Faces of Change:
Addressing Diversity in Our Schools

Guilford Education Alliance
SPRING 2010

Letter from the Guilford Education Alliance

The mission of Guilford Education Alliance is to support and advocate for quality education so that everyone can achieve his/her academic potential. This means supporting an education experience that provides opportunity for *every child* to be successful. What a challenge this can be!

The 2010 U.S. Census will provide a "formal" accounting of our county community and tell us what we observe on our streets, in our stores, and in our schools: Guilford County has a very diverse population. Consequently, our school district is challenged to educate children representative of over 142 different cultural/ethnic groups and speaking 150 languages/dialects in their homes. This diversity provides opportunity for students in our schools to have a genuine perspective on being a citizen in the 21st century world, with emphasis on being a global citizen. This is in addition to the challenges of numbers of children born with developmental disabilities and the challenges inherent in economic disparity and its resulting impact on the achievement gap among groups of children.

The purpose of this report is to lift up these challenges and the opportunity we have as citizens in this very diverse community to support our public schools providing our students' academic success.

Historically, comparing racial and socioeconomic diversity between Caucasian students and African-American students defined "diversity" in our schools. In today's world and within our schools, this definition has changed greatly. We have the continuing challenges of historical race/class prejudice combined with the added infusion of students from across the globe whose families have chosen re-settlement because of war, lack of economic success or other disaster.

Our immigrant/refugee student population comes from a wide range of backgrounds and experiences; many are non-English speaking and many are illiterate or have parents who are. Most have experienced trauma, whether from living in war-torn native lands or the trauma of leaving all that is familiar to come to a new country.

As a community we have a responsibility and obligation to educate all of our children, no matter their family income, developmental disability or native language.

Walking into one of our suburban elementary schools or one of our traditional high schools, visitors are struck by the many different faces smiling back—children with all shades of skin and color of hair, children with round and oval eyes, children whose lives represent varied experiences in order to have the privilege of an education. The smiles tell the story of dreams, hope and promise. We have the responsibility to make dreams come true.

At the Doris Henderson Newcomers School 2010 International Celebration, students representing 50 nations stand on the stage, each holding a banner representative of his or her native country's flag, and sing in unison:

"Love sees no color, no race, no religion;
We are the same as the rays of the sun.
Love sees no color, no race, no religion;
Only through love can we live as one."

This is our challenge.

Sincerely,

ANN BUSBY
Chair, Board of Directors

MARGARET BOURDEAUX ARBUCKLE
Executive Director

Introduction

Over the past decade, Guilford County Schools (GCS) has grown by nearly 10,000 students—that's the equivalent of more than 350 additional classrooms across the district. Equally important to the overall growth in enrollment, the students filling GCS classrooms today represent a more diverse mix than 10 years ago. Our schools have significantly more Asian, Hispanic and multi-racial students, more students from low-income households, more students learning English as a new language, more students from other countries. The face of our schools has changed—the question that remains is whether we, as a community and as a school system, are responding to this change as an obstacle or an opportunity.

This report examines the range of challenges that come with greater diversity in our schools, from academic concerns to parental involvement to health and social issues. These challenges are not unique to Guilford County Schools, but they are real concerns that require attention. The report also offers a variety of opportunities and best practices taking place in our schools and

in our diverse community. Although we cannot offer all the answers or quick solutions, we hope this information can provide a starting point for further conversation and positive action.

In the words of urban sociologist Dr. Pedro Noguera, a New York University professor:

Instead of responding to rising diversity with fear and insecurity, we can treat our diversity as an asset and devise ways of responding to it which enable our society to reap benefits from our pluralism. For this to happen there must be a significant shift in the perspective taken on the growth in diversity, and educators must play leading roles in bringing this shift about. Schools will undoubtedly continue to serve as the initial meeting place for different cultures, and it will be very important that educators find ways to make those encounters positive experiences for children, parents and teachers.[1]

We are a stronger community because of our differences. Our diversity drives our economy and our democracy. But we must recognize the challenges and work together to ensure success for all in our schools and our county.

Defining Diversity

Before we can begin a discussion of the challenges and opportunities that come with a more diverse student population, we must first outline what we mean by the term "diversity." At its most basic level, the word simply means difference, whether in terms of religion, politics or geography. But in the context of public education systems, the word takes on specific significance in terms of race, ethnicity, socio-economic status, home language, special needs and other categories. The Center for Research on Education, Diversity & Excellence (CREDE) defines diversity in its focus "on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty."[2]

For the purposes of this report, we will consider the following student demographic categories:

- Racial and ethnic minorities (generally, African-American, Hispanic, Asian, American Indian and multi-racial students)
- Economically disadvantaged students, including students who are homeless (generally identified by free and reduced-price lunch status)
- English language learners, including refugee and immigrant students
- Exceptional children (generally, students receiving special education services)
- Gay, lesbian, bisexual and transgender students

History of Diversity in Guilford County[3]

Decades before the 1960 Woolworth sit-in brought national attention to issues of race in Guilford County, area residents represented a range of cultures, races and ethnicities. Early diversity was mainly religious, from German Lutherans, Quakers, Scotch Irish Presbyterian and West African slaves in the 1750s to Irish Catholics in the 1850s and a growing Jewish community in the early 1900s. In the 1950s, North Carolina farms shifted to migrant labor, bringing Latino and Caribbean people to the state.

After 1960, West African nations began sending students to North Carolina Agricultural & Technical State University (N.C. A&T), leading to the establishment of Ghanaian, Nigerian, Liberian and Sierra Leonian communities. At the same time, urban job migration brought

thousands of Lumbee and other American Indians to the area. In the 1970s and 1980s, Guilford County saw an influx of Southeast Asian refugees as the faith community partnered with other groups to sponsor refugee families, helping create Vietnamese, Cambodian, Laotian and Montagnard communities. In the 1990s, additional refugee resettlement agencies established offices in Greensboro, expanding to include communities from African and smaller European countries. The 2000 Census recognized North Carolina as the state with the fastest-growing Hispanic population in the nation, marking a significant demographic shift in the state and in Guilford County.

Immigrant Populations[4]

UNC-Greensboro's Center for New North Carolinians has studied the immigrant populations that it serves, identifying more than 60,000 people in Guilford County who live in immigrant families or families that speak a language other than English at home. In the refugee and immigrant communities that have settled in Guilford County within the last few decades, these new North Carolinians represent mostly first and second generation residents plus a few who are now in their third generation.

Since 2003, the population of most immigrant and refugee communities has stayed the same or increased steadily. The Hispanic/Latino population has continued to grow as a result of new arrivals and children born in North Carolina. The populations of Middle Eastern and African immigrants has grown slightly, but at a slower rate than in the past as stricter immigration policies have limited legal documentation and family reunification. In 2010, Guilford County expects to receive almost 325 refugees, including people from refugee camps in Afghanistan, Bhutan, Burma, Burundi, Congo, Cuba, Iran, Iraq, Liberia, Somalia, Sudan and Vietnam.[5]

Guilford County's growth in the Latino community mirrors the rest of the state, but the county's increased diversity from other immigrant communities makes the population unique. The following countries and ethnic groups have a presence in Guilford County:

- **Asia:** Vietnam (~4,000 since 1979); Highlands of Vietnam (known as the Montagnards; ~ 5,000, the largest community outside of Vietnam);

Cambodia (~500 since 1980); Laos (~1,000 since mid-80s); Highlands of Laos (~300; mostly Hmong, with some Khmu); Korea (~2,000); India (~2,000); Pakistan (~600); China (ethnic Chinese in the thousands); Palestine/Israel (~1,500 since 1970s).

- **Africa:** Nearly 15,000 people from many of the 54 African nations live in Guilford County, but no official population numbers are available because the census categorizes them as African-American or Black. About 10 percent are refugees. Countries include: Nigeria (~3,500, including third generations); Ghana (~450 long-term residents); Sierra Leon (~800, but decreasing); Sudan (~2,700, many within this decade); Niger (~3,000 in recent years; newest and fastest growing African group); Somalia (~400 in recent years, including Benadir and Bantu refugees); Liberia (~1,200, including long-term and recent arrivals); Senegal, Cameroon, Ivory Coast, Togo, Burkinafaso and Mali (~700 from French-speaking West Africa); Congo, Rwanda, Zambia, Uganda, Kenya, Burundi and other Central African countries (~700); Ethiopia (~300); Morocco, Egypt, Algeria and Tunisia (~600 from North Africa, recently doubled due to an influx of Moroccans).

- **Eastern Europe and the former Soviet Union:** Bosnia, Serbia and Croatia (2,000 since 1994); Russia (~250, mostly Jewish); Albania and Kosovo (~200).

- **The Caribbean and Latin America:** Cuba (~300 since 1980s); Caribbean (~250 from various island nations, including ~20 Haitian refugees); Hispanic/Latino (largest and fastest-growing immigrant group)

Profile of Diversity in Schools

As the population of the county has evolved, student enrollment in GCS has become increasingly diverse over the past decade. The percentage of Hispanic, Asian and multi-racial students has grown while the percentage of white students has steadily declined. The percentage of Limited English Proficient (LEP) and economically disadvantaged (FRL) students has increased over the same period. Currently, there are also 1,355 homeless students (as of March 2010) attending GCS schools. The percentage of students identified as Exceptional Children (EC), receiving special education services, has declined slightly over the past decade. See Appendix A for a listing of demographics by school.

Student Enrollment by Demographic Group for Guilford County Schools[6]

Group	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total enrollment	62,691	63,722	64,698	65,884	67,136	68,797	70,380	71,396	71,525	71,502
Asian	3.3%	4.0%	4.3%	4.3%	4.4%	4.5%	4.8%	5.1%	5.3%	5.5%
Am. Indian	0.7%	0.7%	0.7%	0.7%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%
Multi-racial	2.5%	2.8%	3.1%	3.3%	3.7%	4.0%	4.3%	4.6%	5.0%	5.3%
Black	39.8%	40.0%	40.2%	40.3%	40.7%	40.8%	40.9%	40.9%	40.8%	40.4%
Hispanic	3.3%	4.0%	4.6%	5.3%	6.1%	6.9%	7.6%	8.4%	8.9%	9.2%
White	50.0%	48.6%	47.2%	46.1%	44.5%	43.2%	41.8%	40.5%	39.5%	39.2%
LEP[7]	2.2%	2.7%	3.2%	3.7%	4.2%	4.7%	6.6%	8.1%	8.9%	9.4%
FRL[8]	39.9%	41.5%	44.4%	45.8%	46.1%	47.4%	48.6%	48.6%	50.4%	53.0%
EC[9]	15.5%	16.0%	16.2%	15.6%	14.8%	14.5%	14.0%	13.8%	13.7%	13.3%

Comparison of White/Non-White Student Population in Guilford County Schools 2000-01 through 2009-10[10]
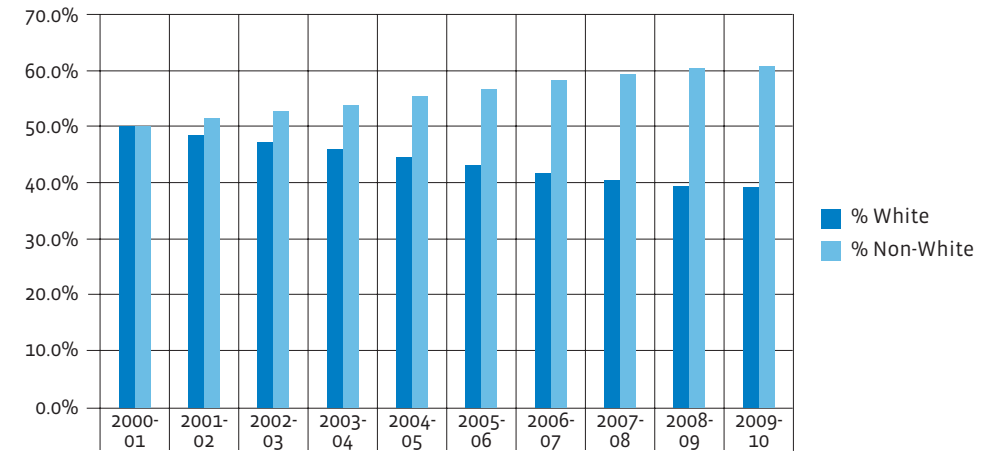
These changes reflect the changing demographics of the broader population in Guilford County, although our schools include an even more diverse population than the county as a whole.

Comparison of GCS Population to Guilford County Population by Race/Ethnicity[11]

	GCS 2006-07	Guilford 2006	GCS 2007-08	Guilford 2007	GCS 2008-09	Guilford 2008
Asian	4.8%	3.4%	5.3%	3.1%	5.4%	3.4%
Am. Indian	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%
Multi-racial	4.3%	1.2%	4.6%	1.4%	5.0%	1.3%
Black	40.9%	30.3%	40.8%	31.3%	40.8%	31.5%
Hispanic	7.6%	5.7%	8.4%	6.0%	8.8%	6.4%
White	41.8%	61.6%	40.4%	61.5%	39.5%	60.0%

The number of languages and dialects spoken by students in the district has also increased over the past several years.

Growth in Languages and Cultures Represented Among GCS Students[12]

	2006-07	2007-08	2008-09	2009-10
Number of languages/ dialects spoken by students	70	86	128	150
Number of cultural/ ethnic groups represented by students	106	109	106	142

The most common languages among LEP students are Spanish, Vietnamese, Arabic, Urdu and French (see Appendix B for a complete list from the 2009–10 school year).

Top Five Languages of GCS Students in 2009-10[13]

Language	Number of Students
Arabic	672
French	235
Spanish	6,920
Vietnamese	856
Urdu	440

Policies Governing Diverse Student Populations

A range of federal, state and local policies are in place to protect and support students based on their race/ethnicity, language proficiency, socio-economic status and ability. This section, while not comprehensive, provides an overview of current statutes and policies that apply in Guilford County. For more complete and detailed information about specific policies, visit the N.C. State Board of Education Policy Manual online at http://sbepolicy.dpi.state.nc.us/.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Districts are required by federal and state policies to identify and serve LEP students. Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance, has been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Title VII of the Elementary and Secondary Education Act (ESEA), first in 1968 and reauthorized in 1994, established federal and state policies to serve students with limited English proficiency. Supreme Court rulings in 1974 and 1982 compel districts to take affirmative steps to overcome education barriers for all English-language learners, regardless of their immigrant status.[14]

When the ESEA was reauthorized in 2001 as the No Child Left Behind Act (NCLB), Title III of the act required states to develop annual measurable achievement objectives (AMAOs) for LEP students with respect to making annual progress in English, attaining English proficiency on the state identified English language proficiency (ELP) assessment, and making adequate yearly progress (AYP) in attaining academic proficiency in reading and mathematics. Accountability for meeting AMAOs is at the district level, not at the school level. Federal funding for LEP students comes to states through the Language Acquisition Grants as defined by Title III. To qualify, a district must have approximately 150 LEP students and/or a significant increase in the percentage of immigrant students enrolled as compared to the average of the two preceding fiscal years. State funding is allocated to districts with at least 20 LEP students.[15]

EXCEPTIONAL CHILDREN AND STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) (formerly called the Education for all Handicapped Children Act of 1975) requires public schools "to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs." Children and youth (ages 3-21) receive special education and related services under IDEA Part B. IDEA requires districts to develop Individualized Education Programs (IEPs) for each child, outlining the specific special education and related services required to meet the individual needs of each student. Each student's IEP must be developed by a specific team of knowledgeable persons and must be at least reviewed annually.[16]

State and federal funding through IDEA comes from per-student allocation formulas and grants. For 2008-09, the North Carolina per child allocation for children (ages 5-21) with disabilities was $3,500 for up to 12.5 percent of the district's average daily membership (ADM). For districts like Guilford County Schools, where children with disabilities make up more than 12.5 percent of the student population, the average per child allocation is less. Some additional funding is available through federal allocations and grants based on specific needs and services.[17]

Guilford County Schools serves students who meet eligibility criteria in fourteen areas of disabilities according to procedures set forth by the North Carolina Department of Public Instruction: autism, deafness, deaf-blindness, developmentally delayed, emotional disability, hearing-impaired, intellectual disability (mild, moderate, and severe), multiple disabilities, orthopedic impairment, other health impaired, specific learning disabilities, speech or language impaired, traumatic brain injured, and visually impaired including blindness.[18]

ECONOMICALLY DISADVANTAGED STUDENTS

The ESEA's Title I, the largest single federal funding source for education, is intended to help ensure that at-risk students have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I funding is allocated to states on the basis of student enrollment for ages 5-17, census poverty and other data. The N.C. Department of Public Instruction distributes funds to districts, which allocate the funds to schools based on numbers of low-income children (as identified by participation in the free and reduced-price lunch program). A Title I school must have: 1) a percentage of low-income students that is at least as high as the district's overall percentage; or 2) have at least 35 percent low-income students (whichever is the lower of the two figures). Districts can use Title I funding for hiring teachers to reduce class size, tutoring, computer labs, parental involvement activities, professional development, purchase of materials and supplies, pre-kindergarten programs, and hiring teacher assistants or others.[19]

ANTI-BULLYING LEGISLATION AND ANTI-DISCRIMINATION POLICIES

In June 2009, North Carolina adopted the School Violence Prevention Act, which requires schools to adopt strong policies against bullying and harassment, including bullying based on sexual orientation and gender identity. According to the statute, "bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. This law marked the first time the terms "sexual orientation" and "gender identity" appear in the North Carolina General Statutes.[20]

For Guilford County Schools, the initial anti-discrimination policy, adopted by the Board of Education in January 2004, applies to students, teachers, administrators and other school personnel as part of its organizational policy:

It is the policy of the Guilford County Board of Education to maintain a learning environment that is free from harassment, bullying, and discrimination. This includes, but is not limited to, harassment, bullying, and discrimination based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability. The Board prohibits any and all forms of harassment because of those differences.

It shall be a violation of this policy for any student, teacher, administrator, or other school personnel to harass, bully, or discriminate against any person based upon any of the differences listed above. It shall also be a violation of this policy for any teacher, administrator or other school personnel to tolerate such harassment, bullying, or discrimination of any person by a student, teacher, administrator, other school personnel, or by any third parties subject to supervision and control of the Guilford County Schools.[21]

The more recent version of this policy specific to students was adopted by the Board of Education in December 2009.

Challenges of a Diverse District

The significant changes in the demographics of GCS students over the past decade present challenges for the district as it works to ensure that all students have the opportunity to succeed in school. This section identifies some of the specific issues and concerns among the diverse populations represented within our schools. The challenges are not necessarily specific to one group of students, particularly given that any individual student may represent multiple demographic groups. For example, a student could be an Asian English-language-learner from a low-income household, or an African-American student receiving special education services.

Lack of Parental Involvement

Parental involvement in a child's education plays an important role in the student's success, including academic performance, attitudes and behavior, attendance, and graduation rates. However, studies have shown that parents from low-income households participate less in the schools than their higher-income counterparts—and racial and ethnic minorities as well as immigrants and refugees are more likely to be part of low-income households. Obstacles to active participation may include language and cultural barriers, lack of confidence due to parents' own education background, incompatible work hours or other conflicting responsibilities, and inadequate transportation.[22]

Teacher attitudes and school climate may also serve as barriers to parent involvement. Teachers who interpret a parent's lack of involvement at school as a lack of interest in the child's education may make broad generalizations about groups of parents based on their income level, language proficiency or ethnicity, leading to "substandard treatment of parents when they do attempt to become involved." Schools can intimidate and marginalize parents by speaking in education jargon and creating unequal relationships between school faculty and parents.[23]

Although immigrant parents in North Carolina work, they are more likely to work in low-wage employment than U.S.-born parents. Families and their children are more likely to live in poverty as a result of parental employment which provides low income and few or no benefits. In North

Carolina, 34 percent of children in immigrant families live in linguistically isolated households, in which no one over the age of 13 speaks English exclusively or very well. Studies show that this isolation can impact the ability of parents to communicate effectively with their children's teachers and health care providers.[24]

For students in refugee families, language may be only one of several barriers to parental involvement at school, as parents struggle with their own transitions, past trauma and confusion about American school customs. In some cultures, it would be considered disrespectful to question a teacher or become involved in a child's classroom.[25]

Health Concerns

Physical and mental health problems present additional challenges for students, particularly for immigrants, refugees and those from low-income households. Lack of health insurance and difficulties navigating the health care system create obstacles to receiving proper care. Nearly one-fourth (22 percent) of North Carolina's children in immigrant families have no health insurance coverage, compared to only eight percent of children in U.S.-born families.[26]

New research from Columbia University demonstrates the link between student health and academic success. The study focuses on "educationally relevant health disparities" in seven areas — vision; asthma; teen pregnancy; aggression and violence; physical activity; breakfast; and inattention and hyperactivity — that disproportionately affect the educational achievement of urban students from traditionally disadvantaged minority groups. For example, national data show that asthma problems affect 8.8 percent of white children between the ages of 5 and 14, compared with 21.5 percent of Puerto Rican children and 12.8 percent of African-American children in that age range, and are particularly prevalent in the nation's largest cities. In some children, asthma leads to problems with concentration and memory, disrupted sleep and increased absences from school. Similarly, the report says that vision problems, which affect low-income individuals at twice the rate of others, have been linked to poorer academic achievement.[27]

Previous studies have shown that higher percentages of African-American children are

obese (as compared with the national average) and that African-American and Latino children experience higher rates of depression and suicide. The Campaign for High School Equity (CHSE) recommends mandatory physical education, healthy lunches and school-based health centers to address students' physical and mental health issues and help students excel in school. "Research and common sense make it very clear that poor nutrition and health compound the problems [for low-income children] because sick kids miss more school days, and illness and poor nutrition both sap children of the ability to focus and learn while they are in school," according to the CHSE.[28]

In addition to physical health issues, refugees may face post-traumatic stress and other social and emotional scars from their experiences with war, political unrest and escape to the United States. Students, as well as their parents, may require counseling and other mental health supports in order to be successful in school.[29]

Language and Literacy Issues

The ability to read and write in English has a profound affect on a student's performance in school; without basic literacy skills, achieving success in any subject is difficult, if not impossible. Limited English proficiency creates significant challenges both for students who qualify for English-as-a-Second Language (ESL) services as well as for native English speakers who struggle with reading and writing. In North Carolina, as in the nation, an estimated 14 percent of adults (age 16 and over) lacked basic literacy skills in 2003 according to the National Assessment of Adult Literacy; Guilford County fared slightly better than the state average at 11 percent.[30] Children of illiterate parents are more likely to have trouble with reading as well.

Children living in low-income households are more likely to begin school with a language disadvantage. Researchers studying normal families in three different socio-economic groups—defined in the study as welfare, working class and professional—noted significant differences among the groups in terms of the numbers and categories of words that young children heard at home. The study estimated that by age four, the child from the professional family will have heard 45 million words, the working-class child 26 million and the welfare

child 13 million. Therefore, children from low-income schools are more likely to start kindergarten with a vocabulary deficiency that can affect their academic achievement for years to come. According to one study, "in order for the [low-income] child to make up the lost ground before fifth grade, he would need to learn an extra 170 vocabulary words for each week of the school year, along with the 116 he's already supposed to be learning."[31] Because socio-economic status correlates with race and ethnicity, this challenge for low-income students disproportionately impacts African-American and Hispanic students.

Researchers have identified a particular need among black adolescent males, calling it "a point of urgency." Issues such as poverty and a cultural disconnect at school can lead black males to disengage and resist reading. According to literacy professor Alfred Tatum, "many African-American adolescent males also experience an out-of-school literacy overload and an in-school literacy under-load. They live amidst race- and class-based turmoil before and after school while their teachers fail to provide the texts that could serve as road maps to better life outcomes." Books that play into stereotyped roles for black males provide little incentive for these students to engage in reading.[32]

Specific issues for ESL students include accurate identification of student needs and connecting students with appropriate services. Refugee and immigrant students may face an additional layer of language issues beyond the challenges of being limited English proficient students often from low-income households. These students sometimes lack literacy in their native language as well as in English, which makes language learning targets difficult to define. They may also lack the academic language, different from basic interpersonal skills, which is necessary to understand the academic content of school coursework.[33]

Teacher Preparedness Issues

While our student population has become increasingly diverse, our teaching population continues to be largely white; in Guilford County Schools, 71 percent of teachers are white and 78 percent are female.[34] Given this fact, ensuring that teachers are prepared to meet the needs of their diverse classrooms takes on even greater importance.

In terms of academic preparation, many teachers lack training in teaching literacy. As discussed earlier, a lack of literacy skills can prevent student success, yet teachers may not be equipped to provide students with the necessary support and instruction. Classroom and content teachers may incorrectly believe that ESL teachers are responsible for meeting the needs of all LEP students or may not recognize limited literacy skills in students who are native English speakers. Additionally, with the national focus on standardized testing and a reliance on traditional curriculum materials, teachers' lessons may lack a multicultural approach that could help engage their diverse students. Students who do not see their own cultures represented in texts and lessons or whose cultures are stereotyped or isolated may be alienated by traditional materials.

Beyond academic concerns, teachers can bring their personal cultural biases or insensitivities—both conscious and unconscious—into the classroom. These prejudices often lead to lowered expectations for groups of students based solely on their race/ethnicity, socio-economic status, gender identity or language proficiency. Research suggests that teachers' expectations of their students can determine the students' learning experience. For example, one study showed that "adolescent African-American males who perceived that teachers held negative attitudes about them displayed more 'bravado' behavior and were less engaged in school." In many cases, teachers are not aware of their biases. Studies have shown that people can be "consciously committed to racial equality but still retain a sense of unease in their dealings with people of different races from their own."[35]
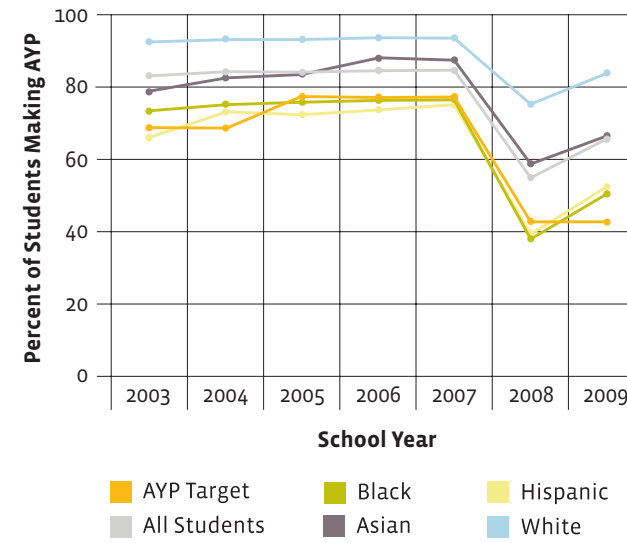
Similarly, teachers may not understand the cultural practices students bring from other countries that define their interaction at school. For example, in some countries, looking a teacher in the eye would be considered disrespectful, yet an American teacher might assume that a student is less intelligent or disinterested in learning if he always looks away.
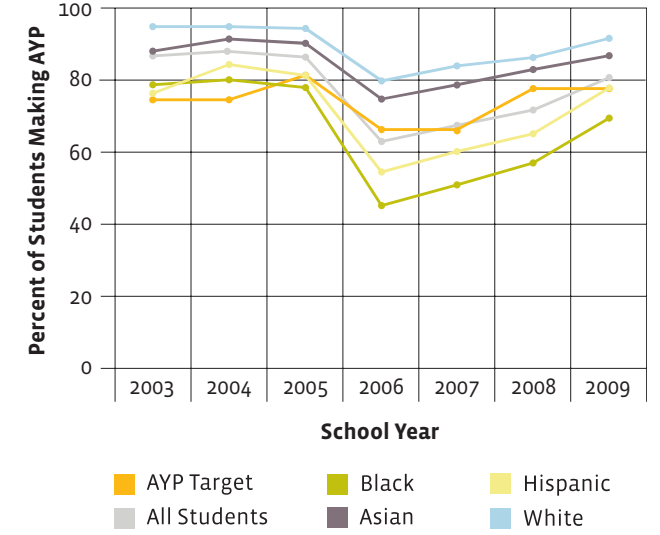
Academic Performance Disparities

Despite increased attention to test scores among minority groups through the federal No Child Left Behind Act (NCLB), disparities in student achievement persist by race/ethnicity, language proficiency and socio-economic status. Students who are African-American, Hispanic, low-income and/or English-language-learners are more likely to have lower test scores, higher drop-out rates and higher suspension rates than their peers. High drop-out rates among refugee students are exacerbated by students' low literacy skills, educational gaps and the difficulty of adjusting to U.S. school customs, in addition to the fact that many immigrant students enter U.S. schools between ages 17 and 21 and cannot complete the required coursework before aging out of the school system.[36]

The following charts illustrate the gaps that minority, low-income and LEP students and students with disabilities face in terms of academic achievement on End-of-Grade and End-of-Course tests (as measured by Adequate Yearly Progress or AYP for NCLB), Advanced Placement course participation and exam scores, graduation rates, drop-out rates and suspension rates.

Percentage of Students Making AYP in Reading for Grades 3-8 by Race/Ethnicity[37]

Legend: AYP Target, All Students, Black, Asian, Hispanic, White

Percentage of Students Making AYP in Math for Grades 3-8 by Race/Ethnicity

Legend: AYP Target, All Students, Black, Asian, Hispanic, White

Percentage of Students Making AYP in Reading for Grades 3-8 by Special Populations

Legend: AYP Target, All Students, LEP, FRL, SWD

Percentage of Students Making AYP in Math for Grades 3-8 by Special Populations

Legend: AYP Target, All Students, LEP, FRL, SWD
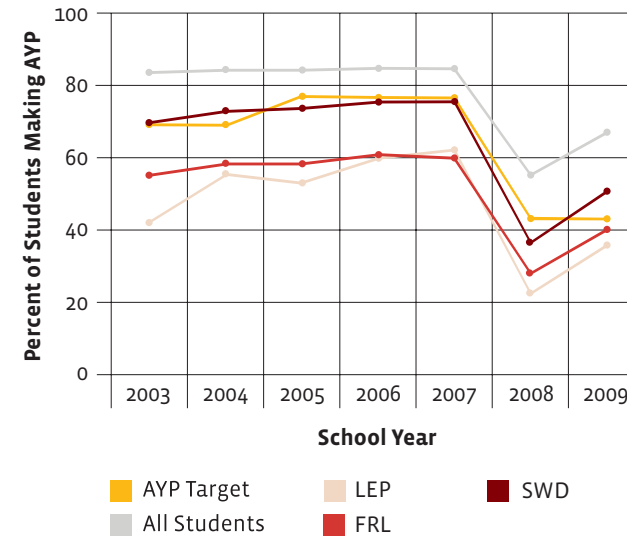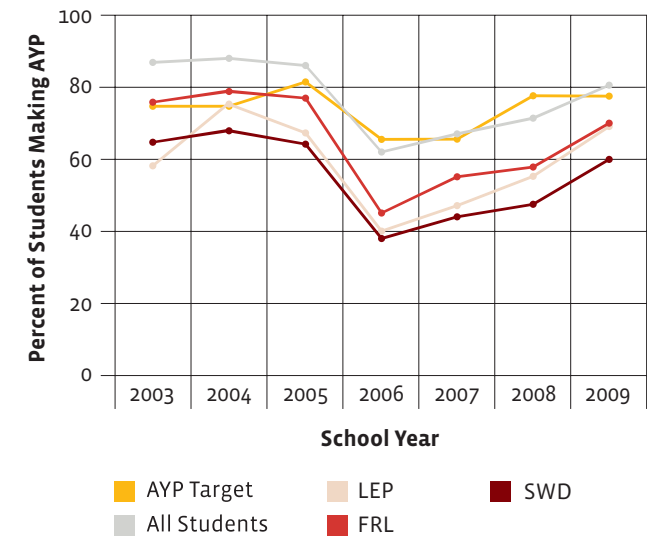
In addition to these gaps in the percentage of students making AYP, other participation and achievement gaps exist in the numbers of students enrolling in Advanced Placement (AP) courses and the percentage of students scoring a 3 or better on AP exams (typically the score required to receive college credit).

2005-2009 Advanced Placement Examinations by Race/Ethnicity [38]

| Race/Ethnicity	Year	Number of Students	Number of Exams Taken	Avg. Number of Exams Per Student	Percent At and Above Score 3	Average Score
American Indian	2009	23	38	1.65	44.7	2.53
	2008	25	51	2.04	33.3	2.16
	2007	24	51	2.13	41.2	2.35
Asian	2009	308	710	2.31	47.3	2.57
	2008	293	638	2.18	44.7	2.52
	2007	242	526	2.17	41.4	2.41
Black	2009	893	1,463	1.64	21.1	1.78
	2008	718	1,203	1.68	19.9	1.76
	2007	126	218	1.73	45.9	2.46
Hispanic	2009	218	365	1.67	36.2	2.26
	2008	160	290	1.81	39.0	2.34
	2007	126	218	1.73	45.9	2.46
White	2009	3,127	6,286	2.01	54.4	2.72
	2008	3,081	6,027	1.96	51.2	2.63
	2007	2,899	5,717	1.97	53.3	2.66

Yet another achievement gap exists in the graduation rate for the district, with all minority groups graduating at lower rates than white students. Economically disadvantaged students (FRL), limited English proficient students (LEP) and students with disabilities (SWD) all graduate at rates below the district average.

Guilford County Cohort Graduation Rates by Race/Ethnicity [39]
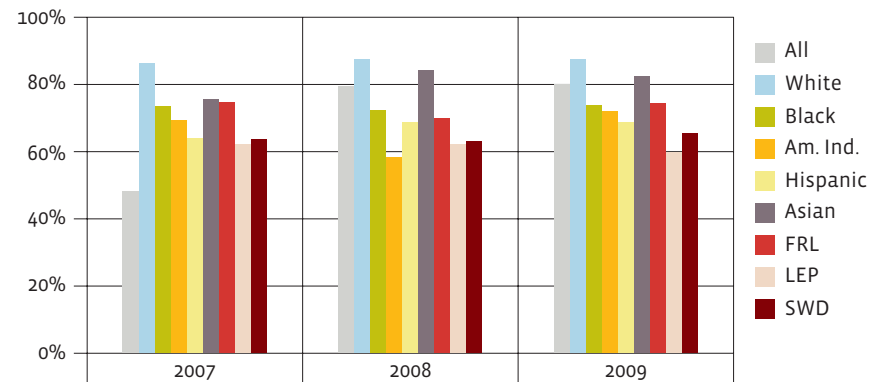
Looked at from another angle, students of color are disproportionately represented among the district's dropouts.

Guilford County Dropouts in Grades 9-12 by Race/Ethnicity [40] as Compared to Percentage of Total Enrollment [40]
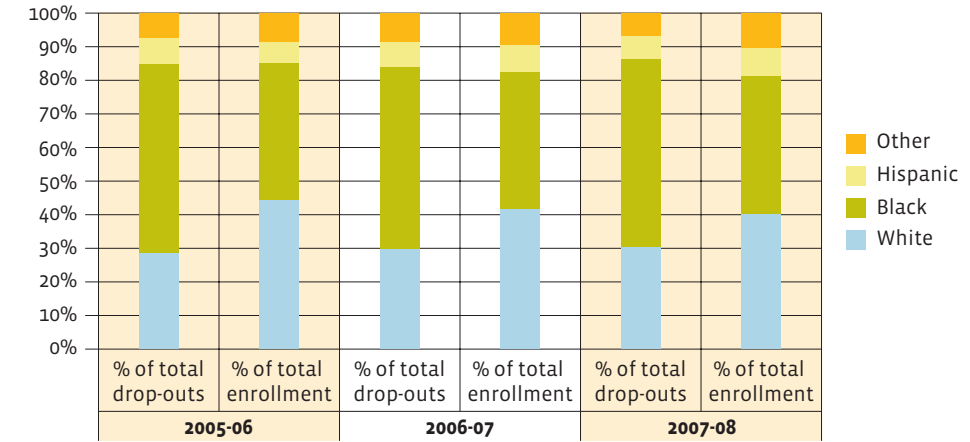
Among all students receiving suspensions, the percentage by race/ethnicity has remained relatively constant over the past few years, although the percentage of Hispanic students has increased slightly. The majority of suspended students—around 68 percent—are black students.

Percentage of All Students Receiving Short-Term Suspensions by Race/Ethnicity [41]
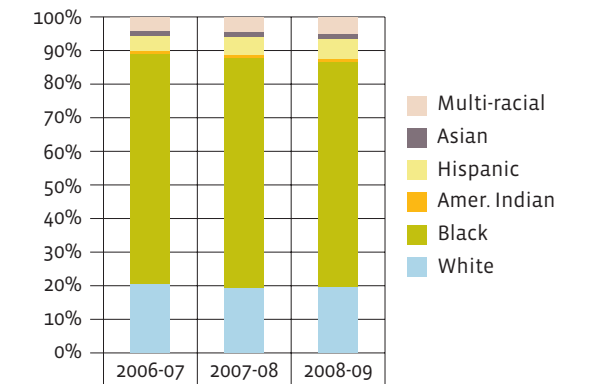
Although the number of students receiving short-term suspensions declined noticeably between 2007-08 and 2008-09, students of color (not including Asian students) continue to be disproportionately represented. For example, in 2008-09, while 12.6 percent of black students and 11.5 percent of American Indian students were suspended, only 3.8 percent of white students were suspended.

Percentage of Total Students among Each Race/Ethnicity Receiving Short-Term Suspensions [42]
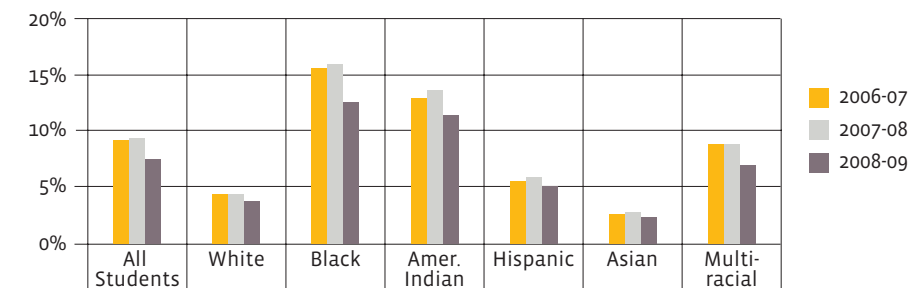
This disproportionate minority contact (DMC) among black students, which is not unique to GCS, can be assessed using a relative rate index (RRI). It is calculated by dividing black student suspensions by white suspensions and equals the relative rate at which black students get suspended as compared to white students. For example, in 2007-08, the average short term RRI for GCS was 3.11, meaning that for every one white student who was suspended, there were 3.11 black students suspended. The reason for the sharp decline in long term suspensions in high school is due to the Behavior Contract agreed upon between the student and the staff at SCALES, the alternative school for students suspended from their home school. If a student fulfills the behavior contract, s/he returns to the home school and the long term suspension is not recorded.

Average Short- and Long-Term Suspension RRIs by School Level[43]

School Level	Short Term RRI				Long Term RRI			
	2003-04	2004-05	2006-07	2007-08	2003-04	2004-05	2006-07	2007-08
Elementary	3.6	3.0	2.5	3.14	0.0	0.0	0.0	0.0
Middle	3.3	3.2	2.5	2.98	4.9	4.0	0.3	0.36
High	3.9	4.4	2.8	3.21	8.2	7.6	0.5	2.02
All Levels	3.6	3.5	2.6	3.11	4.4	3.9	0.3	0.79

Harassment and Bullying

Although it is practically and legally difficult or impossible for local districts to track data on students' sexual orientation and gender identity, national research points to academic struggles for gay, lesbian, bisexual and transgender (GLBT) students. Grade point averages (GPAs) among students who are frequently harassed for their sexual orientation or gender expression are found to be lower than GPAs of students who are less frequently harassed. GLBT students who experience high levels of verbal and physical harassment because of their sexual orientation or gender expression are more likely to miss or drop out of school and perform worse in school than heterosexual students or GLBT students reporting low levels of harassment.

Nationally, half of students who experience frequent or severe verbal harassment miss school at least once a month and more than two-thirds of students who experience frequent or sever physical harassment miss school at least once a month. GLBT students are 1.75 times as likely to consider dropping out of school as heterosexual students are. Additionally, a student who is questioning his/her sexual orientation is seven times as likely as a heterosexual student and four times as likely as a GLBT student to consider dropping out of school.[44]

Students with physical disabilities or emotional disabilities also suffer from harassment and discrimination from other students, despite laws and policies prohibiting such abuse. Similarly, students with limited English proficiency transitioning from the Newcomers School to their base school may be vulnerable as targets for harassment or other unhealthy behaviors.

The Human Relations Commissions of both High Point and Greensboro include Student Human Relations Commissions that work to address human relations issues. The NCCJ's summer Anytown Program builds student leadership to promote acceptance and inclusion of diverse populations within the high schools. Because harassment and discrimination can impact students' academic success, as indicated by the data above, these student-focused programs can be critical.

Transition and Access for Refugees and Immigrants

In addition to the other challenges already discussed here, including lack of parental involvement, health problems, literacy gaps, unprepared teachers and academic struggles, refugee students can face a host of transitional issues when they enter public schools, including the following:

- **Lack of trust in authority figures** following their traumatic refugee experience, where government officials may have failed to protect them or may have participated in their abuse

- **Educational gaps** due to closed schools or no access to school in their home countries; For example, the U.S. has received 35,000 Iraqi students who left their homeland because of war and related difficulties, many of whom missed months or years of school because public schools in transition countries turned them away or they had to work. Even if they were able to continue their school, many have no academic transcripts or other documentation.[45]

- **Confusion about school culture and expectations**, including a perception that U.S. schools may be less rigorous than schools in their home country based on the different structure of course offerings, schedule and workload; Students may feel isolated by both language and confusion around school customs; Students may also perceive a lack of discipline, given that codes of behavior are often very strict and consequences much more severe in their home countries; and

- **Social background challenges**, considering how the trauma of war, death and exile can impact the daily learning process.[46]

Some immigrant students who successfully graduate from high school may face an additional challenge of **limited opportunities for post-secondary education and career** based on their status as undocumented immigrants. Currently, undocumented immigrants who are graduates of a U.S. public or private high school may enroll in North Carolina community colleges and public universities, although they are required to pay out-of-state tuition, which is cost-prohibitive for many immigrant families. The policy at community colleges has changed four times in the past nine years sometimes making it impossible for undocumented immigrants to enroll; the most recent vote in March 2010 by the State Community College Board to allow admission as out-of-state students could still be overturned by the legislature.[47]

Even if undocumented immigrant students are able to raise funds for tuition and graduate from the state's colleges and universities, their immigration status prevents them from finding legal employment in the United States. The DREAM Act, introduced by Senator Richard Durbin (Ill.) and Rep. Howard Berman (Calif.), would create "a conditional path to citizenship in exchange for completion of a college degree or two years of military service. Undocumented young people must also demonstrate good moral character to be eligible for and stay in conditional residency." After completion of all requirements, the person would be eligible for American citizenship. Currently, both U.S. senators from North Carolina have opposed the DREAM Act.[48]

Opportunities in Schools

Generally speaking, the best practices that make a successful educational experience for any student—good teachers, safe environment, relevant curriculum, differentiated instruction, high standards, strong leadership, positive parental involvement—are the same best practices for working with a diverse student population.

Based on extensive research and analysis, the University of California at Berkley's Center for Research on Education, Diversity & Excellence (CREDE) established five standards for effective pedagogy and learning. According to CREDE, the standards "represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students." While these practices are ideal for all students, CREDE states, the standards are vital for students who are at-risk of education failure because one or more demographic factors place them outside the mainstream student population.

1. Facilitate learning by teachers and students producing together.
2. Develop students' competence in the language and literacy of instruction across the curriculum throughout all instructional activities.
3. Make lessons meaningful by connecting the curriculum to experience and skills of students' home and community.
4. Teach complex thinking and challenge students toward cognitive complexity.
5. Teach through conversation and engage students in instructional dialogue.[49]

The following best practices in schools include programs for teachers, parents and students, as well as an optional school specifically created to nurture newcomers.

Celebrating Diversity

First and foremost, our schools should celebrate the diversity among the student population, recognizing each student's value and building cultural understanding. By viewing diversity as an asset, "schools can move away from their preoccupation with assimilating those who are culturally different and promoting a version of American history that has rendered many groups—racial minorities, women, workers, etc.—largely invisible. In its place, we can teach students to respect differences and develop curricula aimed at helping them to understand more about themselves and others."[50]

At Rankin Elementary School in Greensboro, valuing students' differences serves as a focus for the school. Artist Leo Rucker designed a mural representing the more than 20 different ethnicities at the school. The mural, which includes portraits of some actual student faces, is dedicated to helping students better understand diversity. Students at the school say "seeing their differences in the painting actually unites them."[51] Other details at Rankin, such as a link for translating the school's website using Babel Fish, point to a welcoming environment that is open to all students and their families.

Students need an opportunity to tell their own stories—to honor their differences, but also to find their commonalities. Dr. Jake Henry, principal of The Newcomers School, offers this research-based advice:

> School officials need to see refugees from the perspective of the additive model rather than the deficit model. Refugees are not empty vessels to be filled. They have a wealth of experience, culture, and heritage that will enrich the school they attend. Officials need to promote the diversity and backgrounds of their refugees and establish policies to protect them against discrimination. School officials must make it a priority to embed the appreciation of various cultures into the life of a school so all students can be instructed in the appropriate manner of interacting with people from different cultures.[52]

While Dr. Henry's research was specific to refugee students, his recommendations are relevant for all students in today's globally competitive environment. Today's students must develop a global perspective of cultural understanding in order to succeed.

Multicultural Education in GCS[53]

The Cultural Infusion Project is a multiphase curriculum and instruction initiative designed to modify the standard curriculum for social studies so that content and instructional resources reflect the demographics of the students in GCS as well as the multicultural reality of the United States. In a comprehensive manner, the process of cultural infusion seeks to intentionally redesign curriculum that appropriately blends the traditional Euro-centric and male-dominated curriculum with the history, culture, and social legacies of African-Americans, Asian-Americans, Hispanic/Latino Americans, Native-Americans, women and other excluded groups.

The Cultural Infusion Project effectively meets the goals of North Carolina's 21st Century Standards by affording students the opportunity to learn about the diversity that exists not only in their local communities, but throughout nation and the world. While North Carolina defines the curriculum to be taught in schools throughout the state via the Standard Course of Study, teachers in GCS developed lessons that target African-American culture in order to enrich the instructional delivery. An infused curriculum effectively facilitates critical and higher order thinking as students learn to consider multiple perspectives, and engage in critical and relevant dialogue about their place in history.

The GCS Cultural Infusion Project is grounded in the philosophies and principles of multicultural education. Encompassing several dimensions, some of the goals of multicultural education include educational equity, prejudice reduction, positive human relations skills and improved relationships among students of diverse cultures. Students are afforded an opportunity to inquire as to how knowledge is socially constructed.

Multicultural education places learning in context, making it more situational, personal, meaningful and relevant to students' lived experience. Through the GCS Cultural Infusion Project, teachers develop skills and philosophies relative to culturally responsive pedagogy, or ways to modify instruction, in order to facilitate the academic achievement of all students. Cultural infusion also meets the requirements of the N.C. Professional Teaching Standards by enabling teachers to design lessons that demonstrate knowledge of diverse cultures, counteract stereotypes, and incorporate multiple perspectives and cultural contributions.

This project also fits the recommendations of the GCS School Climate Task Force, which urged district-wide implementation of the following key elements of a multicultural curriculum and practice:

- Instructional delivery that reflects a variety of learning styles
- Classroom practices and procedures that ensure equity among all students
- Teachers become facilitators of learning
- Ensure that curriculum is complete and accurate
- Teachers use a variety of instructional materials and ensure that all materials used are free of bias
- Course content is presented from a variety of perspectives
- Recognize students as the most important resource on multiculturalism and find ways to connect to their everyday lives
- Educate all children in social justice and model a sense of civic responsibility within the curriculum
- Ensure that commonly used assessments are free of bias
- Board direct schools to affirm the district's Discrimination Free Environment policy, establish a procedure (for students, teachers, other school staff to include bus drivers) to report allegations of discrimination and develop a means of investigating such allegations and develop and implement a plan to address the offense

Teacher Training

Standard II of the N.C. Teaching Standards, adopted by the N.C. State Board of Education in June 2007, calls for teachers to "establish a respectful environment for a diverse population of students."[54] The standard includes the following guidelines:

- **Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.** Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- **Teachers embrace diversity in the school community and in the world.** Teachers demonstrate knowledge of diverse cultures; select materials and develop lessons that counteract stereotypes and incorporate contributions; recognize "the influences on a child's development, personality, and performance; and consider and incorporate different points of view.

- **Teachers treat students as individuals.** Teachers maintain high expectations, including graduation from high school, for students of all backgrounds; and appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- **Teachers adapt their teaching for the benefit of students with special needs.** Teachers collaborate with the range of support specialists; and engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

- **Teachers work collaboratively with the families and significant adults in the lives of their students.** Teachers improve communication and collaboration between the school and the home and community; promote trust and understanding and build partnerships within the school community; and seek solutions to overcome obstacles that prevent family and community involvement.

In order to address this standard and meet the needs of all students, teachers need training in literacy basics as well as knowledge and understanding of the native cultures of their students. Teacher preparation programs and professional development offerings cannot assume that ESL teachers are the only ones responsible for multicultural education with a focus on effective reading and writing skills; nor can teachers rely solely on traditional practices to meet the needs of today's students. The following sample of best practices works to address the range of needs in an increasingly diverse world:

- Schools need to offer continuous cultural training and continuous work on issues of personal prejudice and understanding institutional racism and its impact on our society. Using an historical analysis through Un-doing Racism/Anti-Racism training is excellent, but there is a need for continuing "booster shots" so that educators do not revert to previous prejudicial behavior.

- In teaching literacy, "teachers should encourage interest in school through reading assignments that reflect [students'] own situation and provide them hope to rise above their circumstances." This approach is true for all students, from African-American males to refugees and immigrants. Students who stay engaged in what they are reading are more likely to advance their academic and other literacy needs.[55]

- Either through pre-service teacher education programs or in-service professional development work, "all teachers should be prepared to address the social, cultural, linguistic and economic backgrounds of the entire spectrum of American students." This training includes a study of language development and acquisition and methods for teaching both language and academic content to LEP students.[56]

- Training for educators working with refugee students is critical in helping teachers understand the difficulties and experiences of refugee children so they do not misinterpret behaviors or embarrass or shame their students. When teachers understand the backgrounds of students, they become more focused on finding strategies to meet their needs.[57]

- Teachers need to be patient; focus on language and learning to read; learn about students' background and let them talk about their problems; involve parents of refugees; give small group academic attention; and explain things more than once and check to see if students understand.[58]

Additional recommendations from the GCS School Climate Task Force address the need for professional development for teachers and principals regarding discipline in diverse classrooms in order to reduce the number of referrals and suspensions due to student noncompliance:[59]

- **Teacher awareness of individual v. collective points of view:** Individualism (western culture 30% of world population): independence, self-reliance, individual achievement, self-expression, task orientation, cognitive intelligence; Collectivism (non-western cultures- 70% of world population): well being of group, interdependence, family/groups success, modesty, respect, social orientation, social intelligence

- **Reaching out to families:** Cross-cultural understanding between schools and families: Developing positive relationships with parents through home phone calls, successful parent conferencing, equal access to open houses, homework assignments, etc.

- **Developing a culturally responsive classroom: Teachers' use of five classroom management strategies:** 1) redirection, 2) transition activities or switching type of instruction often, 3) non-response or ignoring some student behavior, 4) discipline and reprimanding with respect, and 5) reward for positive behavior.

- **Fund and implement Positive Behavior Support (PBS) district wide.** PBS is a systematic approach that establishes and reinforces clear behavioral expectations. The school staff must adopt a common approach to discipline that is proactive, instructional and outcome-based.

- **Evaluation of suspension referral trends** among Visiting International Faculty, lateral entry teachers and substitute teachers, for the purposes of addressing cultural awareness training, leadership development training, and other training as deemed appropriate.

Exceptional Children (EC) Services[60]

By the beginning of the 2009-10 school year, GCS was serving approximately 11,000 students with disabilities, ages 3-21. The GCS Department of Exceptional Children provides a full continuum of services to meet the individual needs of students in the least restrictive environment. Supported by local, state and federal funding, these programs are staffed by more than 1,600 professionals who work with parents to ensure quality educational opportunities for all children. For the past three years, district data requested by U.S. Department of Education does not indicate disproportionate representation of racial and ethnic groups in specific disability categories or related services.

The department continues to work closely with general education for the expansion of Response to Intervention (RTI), Positive Behavior Support (PBS) and inclusionary practices for all levels of students with disabilities. Professional development is offered to teachers, teacher assistants, administrators and parents on an ongoing basis to address areas of need. Topics include, but are not limited to, best practices in literacy, math, behavior management, inclusionary practices, data collection, aligning IEPs with the standard course of study, assistive technology, functional curriculum, research-based methodologies, transitions, and compliance with federal and state policies and procedures. Staff development activities offer teachers instruction in methodologies that positively impact educational outcomes for students.

The Department of Exceptional Children partners with numerous agencies and businesses in providing special education services, including working with Youth Focus and Moses Cone Behavioral Health System for students with behavioral challenges. GCS also partners with local colleges and universities in their teacher and therapist preparation programs, as well as local businesses that work collaboratively with the district in providing job training sites for high school students in the Occupational Course of Study.

English-as-a-Second Language (ESL) Services[61]

The Guilford County Schools English-as-a-Second-Language (ESL) Department offers a range of services for limited English proficient students and their families. Depending on a student's ESL classification, a student may be enrolled in ESL classes and receive accommodations on state testing or participate in alternative assessments. Students in grades K-5 are pulled from regular classes for ESL instruction based on their English language proficiency level. Middle school students are assigned to an ESL class according to their English language proficiency levels, while high school students are scheduled for one ESL class daily based on their English language proficiency levels. Students are enrolled by staff at Intake Centers, which are responsible for testing ESL students with the IPT (IDEA® Language Proficiency Test, the state-mandated Language Proficiency Test that complies with NCLB Title III requirements), conducting staff training workshops and assisting ESL teachers in administering IPT tests at all ESL sites.

ESL interpreters are located in schools and at the central office, as well as on request to assist school staff, personnel, and parents. More than 20 interpreters are available for translating documents and interpreting meetings in Spanish, Vietnamese, Mandingo, Liberian English, Kpelle, Khrahn, Burmese, French and Chinese, although a lack of literacy among some parents makes even translated documents difficult to use. GCS enrollment forms are available online in Spanish, Vietnamese, Arabic, Serbo-Croation and Urdu, and the student handbook is published online in Spanish and Vietnamese. The ESL department also provides training and support for classroom and content area teachers across the district. ESL teachers are assigned to schools based on the number of ESL students enrolled in each school; currently, GCS employs 59 elementary, 18 middle and 18 high school ESL teachers.

In addition to providing direct services within schools, the ESL department works with community advocacy groups to improve parent and school communication and provide ESL parents with information about community and school services. They also offer conversation Spanish classes for GCS employees to help

teachers communicate with Hispanic parents and students, as well as introductory computer classes in Spanish for Hispanic parents. Free Saturday literacy programs for families and ESL summer school extend services beyond the weekday classroom. Free ESL classes are also available through the Continuing Education Program at Guilford Technical Community College (GTCC). Classes are designed to help with basic survival skills and academic preparation.

The GCS ESL department cites research that identifies the following characteristics of effective programs for language minority students:

- Supportive whole-school contexts, where all teachers in a school are prepared to work with and support LEP students.
- High expectations for LEP students, as evidenced by active learning environments that are academically challenging.
- Intensive staff development programs designed to assist all classroom and content teachers in providing effective instruction to language minority students.
- Expert instructional leaders and teachers with a high commitment to the educational success of all their students.
- Emphasis on functional communication between teacher and students and among fellow students.
- Organization of the instruction of basic skills and academic content around thematic units.
- Frequent student interaction through the use of collaborative learning techniques.
- Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability.
- Involvement of majority and minority parents in formal parent support activities.

The Newcomers School[62]

Research suggests that newcomers to the United States, including immigrants and refugees, benefit from programs beyond traditional ESL services found in most schools. The newcomer program model is designed to assess the literacy needs of English language learners (who may not be literate in their native language), provide a nurturing environment for older students who may have limited prior school experience, address gaps in the educational backgrounds of secondary students, and establish connections

between the school and students' families. Such programs offer "a buffer period for newcomer refugees to acclimate to their new surroundings, and grow in their sense of empowerment and faith in self. Focusing on self-development and building self-efficacy in students is an important strategy" that schools can use to assist refugees as they transition and try to overcome past trauma. A quality school experience can promote "social healing because it restores a sense of normalcy and hope to refugee students."

In 2007, GCS opened the Doris Henderson Newcomers School, which serves recently arrived immigrant and refugee students in grades 3 through 12 who are novice English speakers. Students stay at the school for one year before moving into their assigned traditional school. In 2010, the school is home to 240 students, including 85 high school students. Approximately 70 percent are refugees, while the other 30 percent are immigrants to the U.S. The GCS program is unique in that it functions as a stand-alone school that includes students from many different cultures and counties with a wide range of academic levels. The Newcomers School helps students acclimate to the U.S. while also celebrating students' home cultures, languages and traditions.

The school works to help students as they move from "survival mode to planning for their future" by offering stability and social support, intensive literacy instruction, and a safe, nurturing environment. Through an emphasis on the affective or emotional needs of students, in addition to their academic needs, the Newcomers School recognizes the importance of creating a safe space in which refugee students can learn and acclimate to the U.S. According to Principal Jake Henry, students at the school come from a wide range of backgrounds, from Iraqi students who are well-educated and already speak some English to Burmese students with no history of formal schooling. By allowing students to share their stories and feel comfortable in making mistakes, the Newcomers School fosters a sense of community that allows students to learn and succeed.

Because of the additional challenges for parents of students at the Newcomers School, the program also offers support and connections for families. The school includes a PTA organized by members of Westover Church, which offers

three annual events to bring parents together. In addition to three other sites across the district, the school offers language classes on Saturday mornings for parents. The Newcomers School also provides vision/hearing screenings for students and instruction in health and hygiene.

Teachers at the Newcomers School include ESL teachers, reading specialists and content teachers (science, math, English 9, and K-6 teachers). All teachers at the school are trained in teaching literacy basics. In order to help Newcomers School students' transition to their base school, teachers from the school have begun dialogue with ESL teachers across the district so that base schools will better understand what to expect from Newcomers School graduates. However, more formal training and communication systems between the Newcomers School and the rest of the district would benefit both the students and the faculty at the base schools.

Early Childhood Programs

In Guilford County, there is a strong commitment to deliver programs focused on school readiness for children deemed "at risk" either due to low income/poverty or developmental delays. Several programs also have a component for young children whose families do not speak English as the first language in the home.

- **Guilford Child Development**, host agency for child care centers and Head Start, offers ESL classes and GED (General Educational Development) classes for mothers of children ages 0-4 years. While parents are in class, the young children experience a quality age-appropriate pre-school with emphasis on language learning. This Learning Together program is housed in multiple sites around the county and includes field trips to places of interest in the community, a Book of the Month distribution with accompanying activities to use at home and opportunities to learn about health and social/emotional support services for young children.

- **Guilford Child Health**, the primary medical home for many children eligible for Medicaid, hosts a Read to Me program in which each child who comes to the clinic for a health check up is provided a book in his/her native language with instruction for the parent to read with the child.

- Guilford County has a strong **Pre-K program** combining resources of Head Start, state-funded More at Four and federally-funded Title I for Pre-K programs. Program leaders estimate that more than 70 percent of children deemed at-risk (due to low income, developmental delays or lack of English proficiency) are enrolled in one of these four-year old programs.[63]

Of the students in Pre-K classrooms through GCS, 29 percent are family members of households whose home language is not English; most (61 percent) speak Spanish, while others speak Vietnamese, Arabic, Urdu or several other languages. It should be noted that many families speak more than one language in their home. For example, a family who speaks Vietnamese may also speak French and an indigenous language. Specific strategies utilized for the non-English speaking children include the following:

- **Strengthen dual language acquisition to support school readiness:** Research indicates that mastery of the child's home language enhances cognitive flexibility as the child acquires a second or subsequent language. Pre-kindergarten teachers encourage parents to speak and read to the child in the home language and assure parents that home language acquisition and English language acquisition go hand in hand to support school readiness.

- **Strengthen family involvement:** Teachers visit each child in the child's home at least once each school year, often with a translator to facilitate communication. Teachers take photographs of the school and classroom to show the family and with permission, take photographs of the family to post in the classroom. Teachers encourage family involvement by inviting parents not fluent in English to visit the child's classroom to share family culture. Many aspects of honoring culture do not require English fluency including dance, food, music, picture books, photographs, clothing and holiday celebrations.

- **Employ classroom best practices:** Cognitive, language, gross/fine motor and social development as well as approaches to learning are strongly correlated to school readiness. Pre-kindergarten teachers implement state-approved curricula and use methodology to enhance development in five domains. Exploration through play in a literacy rich environment, peer-to-peer and peer-to-teacher interactions and explicit instruction on each child's level strengthens oral language development and prepares the child for success in kindergarten.[64]

Parent Involvement

Efforts to increase parental involvement must acknowledge the barriers that prevent parents from actively engaging with their child's school and should focus on making the school a welcoming environment for families. The following sample of best practices looks at ways schools can create an inclusive culture for all types of parents—while some are geared toward ESL families, they can be easily applied to English-speaking families as well:[65]

- **Connect with parents in their language:** Translate documents whenever possible. Provide a phone number to a recorded message providing information in specific languages for parents lacking literacy skills. Make interpreters available for parent-teacher meetings so that students do not have to serve in that role for their parents. Write and distribute handbooks in multiple languages to address school and district procedures, school activities, and the schools' expectations for parental involvement. Videos in multiple languages, including English, can help orient new families to the school and do not require literacy skills. Videos can be given or lent to parents, posted on school websites and shown during orientation sessions.

- **Offer orientation sessions for new families:** Have interpreters at orientation sessions or offer multiple sessions in different languages. Considering holding sessions off campus at public libraries, social services agencies or other accessible locations. Schedule additional parent sessions throughout the year to keep parents connected.

- **Mentor new families:** Families who currently have children in the school can partner with new school families to share information and offer support. Families can be matched according to native language or other student need.

- **Connect with families in their communities:** Make home visits, with an interpreter when necessary, or meet with parents at a community center, shopping area, faith center or other public space close to their home. Partner with other agencies and programs in the community. Learn about the families through proactive contact (from counselors and teachers) to offer positive feedback about their children. Research shows that when schools make specific, concerted efforts to involve parents, "their socioeconomic status and education level become an inconsequential factor in their willingness to participate in the schools."

- **Create a responsive atmosphere that treats parents as partners:** Keep parents regularly informed about student progress, school requirements and school events. Use personal connections (not just mass mailings) to let parents know you want their help. At the first sign of a concern with their child, alert parents before it becomes a big problem. Provide practical advice about how parents can help their students learn. Encourage two-way communication between teachers and parents that recognizes parents as partners instead of clients.

- **Offer a variety of parent activities and volunteer opportunities:** Plan programs and activities early in the school year for parents and school staff to get acquainted in social situations (such as potluck dinners) and begin developing relationships in support of students before any problems arise. Vary the time of day and week when events are held so that parents have more scheduling options. Provide ways parents can be involved in helping classroom teachers without having to come to campus.

- **Provide on-site services for parents:** Offer activities for parents that support student goals (like family math nights) as well as other topics of interest to parents (such as prenatal care). Programs such as parent-child sports teams, computer activities and art projects can also connect parents with the school and their child's education. Creating a family center that offers tutoring, literacy coaching and weekly medical services give parents another reason to come to the school and a space to connect with other parents.

- **Invite parents in as experts:** Create opportunities for parents to share their knowledge, experiences and culture at school. Even parents who are not proficient in speaking English can demonstrate cooking, art, dance or other traditions from their native countries to help students learn about the world beyond the school walls.

Opportunities in the Community

As with schools, a community that values all citizens benefits all citizens, regardless of race, ethnicity, religion, income level, language, sexuality, education level or other demographic characteristic. A key step "involves getting the public to understand the benefits our society derives from a growth in diversity. For example, there is substantial evidence that rather than draining economic resources, new immigrants often help to revive local economies. Furthermore, with larger numbers of people expected to live longer lives, retirees have a vested interest in seeing that our diverse student population is well educated so that they can be gainfully employed and make steady contributions to social security funds."[66]

Best practices in the Guilford community include a countywide focus on equity, inclusion and the importance of organizations that support a diverse population.

City of Greensboro Comprehensive Plan[67]

In its comprehensive plan titled *Connections 2025*, the City of Greensboro calls attention to "the wide gap between the 'haves and have-nots'…a gap which exists largely along racial lines." The plan acknowledges the city's progress toward racial reconciliation and equity, but states that the Greensboro "remains a city largely divided along racial lines":

> African-Americans and other minorities are vastly under-represented among business owners and community leaders and over-represented among the poor, under-employed, under-educated and incarcerated. These facts are not acceptable and must become a matter of conscience and commitment to fundamental change. If Greensboro is to achieve its vision of a better future, it must be a better future enjoyed by everyone. No one must be left out.

While the report recommends a range of economic development, transportation and land use policies, *Connections 2025* recognizes that the entire community—including Guilford County Schools—must be committed to this community goal: "Achieve racial reconciliation and equity, and empower minorities and the under-privileged

to become full and equal participants in the economic and civic life of the community." Potential areas of focus include the following:

- Encourage and support the efforts of local schools, colleges and institutions to promote academic success and achievement for minority and under-privileged students, including:
  - a reduction in the academic achievement gap;
  - retraining for the underemployed;
  - preschool opportunities for all; and
  - a reduction in the minority dropout rate.

- Develop and apply effective approaches to significantly reduce social problems disproportionately affecting African-Americans and other minorities, including unemployment, poverty, substance abuse, and crime.

- Improve communications among all segments of the Greensboro community, and promote increased participation and inclusiveness by minority cultures in community activities.

Ultimately, the Comprehensive Plan Steering Committee envisions a city that "invites newcomers to join us and participate fully in the life and prosperity of the community," that "celebrates its racial and cultural diversity and creates opportunities for all citizens through a commitment to inclusiveness," and that supports its children "by encouraging and promoting excellence in the Guilford County public school system and continuing citizen volunteer support."

Multicultural Organizations

Guilford County is home to an extensive range of cultural and multicultural organizations (see Appendix C for a list of contact information). Some groups, such as the Gujarati Cultural Association of the Piedmont, the Laotian Association of the Triad and the Montagnard Dega Association, focus on supporting a specific group of people; others, such as the Center for New North Carolinians, Faith Action International House and the Piedmont Interfaith Council, work more broadly to help our diverse population.

The Glenwood Branch Library plays a vital role in creating and disseminating multicultural resources based on a belief that mutual understanding is the first step to the creation of a more just and caring community. The library strives to provide essential resources for

immigrants and those who do not speak English as their first language. Events include cultural presentations in collaboration with local ethnic groups and associations; issue forums related to multicultural topics; a monthly Improving Race Relations book group; and family and children's programming. Regular programs include ESL tutoring and publications like the Global Greensboro Directory and ''Speak Out!"

The Multicultural Resource Center, located in the Glenwood Branch Library, offers materials, programs and services for the international community in Greensboro, immigrants and refugees, and those seeking diversity training materials. Included are a full schedule of classes and learning opportunities for English-language-learners, foreign language materials (books, audio and film), a teacher-staffed computer lab with specialized software for English-language-learners, and information on cultures and countries around the globe. Classes include conversational language, preparation for the Test of English as a Foreign Language (TOEFL), and a U.S. Citizenship preparation class offered at the library through GTCC.

Free ESL classes are also available through the Continuing Education Program at GTCC. Classes are designed to help with basic survival skills and academic preparation. The classes are offered during the day and evening hours on the Greensboro and High Point campuses. Similarly, Faith Action International House, a nonprofit center for cross-cultural learning, service and advocacy, offers language and citizenship classes.

Refugee Resettlement Agencies

As discussed earlier in this report, Guilford County has long been a gateway and new home for immigrants and refugees coming to the U.S. About one-third of all refugees coming to North Carolina come to the Triad because of the concentration of four resettlement agencies in Guilford County: Church World Service Immigration and Refugee Program, Lutheran Family Services, N.C. African Services Coalition and World Relief of High Point.

In February 2010, Lutheran Family Services (LFS) of the Carolinas halted its refugee arrivals to the Triad, citing economic conditions that affected the program's ability to serve its clients. Existing refugee clients will be "transitioned"

to other resettlement agencies in the Triad. The nonprofit, which had operated in the Triad since 1979, continues to have offices in Raleigh and Columbia, S.C. According to *The News & Record*, "in the 1990s, LFS played the lead role in turning the city into what outside observers likened to a 'little Ellis Island.'"[68]

The three remaining resettlement agencies that continue to work with immigrants and refugees are:

- **Church World Service Immigration and Refugee Program (CWS)** helps welcome newly arrived refugees who have been forced to flee their home countries and have been offered the opportunity to start a new life in the U.S. CWS, based in Greensboro, provides the support necessary for refugees to become self-sufficient in their new homes.

- **World Relief of High Point** provides humanitarian aid and disaster/emergency relief to refugees in the High Point area.

- **N.C. African Services Coalition** works to strengthen ties of persons of various African heritages in North Carolina; to facilitate communication and understanding between persons of African heritages and other heritages in North Carolina; to serve as a clearinghouse for information about African concerns; and to assist African refugees and at-risk immigrants with the transition into American culture. Services include assistance to find jobs and match qualifications and experiences with potential employment; driver's license training; interpretation and translation; and emergency social services.

Recommendations for Action

For community and school leaders:

• Emphasize the strength our district has in providing students with experiences representative of a global culture.
• Continue to emphasize the importance of universal character traits that bind students, families and school personnel in mutually respectful relationships.
• Recruit teachers and school leadership with an effort toward increasing diversity representative of the student population.

For teachers and administrators:

• Focus teacher training in our colleges and universities on ways teachers can gain expertise in cultural infusion in all curricula.
• Direct continuous focus to initiatives that can reduce the disproportional achievement gap in education outcomes for African-American, Hispanic, immigrant/refugee and low-income students
• Teachers and administrators should receive periodic training in cultural sensitivity and specifically in understanding the various cultures represented in their schools.
• Teachers and administrators should receive annual opportunities for training in issues of race/bias prejudice in order to create the

most optimum classroom climate respectful of all students.
• Continue cultural infusion into curricula, with monitoring/research of its impact both on academic performance of students and student behavior.
• Encourage and support schools in providing cultural festivals and on-going celebrations throughout the year that reflect the diversity within each school.
• Ensure that parent education and involvement opportunities are inviting to all parents and extended family members, demonstrating a philosophy of "partnership" between the school and family.

For schools and the district:

• Provide access to interpreters and translated written materials for all parents. Prohibit use of students as interpreters for communication between teachers and parents.
• Strengthen the transition between preschool programs and elementary school to create a seamless progression for students.
• Strengthen the transition between the Newcomers School and students' base schools to assist students as they enter the new school environment.
• Ensure that students with special needs (EC) are supported and taught in optimum settings so that their educational and developmental needs are met.

Notes

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APPENDIX A: GCS Demographics by School for 2009-10

School Name	FRL%	Ethnic Demographics					
		American Indian	Asian	Hispanic	Black	White	Multi-racial
Alamance ES	38.15%	1.4%	1.9%	5.4%	31.9%	54.2%	5.1%
Alderman ES	67.71%	0.0%	10.4%	28.4%	37.7%	13.3%	10.1%
Allen Jay ES	86.30%	0.2%	15.8%	20.9%	26.3%	28.3%	8.5%
Allen MS	76.41%	0.3%	12.4%	13.2%	66.0%	3.4%	4.7%
Andrews HS	66.01%	0.1%	6.0%	5.6%	74.8%	10.4%	3.2%
Archer ES	81.72%	0.8%	21.3%	16.2%	51.2%	4.4%	6.2%
Aycock MS	68.03%	0.3%	5.3%	7.2%	68.1%	11.9%	7.2%
Bennett - Middle College HS	48.81%	0.0%	1.0%	1.0%	90.7%	3.1%	4.1%
Bessemer ES	92.18%	0.0%	3.2%	10.0%	78.8%	4.1%	3.9%

School Name	FRL%	Ethnic Demographics					
		American Indian	Asian	Hispanic	Black	White	Multi-racial
Bluford ES	75.83%	0.0%	0.3%	1.1%	91.6%	1.4%	5.6%
Brightwood ES	76.56%	0.7%	0.5%	11.2%	71.7%	11.4%	4.5%
Brooks Global Studies ES	24.68%	0.3%	2.1%	1.0%	54.6%	34.4%	7.7%
Monticello-Brown Summit ES	42.50%	0.6%	0.0%	12.4%	13.6%	67.9%	5.5%
Brown Summit MS	32.59%	0.9%	1.3%	3.6%	38.6%	48.9%	6.7%
Claxton ES	23.50%	0.3%	6.6%	4.4%	19.5%	61.4%	7.7%
Colfax ES	31.43%	0.2%	4.8%	7.2%	17.7%	65.6%	4.6%
Cone ES	91.00%	0.0%	2.3%	7.6%	82.6%	3.6%	3.8%
Dudley HS	68.23%	0.1%	1.0%	3.7%	92.2%	0.7%	2.4%
Eastern HS	52.82%	0.9%	4.5%	9.6%	45.4%	36.3%	3.4%
Eastern MS	61.02%	1.4%	5.0%	12.9%	41.8%	35.6%	3.4%
Erwin Montessori	30.96%	0.7%	0.0%	1.8%	50.9%	41.6%	5.0%
Fairview ES	96.56%	0.2%	5.5%	14.0%	73.6%	2.0%	4.8%
Falkener ES	86.62%	0.4%	1.1%	16.5%	77.2%	2.3%	2.6%
Ferndale MS	71.49%	0.3%	10.1%	15.7%	38.7%	30.0%	5.2%
Florence ES	29.57%	0.2%	9.4%	5.1%	27.3%	52.9%	5.0%
Foust ES	91.05%	0.0%	3.0%	35.0%	54.1%	4.6%	3.3%
Frazier ES	78.65%	0.9%	6.2%	17.2%	67.1%	2.1%	6.5%
Gateway Education Center	51.82%	0.8%	4.5%	9.1%	47.0%	37.9%	0.8%
General Greene ES	32.71%	0.0%	2.9%	2.3%	31.4%	56.7%	6.7%
Gibsonville ES	44.57%	0.0%	0.2%	8.9%	15.2%	69.7%	6.1%
Gillespie Park	87.36%	0.4%	1.5%	2.2%	90.7%	0.0%	5.2%
Greensboro College - Middle College HS	6.38%	0.0%	0.9%	1.8%	19.6%	75.0%	2.7%
Grimsley HS	32.38%	0.4%	3.7%	2.9%	35.6%	54.1%	3.4%
GTCC - Middle College HS @ GSO	39.09%	0.8%	3.3%	2.5%	53.3%	36.1%	4.1%
GTCC - Middle College HS @ HPT	28.00%	1.6%	0.0%	1.6%	28.7%	63.9%	4.1%
GTCC - Middle College HS @ Jamestown	31.01%	0.0%	2.0%	7.4%	37.8%	48.6%	4.1%
Guilford College - Early College	7.34%	0.5%	25.0%	1.6%	10.4%	58.9%	3.6%
Guilford MS	54.50%	0.3%	5.9%	13.9%	37.2%	32.8%	9.9%
Doris Henderson Newcomers School	99.56%	0.0%	54.0%	17.0%	16.7%	12.0%	0.3%
Guilford Primary	68.30%	0.0%	4.3%	19.1%	44.8%	22.1%	9.6%
Hairston MS	91.06%	0.5%	1.0%	10.3%	84.0%	1.7%	2.5%
Hampton Academy	94.01%	0.0%	0.4%	9.1%	86.7%	0.8%	3.0%
High Point Central HS	60.57%	0.2%	6.2%	12.6%	45.9%	32.0%	3.1%
High School Ahead Academy	81.19%	1.1%	0.0%	7.4%	74.5%	11.7%	5.3%
Hunter ES	93.44%	1.4%	4.2%	41.6%	38.1%	7.5%	7.2%
Irving Park ES	54.47%	0.4%	9.5%	7.0%	32.0%	45.0%	6.1%
Jackson MS	80.37%	1.1%	6.7%	19.7%	63.1%	4.8%	4.6%
Jamestown ES	63.03%	0.5%	7.5%	7.0%	50.2%	27.5%	7.3%
Jamestown MS	47.02%	0.1%	10.5%	7.7%	37.5%	38.7%	5.5%
Jefferson ES	45.33%	0.0%	5.7%	10.3%	35.3%	39.6%	9.1%
Jesse Wharton ES	36.21%	0.3%	7.7%	6.3%	22.2%	56.8%	6.7%
Johnson Street Global Studies (K-8)	69.53%	0.8%	6.3%	12.1%	46.6%	25.3%	8.8%
Jones ES	47.58%	0.1%	0.4%	3.7%	61.6%	24.9%	9.1%
Joyner ES	59.13%	0.8%	7.0%	7.8%	43.6%	33.5%	7.3%
Kernodle MS	17.89%	0.5%	6.6%	4.7%	15.4%	67.5%	5.3%
Kirkman Park ES	79.47%	0.0%	1.7%	2.9%	78.3%	9.1%	8.0%
Kiser MS	54.11%	0.6%	2.9%	5.7%	47.2%	40.8%	2.9%
Academy at Lincoln	40.96%	0.1%	8.0%	2.0%	55.8%	30.1%	3.9%

School Name	FRL%	Ethnic Demographics					
		American Indian	Asian	Hispanic	Black	White	Multi-racial
Lindley ES	60.99%	0.5%	5.0%	13.2%	33.0%	39.2%	9.2%
Madison ES	47.41%	0.0%	1.2%	7.0%	27.7%	58.2%	5.9%
McIver Education Center	65.59%	0.0%	6.0%	4.5%	48.5%	35.8%	5.2%
McLeansville ES	61.00%	0.7%	1.7%	17.7%	25.7%	46.5%	7.7%
Mendenhall MS	44.71%	0.4%	7.2%	4.9%	37.1%	44.5%	5.8%
Millis Road ES	31.13%	0.2%	9.7%	6.4%	22.7%	55.3%	5.7%
Montlieu Math and Science Academy	81.10%	0.7%	5.9%	10.8%	74.1%	3.4%	5.2%
Morehead ES	48.12%	0.4%	2.7%	10.5%	38.3%	40.0%	8.2%
Murphey Traditional Academy	71.47%	1.1%	5.6%	7.7%	71.5%	6.9%	7.2%
Nathanael Greene ES	30.32%	0.8%	0.0%	4.5%	2.7%	88.6%	3.5%
NC A&T MCHS	45.24%	0.0%	0.0%	0.0%	92.4%	4.3%	3.3%
Northeast HS	47.99%	0.8%	0.7%	6.7%	48.0%	38.8%	4.9%
Northeast MS	57.48%	0.5%	1.2%	10.3%	50.1%	33.4%	4.5%
Northern ES	21.37%	0.1%	1.2%	4.9%	22.5%	67.6%	3.7%
Northern HS	17.06%	0.6%	1.6%	3.5%	21.2%	70.9%	2.1%
Northern MS	20.04%	0.0%	1.6%	4.2%	22.6%	67.9%	3.6%
Northwest HS	8.37%	0.4%	3.2%	4.6%	6.5%	82.2%	3.0%
Northwest MS	11.15%	0.5%	4.4%	3.2%	5.4%	83.7%	2.8%
Northwood ES	80.98%	0.2%	7.6%	21.5%	41.6%	20.5%	8.6%
Oak Hill ES	92.51%	0.0%	10.5%	37.7%	27.5%	17.3%	7.0%
Oak Ridge ES	7.84%	0.4%	4.2%	2.7%	3.9%	84.1%	4.7%
Oak View ES	63.64%	0.2%	6.4%	13.9%	42.9%	29.2%	7.5%
Page HS	41.30%	0.4%	7.3%	5.3%	42.6%	40.5%	4.0%
Parkview ES	94.53%	1.5%	1.5%	6.4%	84.7%	3.2%	2.8%
Pearce ES	15.04%	0.4%	4.2%	5.1%	9.9%	72.5%	7.9%
Peck ES	87.34%	0.8%	7.7%	21.0%	54.1%	7.4%	9.0%
Peeler Open ES	48.96%	0.3%	0.3%	3.3%	63.0%	23.9%	9.3%
Penn-Griffin School for the Arts (6-11)	58.50%	0.0%	4.9%	8.3%	49.4%	33.6%	3.8%
Pilot ES	35.29%	1.0%	8.4%	6.1%	29.7%	47.7%	7.0%
Pleasant Garden ES	38.17%	1.8%	0.9%	2.6%	14.6%	75.0%	5.1%
Ragsdale HS	38.50%	0.3%	11.0%	5.2%	36.7%	43.3%	3.5%
Rankin ES	88.32%	0.3%	12.0%	19.8%	56.3%	5.8%	5.8%
Reedy Fork ES	49.89%	0.2%	0.9%	26.1%	34.2%	32.4%	6.1%
SCALE - Greensboro	97.92%	1.4%	2.8%	2.8%	77.5%	14.1%	1.4%
Dean B Pruette SCALE Academy	96.77%	0.0%	1.1%	3.4%	69.0%	24.1%	2.3%
Sedalia ES	47.06%	1.7%	1.3%	5.4%	41.8%	43.0%	6.9%
Sedgefield ES	85.21%	0.0%	13.3%	32.0%	41.1%	6.4%	7.2%
Shadybrook ES	37.04%	0.2%	6.2%	9.1%	27.3%	51.1%	6.1%
Smith HS	70.10%	0.7%	12.2%	13.1%	66.7%	3.5%	3.7%
Southeast HS	25.30%	0.7%	1.3%	3.5%	26.3%	65.5%	2.7%
Southeast MS	31.49%	1.1%	1.2%	3.6%	23.0%	67.8%	3.4%
Southern ES	45.77%	1.4%	1.4%	16.1%	6.0%	71.2%	3.9%
Southern HS	52.31%	1.2%	7.0%	7.7%	42.1%	39.1%	2.8%
Southern MS	63.19%	0.3%	6.4%	13.0%	44.1%	32.2%	3.9%
Southwest ES	17.28%	0.3%	13.3%	8.1%	12.8%	59.8%	5.7%
Southwest HS	34.50%	0.1%	7.1%	5.5%	40.2%	43.4%	3.6%
Southwest MS	37.82%	0.5%	10.1%	5.7%	36.4%	42.6%	4.9%
Sternberger ES	16.92%	0.0%	0.3%	3.6%	12.3%	80.4%	3.3%
Stokesdale ES	15.81%	0.4%	1.9%	2.5%	3.7%	88.1%	3.5%

School Name	FRL%	Ethnic Demographics					
		American Indian	Asian	Hispanic	Black	White	Multi-racial
Summerfield ES	11.98%	0.7%	3.1%	5.5%	5.2%	80.5%	5.0%
Sumner ES	79.48%	0.7%	2.1%	25.3%	49.0%	14.7%	8.1%
The Academy at Central	75.86%	0.0%	4.6%	10.3%	58.6%	23.0%	3.4%
The Academy at Smith	78.03%	1.0%	17.5%	7.2%	68.0%	3.6%	2.6%
Triangle Lake Montessori ES	48.66%	0.0%	3.6%	9.6%	45.6%	34.7%	6.6%
Union Hill ES	90.42%	0.9%	10.7%	20.7%	56.1%	5.0%	6.6%
Vandalia ES	71.15%	0.0%	1.2%	2.4%	89.0%	1.6%	5.9%
Washington ES	94.40%	0.0%	0.4%	4.2%	92.5%	0.8%	2.1%
Weaver Academy	11.28%	0.4%	2.2%	0.9%	12.9%	79.9%	3.6%
Welborn Academy of Science and Technology	72.41%	0.4%	3.0%	6.5%	71.1%	14.5%	4.6%
Western HS	32.03%	0.3%	4.8%	10.5%	29.3%	48.3%	6.9%
Wiley ES	98.88%	0.0%	0.4%	2.2%	89.5%	2.6%	5.2%

APPENDIX B: Languages/Dialects Spoken by GCS Students in 2009-10

Afrikaans
Akan
Albanian
Amharic
Arabela
Arabic
Assyrian
Bahnar
Bambara
Bana
Bangala
Bemba
Bengali
Bhutanese
Bmong
Bosnian
Bulgarian
Bunoung
Burmese
Cambodian
Cantonese
Cebuano
Chichewa
Chin
Chinese
Cotocoli
Creole
Croatian
Czech
Danish
Degaru
Degha
Dinka
Djarma
Dutch

Dzongkha
Ede
Efik
Egyptian
English
Estonian
Ethiopian
Ewe
Fante
Farsi
Filipino
Finnish
French
French Creole
Ga
Georgian
German
Ghanian
Greek
Gujarati
Guyanese Creole
      English
Haitian Creole
      French
Hausa
Hebrew
Hindi
Hindko
Hmong
Hungarian
Ibo
Igbo
Ilocano
Indian
Indonesian

Italian
Jamaican Creole
Japanese
Jarai
Kannada
Karen
Khmer
Khmu
Kinyamulenge
Kinyarwanda
Kirundi
Kishwahili
Koho
Konkani
Korean
Krahn
Krio
Kru
Kunama
Lao
Laos
Laotian
Latvian
Liberian English
Lingala
Loatian Tai
Mahric
Malayalam
Mandarin
Mandingo
Mano
Marathi
Marshallese
Massalit
Mende

Micronesian
Mnong
Mongolian
Montagnais
Montagnard
Nepalese
Nepali
Newari
Nigerian
Norwegian
Oromo
Palauan
Panjabi
Pashto
Patois
Persian
Pohnpeian
Polish
Portuguese
Punjabi
Pushto
Rade
Romanian
Russian
Sa
Saa
Samoan
Sedang
Serbian
Serbo-croatian
Shona
Sinhalese
Slovak
Sohor
Somali

Sowanda
Spanish
Sri Lankan
      Creole Malay
Sudanese
Swahili
Swedish
Syrian
Tagalog
Tai
Tamil
Tarasco
Telugu
Tem
Thai
Tirgrinya
Turkish
Twi
Ukrainian
Ukranian
Unknown
Urdo
Urdu
Vai
Vietnamese
Visayan
Walof
Welsh
Wolof
Yoruba
Yugoslavian
Zarma

APPENDIX C: Community Resources

For an annotated version of this list, including descriptions of each organization, visit the Guilford Education Alliance online at www.guilfordeducationalliance.org.

African Services Coalition
Omer A. Omer, 122 N. Elm St. Suite 602, Greensboro; 336-574-2677

American Friends Service Committee (AFSC)
6306 West Market St., Greensboro; 336-854-0633; http://www.afsc.org

Black Child Development Institute
1200 E. Market St., Greensboro; 336-230-2138; www.blackchilddevelopment.org

Casa Guadalupe
2201 West Market St., Greensboro; 336-574-2837

The Center for New North Carolinians
413 S. Edgeworth St., Greensboro; 336-334-5411; http://www.cnnc.uncg.edu/

Church World Service Immigration and Refugee Program
Meredith Newmark, 620 South Elm St., Greensboro; 336-617-0381

Faith Action International House
Mark Sills, 705 N. Greene St., Greensboro; 336-379-0037; http://www.faihouse.org/

Ghanaian Piedmont Association
P.O. Box 2611, Greensboro; 336-373-0918

Glenwood Branch Library
1901 West Florida St., Greensboro; 336-297-5000; http://www.greensboro-nc.gov/departments/Library/branches/Glenwood/default.htm
Includes the **Multicultural Resource Center**: http://www.greensboro-nc.gov/departments/Library/multicultural/

Greensboro Buddhist Center
Somsak Sambimb, 2715 Liberty Rd., Greensboro; 336-272-6297

Greensboro Chinese Association
Mei-Lin H. Yu, 201 Pineburr Rd., Greensboro; 336-288-8074

Greensboro Human Relations Commission
www.greensboro-nc.gov/departments/Relations/commission/

Greensboro Jewish Federation
5509-C W. Friendly Ave., Greensboro; 336-852-5433

Guilford Native American Association
1100 Revolution Mill Dr., Studio #6, Greensboro; 336-273-8686

The Gujarati Cultural Association of the Piedmont
1118 Summit Ave., Greensboro; 336-254-1727

High Point Human Relations Commission
http://www.high-point.net/hr/index.cfm#staff

High Point-Thomasville Chapter of the American Red Cross
815 Phillips Ave., High Point; 336-885-9133

High Point Student Human Relations Commission
211 S. Hamilton St., Suite 207, High Point; 336-883-3124

Iglesia Bautista Hispana
Rev. David Duarte, 2800 Vanstory St., Greensboro; 336-855-5077; http://www.iglesiahispana.org

India Association of Greensboro
Ajay Kumar, P.O. Box 4643, Greensboro; 336-454-9073

Islamic Center of Greensboro
Imam Yaser Ahmed, 2023 16th St., Greensboro; 336-375-4908

Laotian Association of the Triad
Chantone Fymoungphon, 336-580-0399

Latino Family Center
210 Gatewood Ave., High Point; 336-884-5858

Montagnard Dega Association
Y Siu Hong, 611 Summit Ave., Greensboro

National Conference for Community and Social Justice (NCCJ)
713 N. Greene Street, Greensboro; 336-272-0359

North Carolina A&T Division of Student Affairs
100 Murphy Hall, Greensboro; 336-334-7696

Nrityabharati School of Dance
1609 Bearhollow Road, Greensboro; 336-292-3171

The Piedmont Interfaith Council
http://www.piedmontinterfaithcouncil.org/

UNCG Multicultural Affairs
Room 217, Elliott University Center, Greensboro; 336-334-5090

United Caribbean Association
8003 Goldenrod Dr., Greensboro; 336-643-5813

World Relief
2029 Centennial Dr., High Point; 336-887-9007

APPENDIX D: Additional Resources for Teachers and Administrators

Center for Multicultural Education at the University of Washington College of Education
http://education.washington.edu/cme/index.html

Center for Civil Rights at the UNC-Chapel Hill School of Law
http://www.law.unc.edu/centers/civilrights/default.aspx

The Civil Rights Project at UCLA
http://www.civilrightsproject.ucla.edu

Kaleidoscope: Cultural Diversity in Guilford County (from The Guilford Center)
http://www.guilfordcenter.com/resources/Kaleidoscope/default.htm

The Leadership Conference on Civil and Human Rights
http://www.civilrights.org/

Multicultural Pavilion from EdChange
http://www.edchange.org/multicultural/index.html

National Association for Multicultural Education
http://nameorg.org/

Race Matters toolkit from the Annie E. Casey Foundation
http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx

The Teaching Diverse Students Initiative (TDSi) from the Southern Poverty Law Center
http://www.tolerance.org/tdsi/

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