



Anti-Racist Community Engagement
Digital Companion

<https://compact.org/anti-racist-ce>

Engage San Francisco Literacy: Anti-Racist Approaches to Place-Based
Work

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Curriculum: Engage San Francisco Literacy Program Cultural Humility Curriculum

[Curriculum commences on the next page.]



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ESF Literacy Program Cultural Humility Curriculum

Note: This curriculum is highly specific to working in the Western Addition/Fillmore District Community in San Francisco, California. We recommend reviewing the referenced resources and replacing the place-based components with information relevant to the community you work with.

Time Commitment

Students will participate in six 1.5 hour “team meetings” and spend an additional 1-3 hours per week completing independent work in preparation for these meetings.

Objectives

Students will evaluate their role in the Western Addition (WA) community and identify how they can enact the Leo T. McCarthy Center (LTMC) values and practice cultural humility by employing antiracism, empathy, and love in their work as tutors.

Course Learning Outcomes

1. Students will **identify** how to enact the LTMC values and mission values in their work as literacy tutors
2. Students will **evaluate** the history of oppression in the Western Addition as it relates to the current state of the community
3. Students will **identify** antiracist practices to enact in their work
4. Student will **identify** how to enter the community in a culturally humble manner
5. Student will **create** an actionable definition of empathy to employ in their work with children
6. Students will **identify** how they can employ love as an act of social justice



Modules

1. Introduction to the LTMC Values and Mission

Preparation:

- Read the [LTMC values and mission](#)

Meeting Content:

- Review and discuss LTMC values and missions

Module 1 Learning Outcomes:

- Evaluate the LTMC values and consider about their purpose
- Connect LTMC values and missions to their personal goals as a tutor
- Identify how to enact the LTMC values into their everyday work

2. History of the Western Addition

Preparation:

- Read Duncan-Andrade, J. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. *Harvard Educational Review*, 79(2).
- *Optional:* Watch [Last Black Man in San Francisco Movie](#)

Meeting Content:

- Lecture and discussion on the History of the Western Addition 1860-present day

Module 2 Learning Outcomes:

- Identify historical instances of discrimination that have occurred in the WA
- Recognize the impacts of urban renewal on the Black residents
- Connect the historical removal of Black residents to San Francisco's current housing crisis
- Analyze the current educational disparities in SFUSD within the historical context of the WA

3. Antiracism

Preparation:

- Read Desmond, M. (2019, August 14). In order to understand the brutality of American capitalism, you have to start on the plantation. *New York Times*. www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism
- Watch: [Ibram X. Kendi: The difference between being "not racist" and antiracist](#) (ONLY 00:00-15:35)
- Read Cann, C. N., & McCloskey, E. (2015). The poverty pimpin' project: How whiteness profits from black and brown bodies in community service programs. *Race Ethnicity and Education*, 20(1), 72–86. <https://doi.org/10.1080/13613324.2015.1096769>



- Read [LTMC Antiracist Statement](#)
- Complete Written Reflection Questions: (100-250 words per question)
 1. History of the Western Addition: Knowing the history of the Western Addition community and the ways in which capital-driven actions have oppressed Black communities, how do you feel about the current state of the Western Addition and what do you see as our role in the community?
 2. Poverty Pimpin': How do you feel when you enter the Western Addition, or interact with children from the Western Addition? Do you see any similarities in our practices and the practices of the tutors in the study?
 3. Ibram Kendi: not racist or antiracist: How can we employ antiracist actions in our work? How can admitting our racism help us to reduce our harm in the Western Addition community? Ibram Kendi says that there is either something wrong with people or something wrong with policy... How can we use what we've learned from the NYT article and the Western Addition History to build our antiracist ideologies and push back on oppressive history and policies?
 4. LTMC Anti Racism Statement: Given that this is a living document and we are always learning and growing, how do we live up to this statement and where do we fall short? What can you do specifically to ensure this statement is put into action within the literacy program?

Meeting Content:

- Lecture on Anti Racism: definitions and application
- Review and discuss worksheet questions

Module 3 Learning Outcomes:

- Identify antiracist practices that can be enacted as a tutor
- Define racism, antiracism, and non-racism evaluating the active and passive differences
- Recognize that the academic disparities in the WA are the result of inequitable policies rather than inadequate people
- Deconstruct white savior-hood and identify personal white savior tendencies

4. Cultural Humility

Preparation:

- Watch: [Chavez, V. \(2012\). Cultural Humility: People, Principles and Practices.](#)
- Watch [Chimamanda Ngozi Adichie Ted Talk: Danger of a Single Story](#)
- Complete Written Reflection Questions: (100-250 words per question)
 - Write 3 ways that cultural humility differs from cultural competence



- How do you feel about not knowing? Do you think you can be comfortable with not knowing?
- What does lifelong learning and critical self reflection mean to you?
- Why might simply having an interest in other cultures or wanting to learn about other cultures not necessarily be a culturally humble pursuit?
- How does Chimamanda Ngozi Adichie's *The Danger of a Single Story* relate to cultural humility?

Meeting Content:

- Review and discuss worksheet questions
- Watch Citizen's Film (2017). [Virgo's](#)
- Watch Citizen's Film (2017). [The New Buchanan Mall](#)
- Reflect on previous assumptions about the community

Module 4 Learning Outcomes:

- Define cultural humility and identify how it differs from cultural competence
- Evaluate your comfortability with "not knowing"
- Identify what lifelong learning and critical self reflection means to you personally
- Explain how you will enter the WA in a culturally humble manner

5. Empathy

Preparation:

- Watch [Paul Parkin Ted Talk](#): Reimagining Empathy: The Transformative Nature of Empathy
- Watch [The Importance of Empathy](#)
- Watch [Realizing Empathy](#)
- Watch [Brene Brown on Empathy](#)
- Watch [Empathy vs Sympathy](#)
- Complete Written Reflection Questions:
 - How would *you* define empathy?
 - How is empathy key to cultural humility?
 - How is empathy important to being an antiracist?
 - How do you plan on using empathy in your work as a tutor?

Meeting Content:

- Review and discuss worksheet questions
- Empathetic Listening Discussion:
 - Watch [Being a Good Listener](#)
 - Watch [6 Tips](#)
 - Watch [Inside Out](#)
 - Watch [Everybody Loves Raymond](#)

Module 5 Learning Outcomes:



- Create a personal definition of empathy
- Recognize that empathy is a skill not a feeling
- Differentiate between empathy and sympathy
- Connect the skill of empathy to the practice of antiracism
- Identify how you will use empathy in your work as a tutor

6. Love and Social Justice

Preparation:

- Read hooks, b. (1999) Living by a Love Ethic. In *All About Love: New Visions*. William Morrow Paperbacks.
- Complete Written Reflection Questions: (100-250 words per question)
 1. “Embracing a love ethic means that we utilize all the dimensions of love-“care, commitment, trust, responsibility, respect, and knowledge”-in our everyday lives. We can successfully do this only by cultivating awareness. Being aware enables us to critically examine our actions to see what is needed so that we can give care, be responsible, show respect, and indicate a willingness to learn” (hooks, p.94).
 - Specifically, in what ways do you embrace a love ethic in your work in the Western Addition? How do you give care, be respectful, be responsible, and/or indicate a willingness to learn?
 2. Cornel West says, “Justice is what love looks like in public.” What does that mean to you?
 3. How can love be an act of social justice? How does love fit into cultural humility and antiracism?
 4. Now, what does love mean to you?

Meeting Content:

- Review and discuss worksheet questions
- Share words of affirmations for team members, community, & site leaders

Module 6 Learning Outcomes:

- Define love broadly
- Explain how love can be an act of social justice
- Explain the impact of love on social justice
- Identify how you can embrace a love ethic in you work with the WA



Engage San Francisco Literacy Antiracist Tutor Competencies

Rating Scale:

- 5) Excellent
- 4) Good
- 3) Satisfactory
- 2) Insufficient
- 1) Unacceptable
- N/A) Unable to make an assessment/Not applicable

Antiracist practices and understanding of role

(It is possible that you will not have enough information to accurately answer this question, in that case please select N/A)

The tutor understands and enacts their role as a capacity builder within a larger community-led movement for educational equity in the Western Addition. Meaning, they understand that their primary role as a tutor is to support site staff, by taking on some of the staff's work responsibilities, so that the staff can dedicate their time to higher level tasks and achieve the organization's goals more easily. The tutor recognizes the potential pre-existing power dynamics (related to race, gender, class etc.) between themselves, the child, and the staff, and actively works to mitigate and deconstruct any imbalances. The tutor practices critical self reflection and exhibits an openness to learn. The tutor recognizes the capabilities of the student(s) and invests in their talents regardless of their race.

Awareness of Systemic Racism

(It is possible that you will not have enough information to accurately answer this question, in that case please select N/A)

The tutor honors the Western Addition's community wisdom, and continually seeks to deepen their understanding of how systemic racism (including anti-Black racism) has impacted San Francisco education and educational access for people of color broadly. The tutor understands antiracist ideas, recognizing that racist policies are the cause of racial inequities.

Partner Feedback Examples:

- "Gracie provides great support & nurtures students regardless of their race."
- "Joanna has asked questions about situations that they have seen happening with my Black students and then asked me why (as a Black woman) do I think it is occurring. She is always open to learning."
- "Elliott does a great job of noticing students' strengths and using their strengths to build student agency and independence. Elliott always treats all of the students with the utmost respect for their interests, their culture, and their lives. He uses the information he gathers to make strong and deep connections with students. He also opens up and shares about his life with students."
- "Sara is very in tune with the culture of the Western Addition and supports its values and growth."



Facilitating an Evaluation 1:1

The purpose of this meeting is to provide tutors with praise and meaningful feedback from community partners and program managers on skills and behaviors that might otherwise go undiscussed. This is also an opportunity to hold tutors accountable to program expectations and commitments to the community.

What you need to have on hand:

- Community Partner Evaluation of Tutor
- Program Manager Evaluation of Tutor

Check in - How are you doing? How was the semester?
Notes:

Share with tutors the Evaluation structure:

- They are evaluated by program staff/teachers on their communication and their work on site
- They are evaluated by the Program Manager, Graduate Interns, and Student Sit Leaders on their communication and completion of ESF tasks
- Each competency is scored on a scale of 1-5: 1) Unacceptable, 2) Insufficient, 3) Satisfactory, 4) Good, 5) Excellent, and N/A) Unable to make an assessment/Not applicable
 - 4's and 5's are great scores. 5's are meant to be awarded to those who go above and beyond.
 - 3's are in need of improvement
 - 1's and 2's have failed to meet the standards of ESF and need to improve

Review each evaluation and take notes

- Tell them how they scored on each competency and translate any relevant notes (If the review is harsh, please do not read word for word, translate the material in a constructive way).
- For constructive feedback, please write on the check in form "I shared with X tutor that they will need to improve XX"

- After each evaluation ask if the tutor has any questions, concerns, or feedback

Partner Evaluation Key Points
Notes:
Tutor comments on Partner Evaluation
Notes:

Program Manager Evaluation Key Points
Notes:
Tutor comments on Program Manager Evaluation
Notes:



Intro

- 1) Welcomes the interviewee(s)
- 2) Each interviewer introduce themselves
 - a) Name, pronouns, title, site, favorite thing about ESF Literacy, fun facts about them
- 3) Describe the program
- 4) Gives an overview of a day of work
- 5) Begins the interview

Interview Questions

1. Tell us about yourself: What do you do for fun? Where are you from? Why did you pick USF?

Values and Intentions

2. (Interviewer gives an example of their own values) What values inform your life and work?
3. What does social justice mean to you and how do you engage with social justice work?
4. (Interviewer gives an example of how they manage their own access to educational and financial resources) How do you reflect on your own access to opportunities and resources that have enabled your successes?
5. (Interviewer describes the community and the program's relationship to the community) How will you come into this community with a mindset of humility rather than saviorhood?

Do you have any questions for us?