning for the 1991 workshop sessions. Please mark your calendars and plan to attend.

**DATE:** Tuesday, June 4  
**TIME:** 3:00 - 4:30  
**LOCATION:** Minnesota Indian Women's Resource Center  
2110 Nicollet Avenue  
(Main Floor)

If you are unable to attend, please contact Becky Perkins at 340-7597 (United Way).



**Meeting Minutes  
Cultural Diversity Committee  
May 6, 1991, 3:00 p.m.  
Head Start**

Members Present: Hector Garcia, Judith Baker, Irene Gomez Bethke, Pilar Rodriguez, Geri Evans, Stacey York, Jacqui Smith, Diana Larson, Cleora Brown.  
Staff Present: Beverly Propes, Becky Perkins

Hector Garcia, Chair, brought the meeting to order at 3:20 p.m. and introductions were made. Hector and Bev then gave a brief review of the United Way Board of Directors meeting where Hector was introduced to the Board by Mayor Fraser.

Minutes of the April 2 meeting were reviewed and amended as follows:

"Discussion involved possible terms to use to describe training. Committee voted on Dynamics and will recommend three possibilities:

Cultural Dynamics Training  
Cultural Dynamics Responsiveness Training  
Cultural Dynamics Awareness Training

Minutes were then approved as amended.

**LEGISLATIVE UPDATE:**

- o Cultural Dynamics Training for Child Care Workers (HF654) has passed the House.
- o Wording on bill has been substantially changed. Geri Evans would like a copy of the bill sent to all committee members to note new wording.
- o Issues Remain:
  - Outstate Representatives feel this is not an issue for their constituencies
  - Cost of training
  - Turf protection - DHS

How do we make community aware of need for training?

- o Geri Evans has map which shows ethnic populations of school age children by county. Copy will be given to United Way for distribution to committee members.
- o St. Paul Technical College is developing Multi-Cultural program for Child Care Workers. Barriers still exist in recruiting teachers for curriculum - Teaching credentials are required. Currently, experience does not qualify. Committee agreed that this needs to be challenged.

Hector Garcia called for the Committee to focus on a goal and develop a strategy. We can't be divided away from our goal by extreme positions. He suggested that we identify our PRIORITIES, and then develop the VALIDATION necessary to make our priorities important to KEY PEOPLE.

Priorities must be clear and specific. We need to look at KEY PEOPLE both within United Way and externally.

KEY PEOPLE identified at meeting include: United Way Board and Staff, Dr. Renier, Mayor Fraser, Sharon Sayles Belton, Sandra Hillary, Jackie Cherryhomes, Bill Wilson, Richard Jefferson, Carlos Mariani, State Minority Councils, Peter McLaughlin, Mark Andrews, Diane Ahrens, St. Paul (city and county reps).

Subcommittees/Study Groups were formed to address the above.

PRIORITIES - Stacey York, Pilar Rodriguez  
KEY PEOPLE - Jacqui Smith, Irene Gomez Bethke  
VALIDATION - Hector Garcia

The Committee asked staff to draft a letter to the key people to enlist their support initially. Included with the letter should be a packet of information.

#### **1991 TRAINING**

It was agreed that we would replicate the Cultural Diversity Workshops in 1991. We will request Central Lutheran Church again for the location of the workshops. A half-day session, including a continental breakfast and cultural lunch, will be conducted for each of the four cultures. Gray Hall is producing 5-7 minute video images that will be available for use in each training session.

Bev asked the committee to begin thinking about the content for the sessions this year. An example might be to take a value from your culture that has meaning in all cultures i.e. breast feeding.

Jacqui Smith mentioned the role of males in culture and family, and the issue of the weakening of the family structure, how bonding takes place, and the breaking of negative stereotypes as a possible theme for training.

**NEXT MEETING: TUESDAY, JUNE 4**  
**Minnesota Indian Women's Resource Center**  
**2110 Nicollet - Main Floor to the right of the**  
**stairs in the Group Room**  
**3:00 - 4:30 p.m.**

Meeting adjourned at 4:40 p.m.

MEMORANDUM

TO: Success by 6 Cultural Diversity Committee  
FROM: Lisa Venable, Legislative Liasion  
DATE: 5-23-91  
RE: Cultural Dynamics legislation

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The legislative session is finally over and our bill on cultural dynamics awaits the Governor's signature. Thanks to all who helped with working on the bill as well as calls and letters to legislators. Your dedication to this issue has paid off!!

The act is enclosed but it basically says that cultural dynamics training must be part of the ongoing training options for child care providers by August 1, 1992. Cultural dynamics training will be a requirement for providers once a statewide curriculum is developed. We will need to push the Department of Human Services on a deadline for this as well as help them determine a sufficient curriculum.

I would appreciate it if each of you would write a short thank-you note to the two authors of the bill, Senator Skip Finn and Representative Richard Jefferson. Both worked hard at securing the bill's passage and we need to thank them for their efforts.

Addresses:

Senator Harold "Skip" Finn  
P.O. Box 955  
Cass Lake, MN 56633

Representative Richard Jefferson  
MN House of Representatives  
577 State Office Bldg.  
St. Paul, MN 55155

Again, thank you for your help in getting the bill passed and I will be in touch with you on future action necessary to make this legislative act a success.



## AN ACT

### NOTE

This is the final version  
of the bill that will be  
transmitted to the governor's  
desk. Check House Index Department  
for updated status (296-6646)

1

2 relating to human services; requiring training of  
3 child care providers to include training in cultural  
4 dynamics; amending Minnesota Statutes 1990, section  
5 245A.14, by adding a subdivision.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 1990, section 245A.14, is  
8 amended by adding a subdivision to read:

9 Subd. 7. [CULTURAL DYNAMICS TRAINING FOR CHILD CARE  
10 PROVIDERS.] (a) The ongoing training required of licensed child  
11 care centers and group and family child care providers shall  
12 include training in the cultural dynamics of childhood  
13 development and child care as an option.

14 (b) The cultural dynamics training must include, but not be  
15 limited to, the following: awareness of the value and dignity  
16 of different cultures and how different cultures complement each  
17 other; awareness of the emotional, physical, and mental needs of  
18 children and families of different cultures; knowledge of  
19 current and traditional roles of women and men in different  
20 cultures, communities, and family environments; and awareness of  
21 the diversity of child rearing practices and parenting  
22 traditions.

23 (c) The commissioner shall amend current rules relating to  
24 the initial training of the licensed providers included in  
25 paragraph (a) to require cultural dynamics training upon

- 1 determining that sufficient curriculum is developed statewide.
- 2       Sec. 2. [EFFECTIVE DATE.]
- 3       Section 1, subdivision 7, paragraph (a), is effective
- 4 August 1, 1992.





## Prologue

The Americas were rich in cultural diversity long before the arrival of the first Europeans. American cultures were reflected, by then, in more than two hundred language families, evolved through centuries of migration, intermingling, and the building and changing of traditions. In the relatively short time since the first Europeans arrived, explorers, immigrants, and slaves have brought new cultures from virtually all corners of the world, each facing the inevitable challenges of preserving the old traditions, values, and identities while adapting to the new.

Over the last three centuries, the United States has developed ethical and legal commitments to cultural diversity - a bold venture to guarantee individual rights in a multicultural and multiracial society, to develop a bond of unity within the richness of diversity. That venture is bold because cultural interaction and change brings tensions, and it is the challenge of public policy makers and educators to channel those tensions toward creative and positive results, towards unity with diversity.

## A Minnesota Manifesto

Minnesota's colleges and universities have accepted special roles and responsibilities in fostering diversity in our society. We are dedicated to the search for knowledge and the rights of every individual in our learning communities to pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual orientation, or physical ability.

Representing all sectors of higher education in Minnesota, we publicly declare our intentions:

- to continue the development of multicultural learning communities that will not tolerate acts of harassment and intolerance;

- to establish, communicate, and enforce standards of behavior for student, staff, and faculty that uphold our academic values and our legal obligations; and

- to promote the acceptance and respect for individuals in an atmosphere of caring for others.

# AFRICAN AMERICAN *Cultural Diversity Workshop*



## A G E N D A

This workshop features locally recognized African American community members. The goals are to present an overview of the African American culture focusing on trends, issues and cultural values affecting children and families and to enhance linkages among community cultural groups.

**Tuesday, September 25, 1990**

**Central Lutheran Church's  
Fellowship Hall**

333 12th Street South  
Minneapolis



### MORNING SESSION

- 8:00-8:30 Registration  
8:30-8:45 Welcome and Introduction  
**Geri Evans**, Chair of Cultural Diversity Committee  
**Bev Propes**, Director of Community Initiatives, United Way  
8:45-10:30 Trends and Issues Affecting African Americans  
Panelists:  
**Lester Collins**, State Council, "African American Roots in MN"  
**Joyce Lynum Flournoy**, Early Childhood Family Education, "Our Children Today"  
**Dr. Harvey Linder**, Pilot City, "Emotional Fallouts from Racism"  
10:30-10:40 Break  
10:40-11:30 Participatory Exercise  
Moderator: **Ron Bell**, Hennepin County  
11:30-12:30 Lunch featuring African American cuisine  
Story Telling: **Maddie Clark**  
Guest Speaker: **Dr. Geri Carter**, Executive Director, Survival Skills Institute, "Unique Ways of Raising African American Children"

### AFTERNOON SESSION

- 12:30-2:00 Government & Legislation: Effects on the African American Family  
Panelists:  
**Helsi Edwards**, The City, "Dynamics & Legislation"  
**Jean Webb**, Hennepin County and  
**Mary Walker**, Institute for Black Chemical Abuse, "Effects of Implementing Legislation"  
Discussion  
2:00-2:10 Break  
2:10-3:50 Cultural Diversity and Children: the Specifics  
Panelists:  
**Hazel Tanner**, Phillips TLC, "Access to Human Services"  
**Judy Baker**, Head Start, "Getting Ready for School"  
**Margie Clay**, Turning Point, "Appropriate Programming"  
3:50-4:00 Wrap-up and Evaluation

This agenda may be slightly modified before the workshop.

*The workshop is one of four, one-day events on cultural diversity with an emphasis on families and children sponsored by United Way's Success by 6. For more information, call 340-7597.*



# Spanish Speaking Cultural Club, Inc.

## HISTORY OF THE SPANISH SPEAKING CULTURAL CLUB, INC.

### HISTORY

The Spanish Speaking Cultural Club was organized in July 1971 in St. Paul, Minnesota, to meet the cultural, educational, and social needs of the Spanish-speaking community.

The Spanish Speaking Cultural Club was incorporated on July 13, 1971, as a non-profit organization. From its inception the Spanish Speaking Cultural Club has endeavored to assist individuals in the community- the community being wherever the Spanish-speaking are located.

### PHILOSOPHY

The philosophy of this organization is described by one of our pledges:

"I pledge allegiance to my people, who enrich this country and my way of life; to our language and culture, which strengthens my identity and to our common goals and aspirations, which bring us unity."





# Spanish Speaking Cultural Club, Inc.

## HISTORY OF THE SPANISH SPEAKING CULTURAL CLUB, INC.

### HISTORIA

El Spanish Speaking Cultural Club Inc. se organizó en julio de 1971 en la ciudad de St. Paul, Minnesota con el objetivo principal de promover las tradiciones culturales, educativas, y sociales de la comunidad Hispana.

El "Spanish Speaking Cultural Club" se incorporó como una organización benéfica y cultural el 13 de julio de 1971. Desde su inicio, este club se ha dedicado a servir como una entidad de apoyo social, intelectual e ideológico a la comunidad Hispana.

### FILOSOFIA

La filosofía de esta organización se describe en una de nuestras declaraciones:

"Juro fidelidad a nuestro pueblo que enriquece este país y nuestra vida; a nuestro idioma y cultura, que fortalece nuestra identidad y a nuestros ideales y aspiraciones que nos une."



## OBJECTIVES

1. To create an atmosphere of opportunity for our people to freely express pride in their particular heritage, culture, and race.
2. To preserve and promote the use of the Spanish language.
3. To secure and protect for all citizens and their families, regardless of race, color, or creed, the rights and privilege vested in them by the Constitution and By-Laws of our Country.
4. To promote unity among people and be of service to our community, state and nation.
5. To foster and encourage the training and education of all citizens, irrespective of economic station, in order that a true democracy may exist among all our citizens.
6. To encourage our young men and women to pursue the rewards and blessings of higher education.

# OBJECTIVOS

1. Crear una atmósfera de oportunidad para que los Hispanos expresen con orgullo su herencia cultural y de raza.
2. Asegurar y proteger los derechos y privilegios otorgados por la Constitución y Leyes de nuestro País a todos los ciudadanos y sus familias sin diferencias de religión, color y raza.
3. Preservar y promover el uso del idioma Español.
4. Promover la unidad de la comunidad Hispana y el servicio a nuestra ciudad, estado, y país.
5. Promover y estimular el entrenamiento y la educación de todos los ciudadanos para construir una sociedad libre y democrática.
6. Estimular a la juventud hacia el estudio para alcanzar la perfección y la recompensa de una vida mejor para ellos y sus hijos.

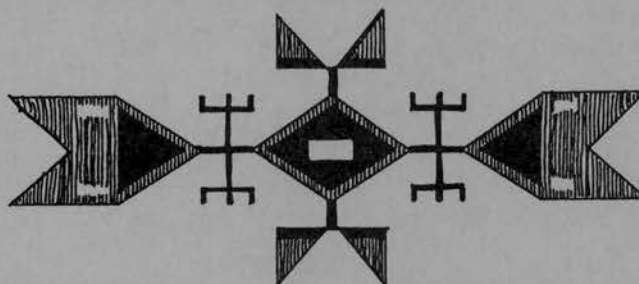
# NATIVE AMERICAN *Cultural Diversity Workshop*



## A G E N D A

This workshop features locally recognized Native American community members. The goals are to present an overview of Native American cultures focusing on trends, issues and cultural values affecting children and families and to enhance linkages among community cultural groups.

**Friday, October 19, 1990**  
**Central Lutheran Church's  
Fellowship Hall**  
333 12th Street South  
Minneapolis



### MORNING SESSION

- 8:00-8:30 Registration
- 8:30-8:45 Welcome and Introduction  
Prayer Offering: Drums and Songs, **Larry Long**,  
MN Indian Women's Resource Center  
**Geri Evans**, Chair of Cultural Diversity  
Committee
- 8:45-10:30 Trends and Issues Affecting Native Americans  
**Roger Head**, MN Indian Affairs Council,  
"An Overview of National and Minnesota  
Trends"  
Panel: Geographic and Cultural Differences  
Moderator: **Phyllis White Shield**, MN Indian  
Women's Resource Center (MIWRC)  
**Jim & Jessie Clark**, Ojibway Elders, "Languages"  
**Bob Gough**, MN Historical Society, "Tribal  
Histories"  
**Robert Desjarlait**, Artist, "Ojibway Characteris-  
tics and Differences"  
Discussion
- 10:30-10:40 Break
- 10:40-11:30 Participatory Exercise  
Kinship Activity - **Phyllis White Shield**  
Follow-up Discussion
- 11:30-12:30 Lunch Featuring Native American Feast  
Spiritual Offering: **Jim Clark**  
Children's Songs: **Larry Long**  
Exhibits

### AFTERNOON SESSION

- 12:30-2:00 Cultural Diversity and Family Issues  
Panelists:  
**Phyllis White Shield**, MIWRC,  
"Importance of Kinship"  
**Priscilla Buffalohead**, Augsburg  
College, "Conflicts and Problems  
as Results of Changes"  
Discussion
- 2:00-2:10 Break
- 2:10-3:50 Cultural Diversity and Children:  
the Specifics  
Panelists:  
**Priscilla Buffalohead**, Augsburg  
College, "Parenting Beliefs,  
Practices and Styles"  
**Bob Gough**, MN Historical Society,  
"How Our Ways Conflict with  
Government, Education, and  
Human Services Systems"  
Discussion
- 3:50-4:00 Wrap-up and Evaluation: **Cindy  
Kelley**, Greater Minneapolis Day  
Care Association

This workshop is conducted in collaboration with MN Indian Women's Resource Center.

This agenda may be slightly modified before the workshop.

*The workshop is one of four, one-day events on cultural diversity with an emphasis on families and children sponsored by United Way's Success by 6. For more information, call 340-7597.*

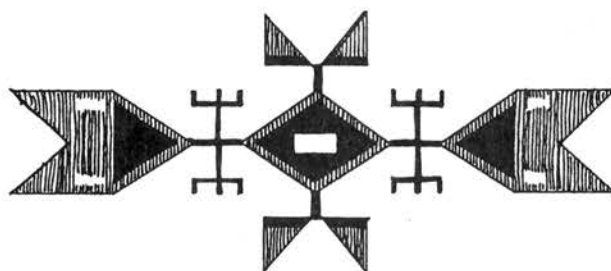
# UNITED WAY'S SUCCESS BY 6 PRESENTS **4 Cultural Diversity Workshops**

United Way's Success by 6 Cultural Diversity Committee presents four one-day workshops. These workshops focus on the cultural perspectives and value systems of four cultural groups: African American, Asian Pacific, Hispanic and Native American. The primary intended audiences are members of Success by 6 committees and professional/management people in education, health and human services. Parents are also invited to attend. Child care services will be reimbursed.

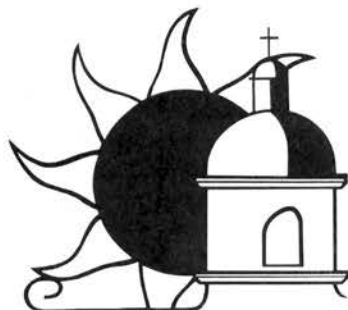
An overview of each primary cultural group will be presented during a day-long workshop. The workshops will feature Twin Cities experts sharing historical and current cultural perspectives that will enable service providers to work better with people from various cultures.

## MARK THESE DATES ON YOUR CALENDAR

**AFRICAN  
AMERICAN**  
TUESDAY,  
SEPTEMBER 25



**NATIVE AMERICAN**  
FRIDAY, OCTOBER 19



**HISPANIC**  
FRIDAY,  
OCTOBER 26



**ASIAN PACIFIC**  
FRIDAY, NOVEMBER 9

The four workshops will be held in Central Lutheran Church's Fellowship Hall, 333 12th Street South, Minneapolis. Free parking is available.

While people may attend one or more presentations, attendance at all four is encouraged. The cost is \$15 for food and materials per workshop. You may enroll more than one person from your organization. Attendance will be limited to the first 150 people who register.

To attend, return the enclosed registration card. Details about the African American workshop are attached; information on the other three will be mailed later. For additional information, call 340-7597.

Artwork shown is a sampling of the African American, Asian Pacific, Native American and Hispanic cultures.



**CALL 340-7597**



1/17/91

## UNITED WAY'S SUCCESS BY 6

### CULTURAL DIVERSITY WORKSHOPS EVALUATION\*

#### EXECUTIVE SUMMARY

The purpose of the Cultural Diversity Workshops was two-fold: 1) to present an overview of four diverse cultures - African American, Native American Indian, Hispanic and Asian Pacific focusing on trends, issues, and cultural values affecting children and families and 2) to enhance linkages among community cultural groups.

Each cultural group presented a full day workshop that included individual speakers, representative panels, cultural sharing of food and art along with interaction with the audience.

Attendance for the four sessions totaled 741 individuals, including presentors, staff and committee members. Attendance ranged from 177 (Hispanic Workshop) to 191 (Native American Indian Workshop). The workshop evaluation survey was completed by 47% of the participants. The majority of participants were from human service occupations (e.g. program coordinators, women's advocates) with significant representation by health care professionals, governmental service employees and educators.

Most evaluation survey respondents indicated they had little previous knowledge regarding Hispanic, Native American Indian, and Asian Pacific cultures and some knowledge of African American culture.

#### FINDINGS

Each workshop evaluation asked respondents to agree or disagree with statements designed to indicate that the workshop provided participants with (a) new information, (b) valuable information, (c) enough practical information for use, (d) information applicable to their needs and (e) opportunities for linkages with specific cultural communities.

In total, the majority of respondents reported that the workshops met their needs. Of the respondents, 98.6% stated that the workshops provided new information; 96% rated the information as valuable; 75.4% found material being applicable to their needs; while 75.1% stated that the workshop provided opportunities for linkages. the workshop provided practical information as reported by 66.1% of the respondents.



Across the four workshops, respondents rated **new information** and **valuable information** the highest. The practical usage, applicability and community linkage varied from workshop to workshop (see below).

**Percentage of respondents agreeing to statements by workshop**

	A new	B valuable	C practical	D applicable	E linkage
Afr.Am.	91.4	84.8	53.3	65.9	80.4
Nat.Am.	95.7	94.8	71.0	80.0	65.2
Hisp.	92.8	95.6	62.5	76.0	80.0
Asian	93.3	96.7	80.0	80.3	75.1
<b>Total</b>	<b>97.4</b>	<b>91.6</b>	<b>66.1</b>	<b>75.4</b>	<b>75.1</b>

Respondents strongly indicated their interest in learning more about different cultures and sharing what they had learned with their colleagues. Of the respondents, 96.1% wish to be notified of all future offerings; 97.6% stated that they intend to share workshop information with peers; 96.5% would recommend the workshops to friends; and 95.7% believe that the workshops were worth the time and expense. There were no significant differences in the responses regarding the individual workshops (e.g. African American) in comparison with the total response. (see below)

**Percentage of respondents agreeing to statements by workshop**

	future offering	share info	recommend	worthwhile
Afr.Am.	94.2	96.4	95.2	95.2
Nat.Am.	98.1	98.1	95.4	93.6
Hisp.	93.4	96.8	96.7	96.5
Asian	98.1	100	100	100
<b>Total</b>	<b>96.1</b>	<b>97.7</b>	<b>96.5</b>	<b>95.7</b>

**EMERGING ISSUES**

A persistent theme that ran through the four workshop evaluations was that participants felt the information helped them with their individual consciousness raising but had difficulty in translating the information into every day usage. This may explain the relatively lower ratings regarding information being practical and applicable. Additional training on how to do this is needed. Many respondents who appear by their written comments to be of

European descent were uncomfortable with the anger, hostility and other feelings they felt being projected by various speakers in discussing their topics. Trainings to process these feelings as they arise as well as training regarding the effects of racism on all members of society is necessary.

Respondents wished for greater representation of speakers in the Native American Indian (e.g. elders and Minnesota/local Native American Indians) and the Hispanic workshops (e.g. Cuban and Central American representatives). The workshop committee was aware of the complexity of attempting to represent any one culture by a set of presentors and struggled with this issue somewhat successfully. Future training will need to be sensitive to the needs to be inclusive in cultural representation.

The following are specific requests for additional trainings:

African - American:

- o the role of African American churches in understanding other ethnic groups
- o White - African interactions
- o biracial children and families
- o the "African American perspective" on public policy

Native American Indian:

- o how Native American Indians families deal with crime, domestic abuse
- o Native American Indian extended family networks
- o heads of household in Native American Indian families
- o Native American Indians and chemical abuse
- o urban Native American Indian youth
- o tribal differences
- o effects of child welfare practices on native American Indian families

Hispanic:

- o how to work with people who are in this country illegally
- o developing culturally specific services (e.g. prenatal, mental health and elderly services)
- o more specifics on how to work with Hispanic families

Asian Pacific:

- o how to approach and work with families in ways that are culturally respectful
- o where to find interpreters
- o single mothers and their children in the Southeast Asian community
- o chemical use and Asian youth

\* Based on workshop evaluations completed by Gray/Hall

# HOUSE RESEARCH

## Bill Summary

H. F.

774

S.F.

**SUBJECT:**

Ombudspersons for children of color

**AUTHORS:**

Vellenga, Jefferson, Mariani, Garcia, Stanius

**COMMITTEE:**

Judiciary

**ANALYST:**

Maureen Bellis, 296-5044

**DATE:** March 18, 1991

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**Section 1. Protection of Heritage or Background.** Amends a section of the child welfare statutes requiring that child placing agencies follow the placement preference set forth in the juvenile code, to require that there be a 30-day review after an Indian child is placed with a non-Indian family.

**Sec. 2.** Establishes an independent ombudsperson's office within the Indian Affairs Council, the Spanish-Speaking Affairs Council, the Council on Black Minnesotans, the Council on Asian-Pacific Minnesotans. One ombudsperson will be selected by each of these groups and will serve after approval by the advisory board established under section 11. The ombudspersons shall have authority to investigate all agencies and programs providing protection or placement services to children from families of color.

**Sec. 3. Definitions.**

**Subdivision 1. Scope.** Specifies that the definitions apply to sections 257.076 to 257.0768.

**Subd. 2.** Agency is any of the divisions, officials, or employees of the state or local departments of human services or health and local district courts, who are engaged in providing child protection or placement services for children. The term also includes any person or group contracting with these entities.

**Subd. 3.** Communities of color are the American Indian, Hispanic-Latino, Asian-Pacific, African and African-American communities.

**Subd. 4.** Compadrazgo is a kinship institution within the Hispanic-Latino community.

**Subd. 5.** Family of color is any family with a child of color, that is, a child who is of American-Indian, Hispanic-Latino, Asian-Pacific, African or African-American descent.

**Subd. 6.** Facility is any day or residential program licensed by the commissioner of human services. It includes family foster care.

**Subd. 7.** Trusted adult is defined as an individual recognized by the child's parents or community as speaking on behalf of the child's best interests.

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**Sec. 4. Organization of the office of ombudsperson.** Authorizes the ombudsperson for each group to select and employ staff and to delegate most duties to staff.

**Sec. 5. Duties and powers.**

**Subdivision 1. Duties.** Specifies that each ombudsperson shall monitor agency compliance with the following laws governing child welfare, as these laws impact on children from families of color:

256F.07, subd. 3a: grants for minority family services

256F.08: permanency planning grants for minority children

257.072: procedures for child welfare services for minority children

257.075: grants for support services for out-of-home placement for minority children

257.35 to 257.3579: Minnesota Indian Family Preservation Act

260.181, subd. 3: Juvenile Code: protection of racial, ethnic, religious heritage

Further provides that each ombudsperson shall work with local courts to ensure that personnel are trained to understand and represent the interests of children from families of color.

**Subd. 2. Powers.** Specifies that each ombudsperson will have the power to prescribe procedures; determine the scope of investigations; investigate the actions of any agency; request and receive information from agencies; examine agency records; subpoena agency personnel and records; compel testimony and evidence from non-agency personnel under procedures developed by the board.

**Sec. 6. Matters appropriate for review.** Specifies matters that the ombudspersons should give particular attention to: matters contrary to law or rule; actions which are unreasonable, unfair, or inconsistent with agency policy; actions which might result in abuse or neglect of a child; actions which disregard the rights of children or are inadequately explained. Requires the ombudsperson to avoid duplicating the efforts of other agencies.

**Sec. 7. Complaints.** Specifies that an ombudsperson may receive a complaint from any source; that the ombudsperson is to report the results of complaints taken; that no retaliation may be taken against the child or complainant.

**Sec. 8. Recommendations to agency.** Specifies the range of recommendations to be made by the ombudsperson to the agency on complaints of merit.

**Sec. 9. Recommendations and public reports.**

**Subdivision 1. Specific reports.** Authorizes the ombudsperson to report directly to the governor and the four councils on any matters reviewed. The affected agency must be informed before any public reports are issued and must be given an opportunity for response.



**Subd. 2. General reports.** Requires the ombudsperson to make a year-end report to the governor.

**Sec. 10. Civil actions.** Provides immunity from civil actions for the ombudsperson, so long as the ombudsperson acted in good faith, within his authority, and did not engage in reckless or willful misconduct.

**Sec. 11. Ombudspersons advisory committee.**

**Subdivision 1. Membership.** The appointment of each ombudsperson is subject to approval of an advisory committee (board) of no more than 17 members appointed by the four councils.

**Subd. 2. Compensation; chair.** Members receive no compensation but are reimbursed for expenses. Four rotating chairs are designated annually.

**Subd. 3. Meetings.** The committee is to meet at least four times per year at the request of the chairs or an ombudsperson.

**Subd. 4. Duties of the committee.** The committee shall advise the ombudspersons in selecting matters for review; in developing procedures; in making reports and recommendations.

**Subd. 5. Term of office, removal and vacancies.** Section 15.0575 governs the term of office of advisory committee members, including removal from office and the filling of vacancies.

**Sec. 12. Agency notice.** Specifies that the notice procedures of the Indian Child Welfare Act apply whenever a court places an Indian child out of home for a misdemeanor-level delinquent act.



SUCCESS BY 6 LEGISLATIVE AGENDA  
1991 SESSION

4/24/91

AGENDA ITEM	BILL NAME/# AUTHOR	STATUS OF BILL
<u>1. TOP PRIORITY</u>		
a. Way to Grow	Governor's Budget Amendment to Omnibus Education Bill	House: \$950,000 Senate: \$0
b. Cultural Dynamics in Child Care	HF 654 (Jefferson) SF 990 (Finn)	Passed out of House Passed out of Senate Committee
c. Legislative Commission on Children	HF 9 (A. Johnson) SF 116 (Traub)	House: Passed out of Education as part of education omnibus bill. (\$100,000) Senate: No Provision
d. Special Needs Child Care	HF 1180 (K. Nelson) SF 960 (Traub)	No funding
e. Sliding Fee Child Care for Children w/Disabilities	HF 653 (Lourey) SF 727 (Hottinger)	Difficulty with Federal Law
<u>2. ASSISTING OTHER GROUPS</u>		
a. Preschool Screening	Governor's budget/ Amendment to remove barriers	House: \$3 million; mandatory for all pre-kindergartners Senate: \$3.9 million; not mandatory
b. Child Care	HF 458 (Clark) SF 475 (Piper)	In House Appropriations In Senate Finance
c. Child Care Licensing/ Handicap Accessibility	HF 671 (Lynch) SF 631 (D. Benson)	Passed out of House Passed out of committee in Senate.
<u>3. ENDORSE OTHERS</u>		
a. Office for Children	No such proposal at this time	Much discussion around a Dept. of Children and Families in Senate.
b. Early Childhood Family Education (ECFE)	Governor's budget increase	\$4+ million increase in both House and Senate

## SENSITIZING SERVICE PROVIDERS TO CULTURAL DIFFERENCES

### Curriculum Outline Proposal

United Way's **Success By Six** sponsored a series of four Cultural Diversity Workshops in fall 1990 focusing on Asian/Pacific American, African American, Hispanic American and Native American Indian cultures.

Each day-long workshop emphasized the cultural dimensions of social service for families and children. Special attention was given to challenges families experience from the pre-natal stage until children enter school at age six.

The outline below, developed from the workshops' content, summarizes essential components for any course of study that is designed to sensitize service providers to the needs of Asian/Pacific, African, Hispanic and Native American Indian families.

At the point of implementation, separate curricula should be developed to reflect fundamental differences in each culture and culturally-specific units should be taught as distinct entities. This outline, however, combines elements from all four cultures in an effort to present information in a concise manner.

#### I. SERVICE PROVIDER BEHAVIORS AND ATTITUDES (PERSONAL BIAS)

- A. Explore Attitudes toward the past and present, i.e., stereotypes, misinformation about people who are different.
- B. Develop commitment to the value, worth and dignity of every culture.
- C. Learn self-confrontation regarding attitudes and values, i.e., how to challenge myths and superstitions about people who are different.
- D. Develop sensitivity to the emotional as well as the physical and mental needs of children and families.
- E. Learn to develop and use a network of culturally-specific community agencies and individuals.
- F. Become aware of inter-cultural diversity, e.g., Southeast Asian populations (Cambodian, Lao, Vietnamese, Hmong).

#### II. PROFESSIONAL COMPETENCE & KNOWLEDGE OF SERVICE PROVIDER

- A. Know children and families have similar needs but different ethnic/racial groups develop culture differences.
- B. Understand the current and traditional roles of women and men in different cultures, communities and family environments.
- C. Know culturally-specific child rearing/parenting and nurturing traditions.
- D. Understand geographic and tribal differences.

Prepared for United Way  
by GrayHall

-OVER-

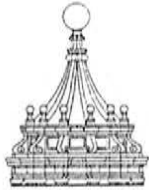
III. SERVICE PROVIDER'S KNOWLEDGE OF HISTORY, LAWS & LINKS TO CURRENT CONDITIONS

- A. Understand behavior patterns that may result from living with prejudice, discrimination, limitation, restriction, segregation and interference with the exercise of inalienable human and civil rights.
- B. Learn about Important events in history and sensitivity to the injustices of the past and present, includes: slavery, the failure of Reconstruction, segregation, the Civil Rights Movement, reservation conditions, culturally-specific health conditions, tribal histories/forms of government, mass relocation programs, U.S. laws and government regulation re: Native American Indians, Asian/Pacific, African, Hispanic Americans; Chinese Revolution, Korean Independence, traditional value systems, cultural patterns, treaties, massacres, migrant life, Spanish American history, U.S. customs and affect on various populations, culturally-specific holiday/religious/spiritual observations/celebrations, intra-racial/social class differences, language differences/bilingualism, urban/rural differences, culturally-specific identity issues re: straddling two or more cultures, migrant adjustment challenges, etc.
- C. Understand controversies surrounding child protection legislation as it relates to Asian/Pacific American, African American, Hispanic American and Native American Indian families.
- D. Understand the implications of Minnesota demographics and trends.

IV. SERVICE AGENCY POLICIES, PRACTICES, PROCEDURES

- A. Understand how agency policies, practices, procedures can be revised to address the problems arising from foster care and institutional placements of Asian/Pacific American, African American, Hispanic American and Native American Indian children.
- B. Understand how agencies can eliminate barriers to Asian/Pacific Americans, African Americans, Hispanic Americans and Native American Indians accessing health care and other social services.

Prepared for United Way  
by GrayHall



# Session Weekly

Minnesota House of Representatives • May 3, 1991 • Volume 8, Number 17





assistance would include trying to get help from conservation or law enforcement officers, or medical personnel.

The House approved an amendment which offers civil immunity for witnesses who investigate and aid the victim — provided it's not done in a reckless manner.

The amendment, in effect, provides the same immunity that is offered to people who offer help at an emergency scene under the state's "Good Samaritan Law."

Under that law, any person must render reasonable assistance at the scene of an emergency. Failure to do so is a petty misdemeanor.

A shooting incident last fall prompted Rep. Don Ostrom (DFL-St. Peter) to sponsor the new legislation. A rural Nicollet girl was accidentally shot by hunters who fled the scene.

Under HF922, the maximum penalty for failing to investigate the extent of injuries would be two years in prison and a \$4,000 fine for the person who discharged the firearm.

Penalties for a witness who doesn't offer assistance would be up to a year in jail and a \$3,000 fine.

## Data privacy changes

The data practices omnibus bill (HF693) was given final approval in the House April 29 on a 131-0 vote. The measure now moves to the Senate.

Provisions in the proposal would allow the media access to traffic accident data involving juveniles. Current law has conflicting chapters relating to different law enforcement agencies' right to release this information.

Another provision in the bill would grant medical examiners and coroners easier access to health-related records, including psychiatric records, to help in making a determination of cause of death.

In addition, the measure would protect information about events held at publicly owned and operated convention facilities. Data concerning rental terms, types of events, and participants in those events would be classified as nonpublic.

And the sharing of private data between local human services agencies and family court services agencies' investigations of sexual or physical abuse

or neglect would be allowed in some cases under the proposal. (*Session Weekly*, April 5, 1991)

## Affirmative action

A measure that would amend the laws governing police and fire civil service commissions — to allow an increase of the number of women and minorities certified as job finalists — won final approval on the House floor April 25 on a 129-2 vote.

The bill (HF1201) is aimed at improving Minnesota cities' chance of meeting affirmative action goals, says Rep. Dave Bishop (IR-Rochester), who authors the measure. Currently, local civil service commissions are only allowed to certify three candidates for final consideration when a job opening exists.

"I'm seeking legislative approval to allow the city to certify up to two eligible candidates from each protected group in which a disparity exists," says Bishop.

The proposal would only apply when a woman or other minority is not already on the list of the top three applicants. Bishop says added candidates would be chosen only from the lists of people who have passed the necessary examinations.

"Entire police forces consist mostly, if not all, of white men," he says. "The intent is to maintain each of the current qualification standards. It simply enlarges the number of qualified candidates certified for hiring."

HF1201 now goes to the Senate.



## Environment

### Hunting licenses

Your birth date could make the difference in how you get a hunting license if a measure awaiting the governor's signature becomes law.

SF729, formerly HF935, was approved by the House April 29 on a 127-4 vote.

The proposal sponsored by Rep. Tom Pugh (DFL-South St. Paul) would prohibit anyone born after Dec. 31, 1979, from obtaining a firearm hunting license unless they meet certain requirements.

The bill would require hunters to have a firearms safety certificate or an equivalent certificate from the Department of

Natural Resources (DNR) before a license could be issued.

Licenses would also be granted if a person has had a previous hunting license or if they can show evidence that they've completed a hunting safety course recognized by the DNR.

The bill, however, would exempt active duty military personnel from the requirement — provided they have successfully completed basic training.



## Culture

### Cultural diversity

Two proposals that address the issues of cultural diversity and sensitivity were given final approval by the House April 29.

The first (HF654) would require child care providers to receive cultural sensitivity training as part of the ongoing education required to maintain licensure.

The measure, sponsored by Rep. Richard Jefferson (DFL-Mpls), would require licensed child care centers, as well as group and family providers, to receive training on the emotional, physical, and mental needs of children and families of different cultures.

It would also require providers to receive training on diverse child rearing practices and parenting traditions, as well as information about the traditional roles women and men play in different cultures.

The Department of Human Services would be required to incorporate the information into its child care provider curriculum. HF654 was approved on a 130-2 vote.

The second proposal, sponsored by Rep. Carlos Mariani (DFL-St. Paul), would require the state's four public college systems to prepare a report on cultural diversity initiatives on each campus.

The report would have to include each campus' plans to achieve those goals and would list steps being taken to focus on the value of multi-culturalism.

The Higher Education Coordinating Board would be required to submit the reports to the Legislature's education committees by February 1992. HF1475 was approved on a 132-0 vote.

Both bills were sent to the Senate.



# ASIAN PACIFIC Cultural Diversity Workshop



## A G E N D A

This workshop features locally recognized Asian Pacific community members. The goals are to present an overview of Asian Pacific cultures focusing on trends, issues and cultural values affecting children and families and to enhance linkages among community cultural groups.

Friday, November 9, 1990  
Central Lutheran Church's Fellowship Hall  
333 12th Street South, Minneapolis



### MORNING SESSION

- 8:00-8:30 Registration
- 8:30-8:45 Welcome and Introduction  
Gerl Evans, Chair of Cultural Diversity Committee  
Visual Sampling of Life in Asian Countries
- 8:45-10:50 Trends and Issues Affecting Asian Pacific Communities  
Dr. Albert deLeon, Council of Asian Pacific Minnesotans, "Overview of National and Minnesota Trends"  
Qui Dam, Refugee and Immigrant Assistance Division, DHS, "Focus on Southeast Asians"  
Panel: Four Key Southeast Asian Cultures  
Moderator: Pastor Sunthi Paul Chooklat-sirichai, SEA Ministry of No. Minneapolis  
Renee Pan, Cambodian Children's Education Fund, "Cambodian Community"  
Yang See, Yang See Associates, "Hmong Community"  
Bounleng Phommavanh, Federation of Lao Associations, "Lao Community"  
Cung Tien, Vietnamese Cultural Association, "Vietnamese Community"  
Discussion
- 10:50-11:00 Break
- 11:00-11:30 Role Playing and Participatory Exercise (Gerl Evans and Pastor Sunthi Paul Chooklat-sirichai)
- 11:30-12:30 Lunch Featuring a Selection of Asian Pacific Cuisine  
Cultural Sharing: Different Ways of Carrying a Baby and Using a Scarf; Wearing of Traditional Dress and Jewelry. Ly Vang, Advancement of Hmong Women, Banlang Phommavanh, Minneapolis Schools.

### AFTERNOON SESSION

- 12:30-1:50 Cultural Diversity and Families  
Moderator: Hoang Tran, Center for Asian Pacific Islanders  
Panelists:  
Hanh Huy Phan, Mankato State University, "Family Structure and Dynamics—Conflicts as Results of Changes"  
Steven Te, Cambodian American Association, "Parents and Children's Relationships in the New Environment"  
Banlang Phommavanh, Minneapolis Schools, "Asian Parents and American Teachers Relationships"  
Mao Her Thao, Ramsey Co. Nursing Services, "Health Issues for Southeast Asian Families."  
Discussion
- 1:50-2:00 Break
- 2:00-3:50 Cultural Diversity and Children: the Specifics  
Moderator: Tong Vang, Community University Health Care Center  
Panelists:  
A Xiong, Advancement of Hmong Women, "Conflict in Raising Children"  
Neal Thao, Ramsey Co. Human Services, "Challenges Facing Asian Families with Young Children"  
Ngo T. Pham, Unaccompanied Minors Programs, LSS, "Discipline Within an Asian Family: Traditions and Adjustments"  
Renee Pan, Cambodian Children's Education Fund, "Early Education: What/How Asian Parents Teach Their Young Children"  
Discussion
- 3:50-4:00 Wrap-up and Evaluation: Cindy Kelley, GMDCA

This agenda may be slightly modified before the workshop.

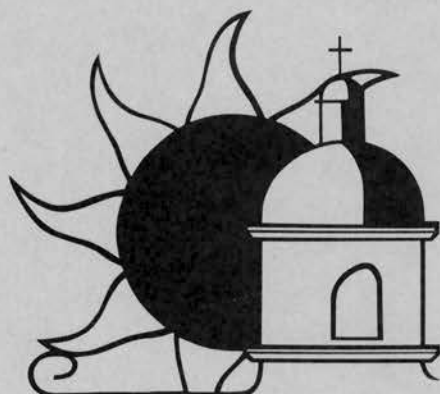
The workshop is one of four, one-day events on cultural diversity with an emphasis on families and children sponsored by United Way's Success by 6. For more information, call 340-7597.

# HISPANIC

## *Cultural Diversity Workshop*



### A G E N D A



This workshop features locally recognized Hispanic community members. The goals are to present an overview of Hispanic cultures focusing on trends, issues and cultural values affecting children and families and to enhance linkages among community cultural groups.

**Friday, October 26, 1990**

**Central Lutheran Church's Fellowship Hall**

**333 12th Street South  
Minneapolis**

#### MORNING SESSION

- 8:00-8:30 Registration  
8:30-8:45 Welcome and Introduction  
**Geri Evans**, Chair of Cultural Diversity Committee  
**Hector Garcia**, President, Minnesota Latin American Initiative (MLAI)  
**Maria Velasco**, Poet: Poetry Reading  
8:45-10:30 Trends and Issues Affecting Hispanics  
**Raul DeAnda**, Spanish Speaking Affairs Council, "An Overview and Assessment of National and Minnesota Trends"  
Panelists:  
**Jose Trejo**, MINMEX Systems, "Diversity within and Similarities among the Groups"  
**Alfredo Gonzales**, Centro Cultural Chicano/ St. Paul Public Schools, "Geographic and Cultural Differences"  
**Irene Gomez-Bethke**, Instituto de Arte y Cultura, "Roles of the Hispanic Woman"  
Discussion  
10:30-10:40 Break  
10:40-11:30 Participatory Exercise - **Lupe Serrano**, Chicanos Latinos Unidos En Servicio (CLUES)  
11:30-12:30 Lunch Featuring a Selection of Latin American Food  
Cultural Sharing: **Leo and Kathy Lara**, Instituto de Arte y Cultura, "Folkloric Music of Central and South Americas"

#### AFTERNOON SESSION

- 12:30-1:50 Cultural Diversity and Families  
Panelists:  
**Hector Garcia**, MLAI, "Kinship System - Role of Family Members in Conflict Resolution"  
**Beatriz Luciano**, Casa de Esperanza, "Hispanic Family Systems Within the Mainstream Culture"  
**Ricardo Flores**, Hispanos En Minnesota, "Intergenerational Conflicts"  
Discussion  
1:50-2:00 Break  
2:00-3:50 Cultural Diversity and Children: the Specifics  
Moderator: **Ana Carrion-Lara**  
Panelists:  
**Maria Cruz Ruben**, Community University Health Care Center, "Child Rearing/Nurturing Traditions - Clashes with the Current System"  
**Ramon Almelda**, Head Start for Hispanic Children  
**Ana L. Ateca**, Centro Cultural Chicano, "Model of a Hispanic Early Childhood Program"  
Discussion  
3:50-4:00 Wrap-up and Evaluation: **Mary Butler**, Junior League

This agenda may be slightly modified before the workshop.

*The workshop is one of four, one-day events on cultural diversity with an emphasis on families and children sponsored by United Way's Success by 6. For more information, call 340-7597.*

## Success by 6

**1993 LEGISLATIVE AGENDA  
FINAL BILL STATUS**

**A. Top Priority/Leadership**

<b>Agenda Item</b>	<b>Final Status</b>	<b>What This Means</b>
Way to Grow	\$950,000 for 2 years (no increase)	<ul style="list-style-type: none"> <li>Continues 5 existing programs.</li> </ul>
Learning Readiness	\$19 million for 2 years (\$11 million increase)	<ul style="list-style-type: none"> <li>Continues as entitlement funding to school districts to serve children age 3 1/2 (or younger if a district chooses to).</li> <li>Districts are to contract out whenever possible and are encouraged to use funds for home visitors, family resource centers and child care.</li> </ul>
Cultural Diversity of Teachers ("Teachers of Color Program")	\$600,000 Total (\$150,000 for early childhood or parent education)	<ul style="list-style-type: none"> <li>Recruits and retains people of color into teaching both early childhood and K-12.</li> <li>Grants to school districts with growing minority populations in collaboration with a college. (RFP through the Department of Education.)</li> </ul>
Legislative Commission on Children, Youth, and Families	\$130,000 for 2 years	<ul style="list-style-type: none"> <li>Staff commission to ensure appropriate policy coordination of legislation and study a variety of issues.</li> </ul>
Collaboratives for Children (added item)	\$8.5 million for 2 years	<ul style="list-style-type: none"> <li>Establishes local "family services" and "community based" collaboratives to provide integrated services to young children and their families. Family collaboratives require that a collaborative include at a minimum one school district, one county, and one public health entity. Community-based collaboratives may include schools, counties, businesses, parents, private and nonprofit providers, child care providers, culturally specific agencies, foundations, transportation providers and others. Members of a collaborative must pool their funds and provide integrated services. Provides planning and implementation grants through the MN Planning Department.</li> </ul>
Inmate Study (added item)	\$25,000	<ul style="list-style-type: none"> <li>Department of Corrections to do a survey of inmates on their childhood experiences to help develop crime prevention strategies.</li> </ul>



## B. Support Other Groups

Agenda Item	Final Status	What This Means
Lead Poisoning	\$550,000 (\$400,000 Swab Teams, \$150,000 to Health Department for implementation screening, etc.)	<ul style="list-style-type: none"> <li>Supports a broad based, cost effective, comprehensive lead poisoning prevention program. Program features include primary prevention, instruction on lead control techniques and a report to the Legislature and Governor every two years.</li> </ul>
Head Start (support expansion of suburban Hennepin sites)	\$6 million increase statewide	<ul style="list-style-type: none"> <li>Provides for approximately 850 more children to be served by Head Start. Also, all existing programs are held harmless at their current funding levels. Suburbs should continue to be supported.</li> </ul>
WIC	\$4.2 million increase	<ul style="list-style-type: none"> <li>Will serve approximately 2,000 - 3,000 more children.</li> </ul>
Child Care Sliding Fee	\$3.5 million increase	<ul style="list-style-type: none"> <li>Will serve approximately 100 families less due to cost of care increasing \$500 per family over next 2 years. (Needed more just to stay even.)</li> </ul>
Volunteer Physicians Surcharge	Passed	<ul style="list-style-type: none"> <li>Federal waiver will be sought to exempt from the \$400 surcharge physicians who are retired, providing free care, unemployed, unable to practice due to illness or disability, or on a one-year leave of absence.</li> </ul>

\* If you need further information on any of these items, please call Lisa Venable at the United Way, (612) 340-7653.