

CULTURAL RESPONSIVE SCHOOLS

AM Horizons Training Group
Andre Koen, Facilitator



Mountaintop Speech excerpt

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

Dr. Martin Luther King, Jr. delivered this speech in support of the striking sanitation workers at Mason Temple in Memphis, TN on April 3, 1968 – the day before he was assassinated.

Why does this story not stop here?

What was the Rev. Dr. King's commission or expectation?

PREAMBLE of the CONSTITUTION

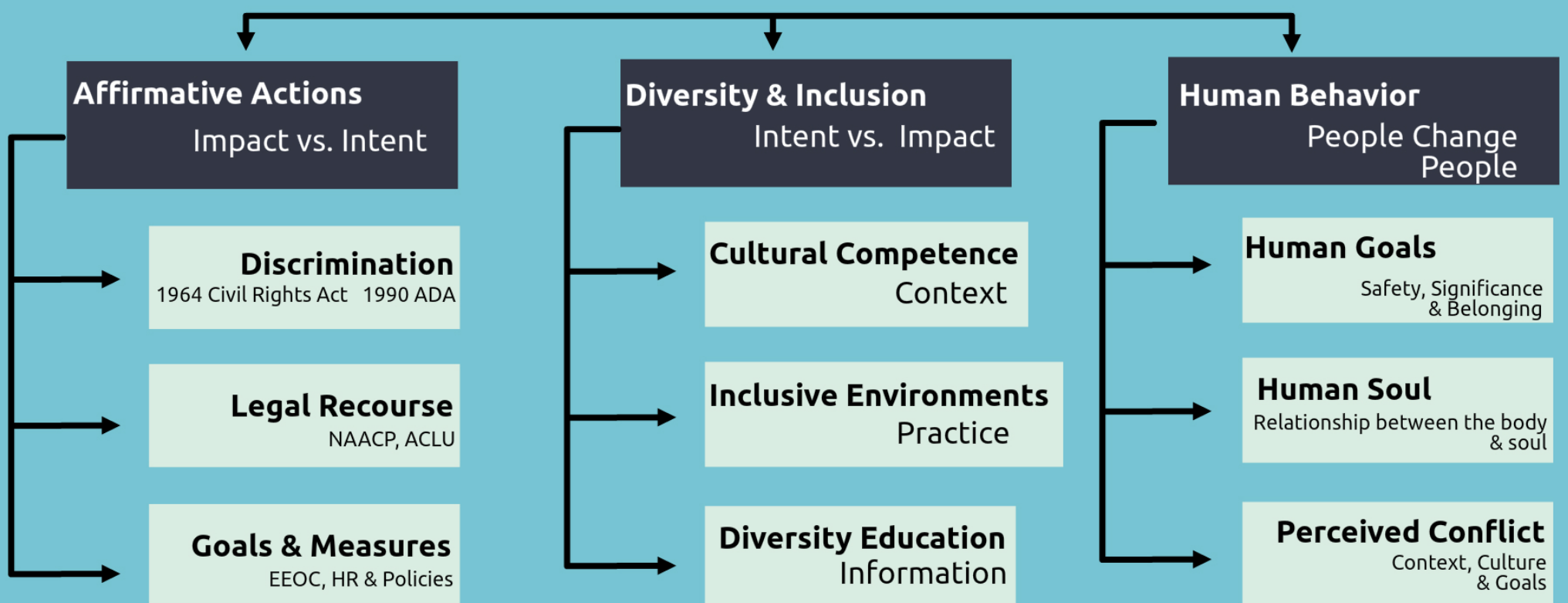
We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Declaration of Independence: Paragraph II

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Diversity, *Inclusion* & Affirmative Actions

Strategies for Corrective Actions & Healing Bigotry-Prejudice-Discrimination



1863 Emancipation January 1, 1863

**1920 August 18, 1920, the 19th amendment,
women's voting rights**

Indian Citizenship Act of 1924

**May 31, 1955, the Justices handed down a plan
for how it was to proceed; desegregation was to
proceed with "all deliberate speed."**

1964 Civil Rights Act

1978 Native American Freedom of religion

**1990 ADA-Americans with Disabilities Act of
1990**

July 2, 1964. The act outlawed segregation in businesses such as theaters, restaurants, and hotels. It banned discriminatory practices in employment and ended segregation in public places such as swimming pools, libraries, and public schools.

Why this discussion?

Social Justice.

Social Justice is making sure everyone has access to and obtains all the promises of the United States Constitution and the United Nations Declaration of Human Rights.



TRUTHS
HUMANS CAN LEARN, CHANGE, AND GROW

PEOPLE DO WHAT THEY THINK WORKS

ALL BEHAVIOR IS GOAL DIRECTED

ATTITUDE IS A REACTION TO GOALS

amhorizo



human needs/Self eff

SIGNIFICANCE
BELONGING
SAFETY



amhorizons.com

SIGNIFICANCE BELONGING SAFETY



Goal Directed

No matter their background or culture, people are searching for a sense of significance, belonging and safety. Our job as leaders is to examine ways we can motivate individuals to engage in various processes allowing the greater good to be served. As leaders, we try to assist people in obtaining their goals.

We understand that all human behavior is goal directed. Ineffective organization and structure often results in off-task behavior. Off-task behavior produces undefined or misguided goal accomplishment.

Born this way...

We understand that all second nature behavior has been learned. These behaviors will continue as long as individuals believe that these actions are helping them accomplish their goals.

We know that with proper goal and behavior assessments, individuals can change the actions that are not allowing them to meet the goals they have set for themselves.

The behavioral change model allows people to renovate their thinking, make mistakes, re-evaluate their behaviors and learn from them.

CONTEXT

PLACE >> TIME >> SPACE

CONTEXT
CULTURE
BELIEFS
THOUGHTS
BEHAVIORS
EMOTIONS



BAD/GOOD ATTITUDES

The trash, the game, the winner
Great Apes don't go to the hospital
I hear what you say, I see what you do

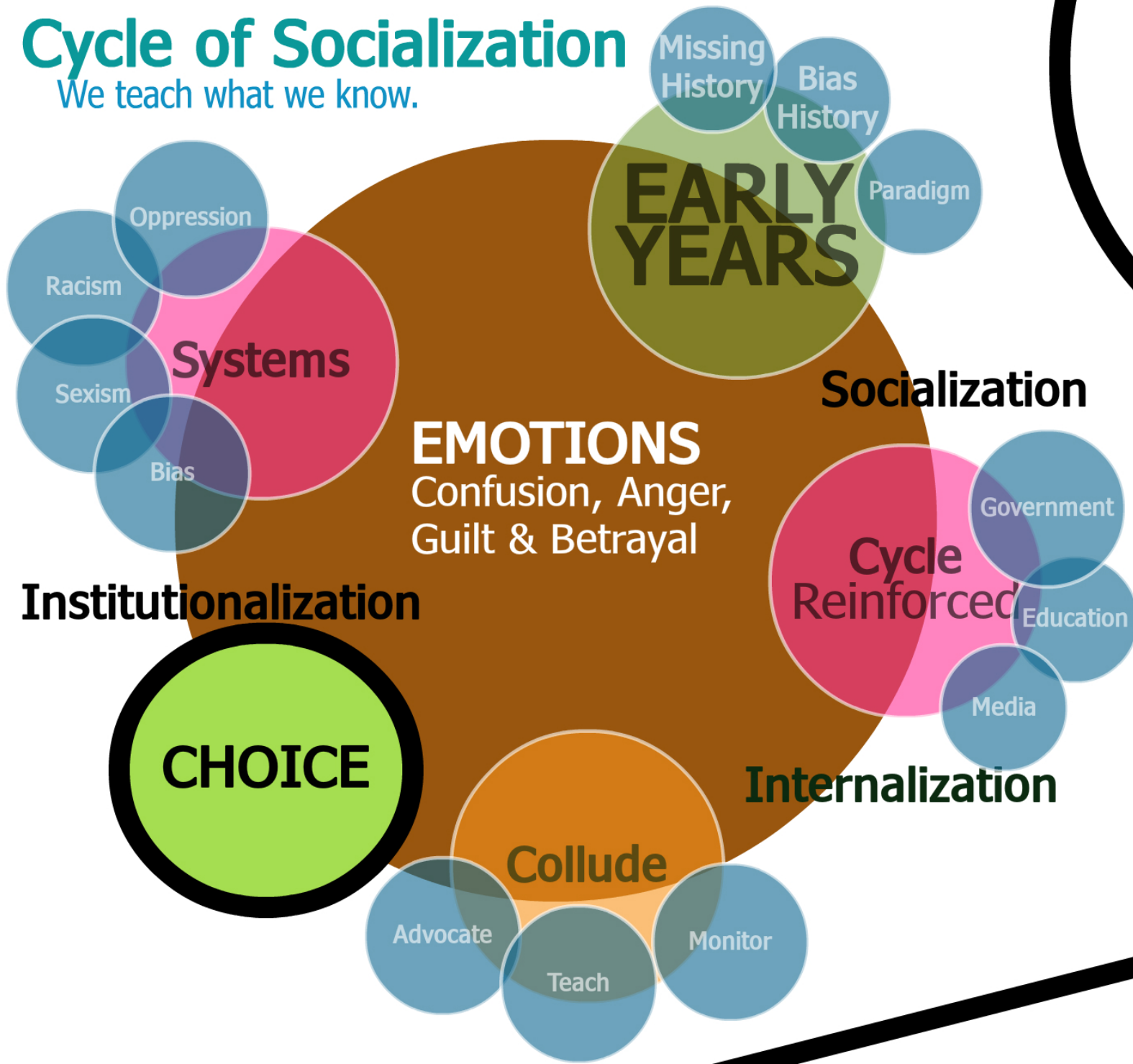
LISTEN ONLY TO MOVEMENT

American Girl in Italy
Ruth Orkin 1951



Cycle of Socialization

We teach what we know.



CONTEXT:
Background Music
Time, Geography,
Education, Space,
Government, Climate,
Population,
Demographics

Stereotypes
Bias/Prejudice
Ethnocentrism

Artifacts: Can see

Values: Can't See

	African Americans	European Americans	Latino/a Americans	Asian Americans	Disabled Americans	Native Americans
Parents and Family						
Friends						
School and Workplace						
TV, Movies and Media						
Personal Experience						

4 Things to know about

RACISM

Modern Concept. Not Biological.

Whiteness is not equal. Racism is Real.

THE CAR

Historical Trauma

Stolen ---Take them back--- Watched them used -- Given Broken Cars --Internalized/Externalized

101 Years of Tag

Racism Systemic Inequalities impoverish/dis-empowered compensation/consequences

WHITENESS EXPOSING THE MYTH

White Privilege III White Guilt III White Allies



This model is being used for illustrative purposes only.

NOTES

Change the conversation.

DO THE MATH

it keeps adding up...

Why do we still have discrimination?

DISCRIMINATION is a simple EQUATION.

We know that learning has been successful when we see a change in behavior. Behavior only changes when an individual realizes that their current behavior is not leading them to their goal. My values are not negotiable, however my methods may be a point where negotiations can occur.

**BIGOTRY
PREJUDICE**

MICRO AGGRESSIONS *Diminish:*

Discretionary Effort

Inclusive Environments

Cultural Continuity

Personal Best

Empowered Self

DISCRIMINATION

Emotions + Thoughts = Behavior

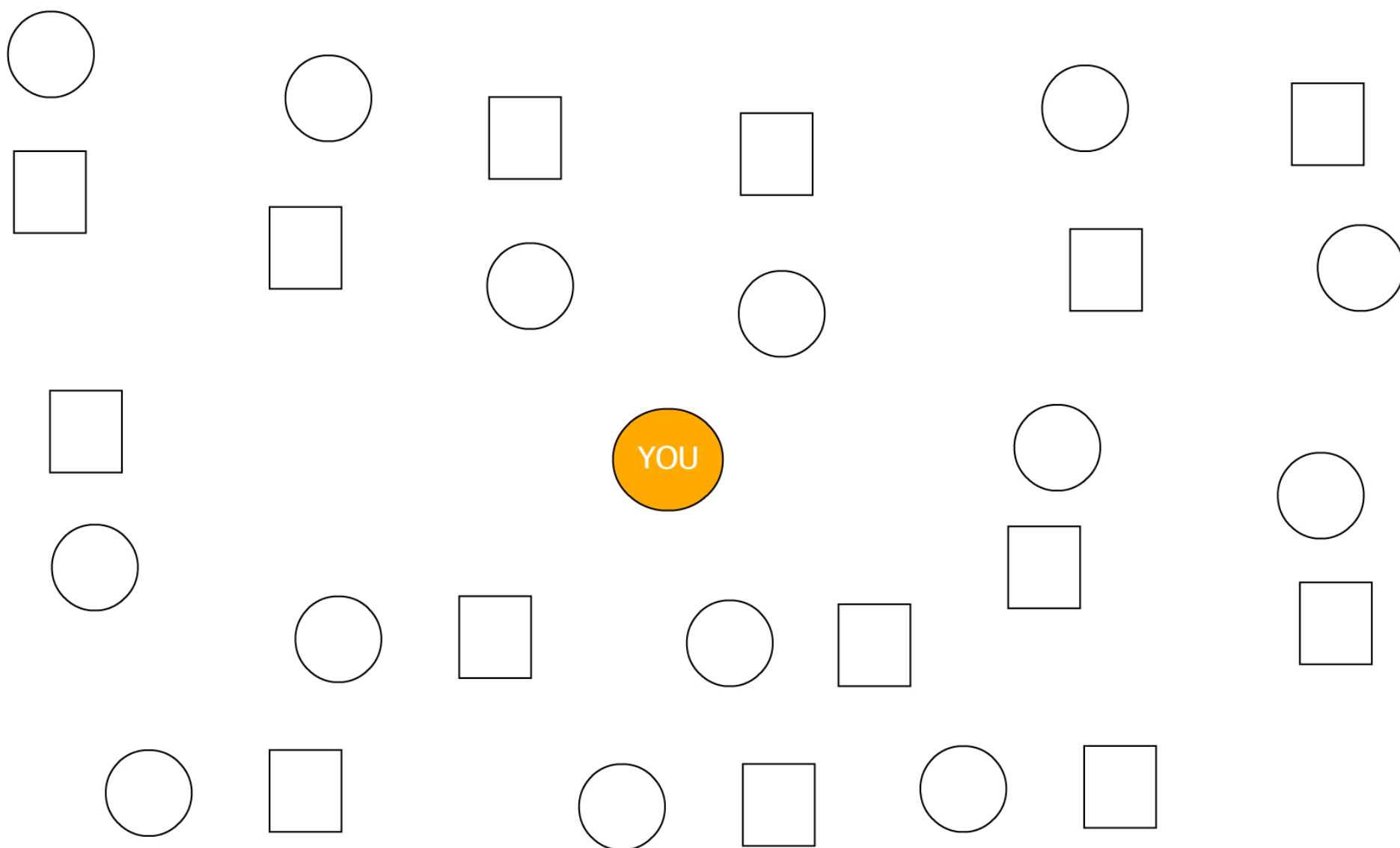
B _____ + P _____ = D _____

1863-----1964-----2014

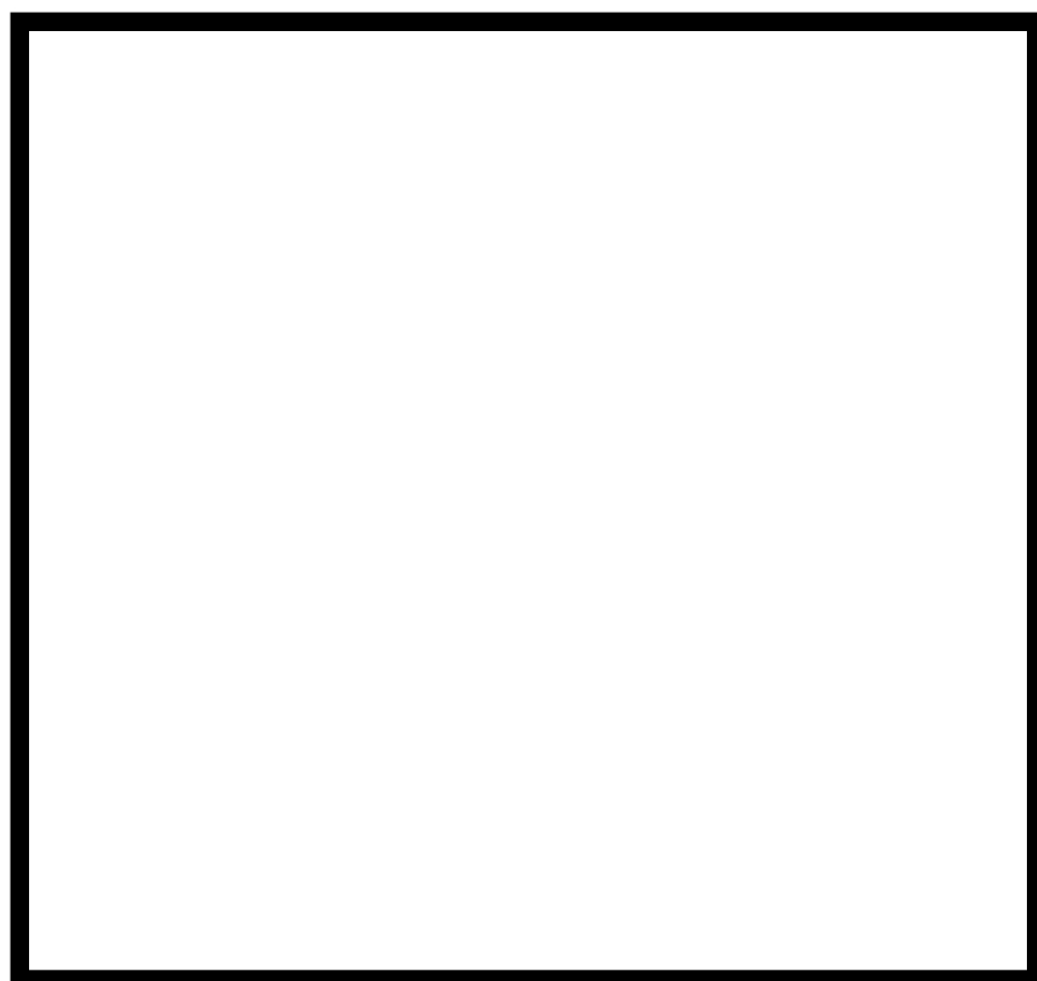
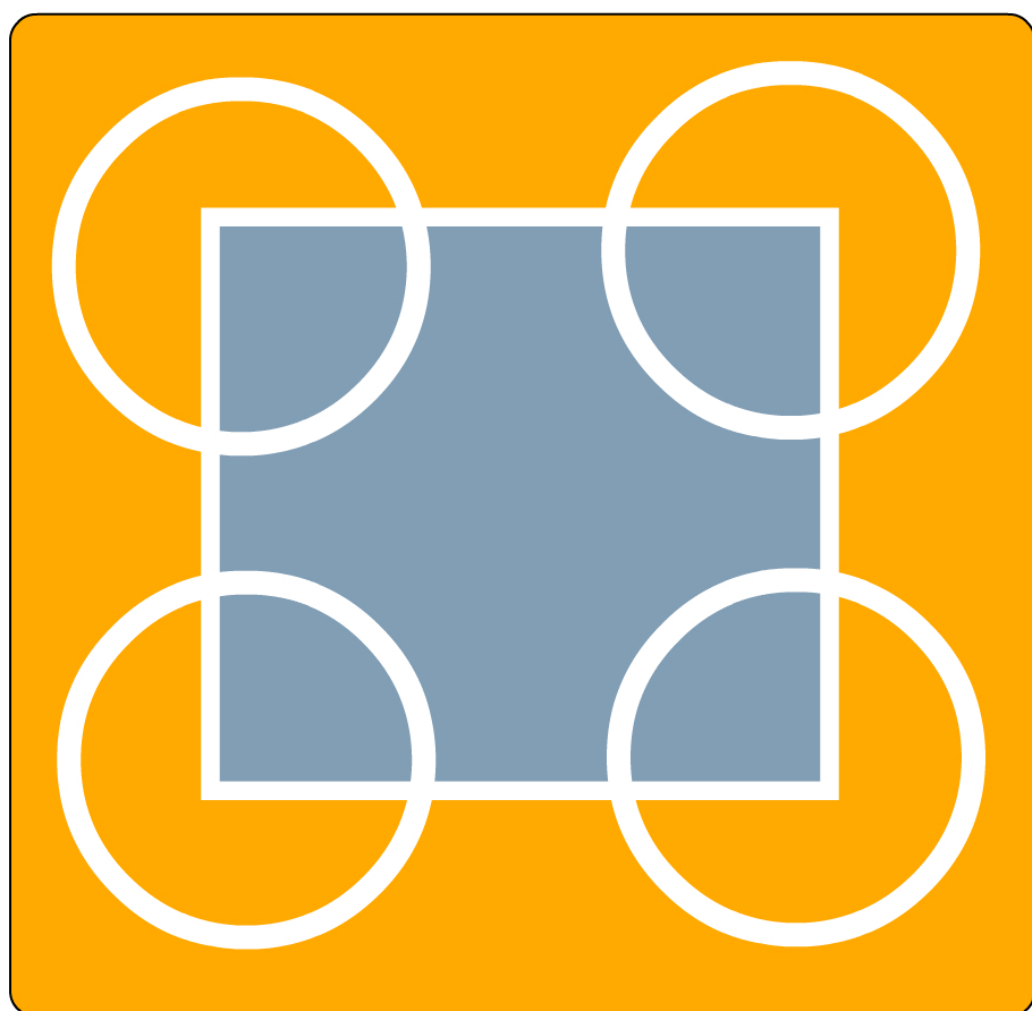
there is
Dignity & Honor
in
Being Human

amhorizons.com  

HURT PEOPLE, HURT PEOPLE



Genogram use this chart to diagram your family as best you can with your parents at the center. Add Siblings, Births, Deaths or any life changing events for 3 generations. You may chose maternal or paternal relationships. Circles & Squares represent people, and straight lines marriage, dotted lines divorce or loss of connection. You are free to add symbols, dates and people to this diagram.



MICRO INEQUITIES

Notes

"...they are designed slowly wear down a person's resolve, self confidence and ultimately impair a persons performance."



COPIER ROOM

Men and Women - See Things Differently

"PERCEPTION LEAD TO..."

How might this difference in perception lead to the creation of a micro inequity and empeed a persons discretionary effort?

1. No "off-color" jokes
2. No sexual/gender jokes
3. "No Offense" is an offense
4. "That is just..." Wrong!
5. Say something
6. Work is work
7. Know = No

Avoid a Hostile Work Environment

MICRO INEQUITY/ DISCRETIONARY EFFORT

Mole Hills to Mountains

Micro Inequities/Discretionary Effort

Micro Inequities refers to the ways in which individuals are "either singled out, or overlooked, ignored, or otherwise discounted" based on an unchangeable characteristic such as race or gender.

andreko

Micro Inequities/Discretionary Effort

Discretionary Effort refers to the quality, amount and attitude in which a person chooses to give towards the completion of a contract or obligation based on the percieved quality of their personal/ emotion experience.

andrekoen.com

there is
Dignity & Honor
in
Being Human

Macro-Boosters

The large ways in which organizations show individuals that they are appreciated and valued.

Micro-Boosters

The small ways in which we show individuals that they are appreciated and valued. Most of these do not involve money.

Notes

Name 5

For each of these groups name 5 influential or famous people.

Native Americans

Jewish Americans

Asian Americans

v

Black Americans

Arab Americans

White Americans



Cultural Competence

Classroom Cultural competence consists of the following:

Acknowledging the strengths and benefits that students and staff bring with them to the classroom

Making connections between what students already know and what they are expected to learn

Including multiple perspectives in decision-making and instruction

Validating students' cultural identity in classroom practices and instructional materials.

Acknowledging students' differences and commonalities

Being aware of one's own cultural identity and views and the influence those views have on classroom practices

Engaging families in a culturally meaningful way

Believing that students from culturally diverse and low-income backgrounds are capable learners

The following are not components of cultural competence:

Color-blindness or cultural neutrality

Cultural celebrations at designated times of the year

Making assumptions that all students from one culture operate in similar ways and have had similar experiences

Self-Audit Of Your Culturally Competent Classroom

Environmental Style:	1 Seeking Understanding	3 Starting to put into practice	5 Making corrections/culturally responsive
1. Are your visuals representative of all cultural groups?			
2. Do you have learning centers that capitalize and focus on the different modalities/intelligences?			
3. Do you establish a routine and daily schedule, to provide some important structure?			
4. Do you encourage interpersonal interactions and a sense of family and community?			
5. How would you rate your understanding of the cultural ways of thinking, acting and believing of the following groups? (1=low; 3=average; 5=high)			
African Americans			
American Indians			
German Americans			
Hispanic/Latino Americans			
Hmong Americans			
Italian Americans			
Mexican Americans			

Interactional Style:	1 Never	3 Sometimes	5 Always
1. When you use cooperative groups, are you certain everyone understands their role in the performance of the task?			
2. Are you prone to heterogeneously group by race, gender and ability unless the task specifically demands another type of grouping?			
3. Do you find ways to engage all students in each lesson?			
4. Do you encourage formality with role definitions and appropriate etiquette?			
5. Do you allow students to help each other or to work together even when reading text?			

Instructional Strategies for Cognitive Style:	1 Never	3 Sometimes	5 Always
1. When giving an assignment, do you provide a global view of the task as well as a step-by-step plan for what			

groups or individuals are to accomplish?			
2. Do you operate in the classroom as a guide and facilitator rather than a “performer” in front of an audience?			
3. Does engagement mean more to you than asking and responding to questions or worksheets?			
4. Do you model and schedule opportunities to practice the ideas or concepts before you require students to demonstrate or test their understanding?			
5. If you use lectures to convey information, do you limit your presentation to 5-10 minutes and have visuals and examples as models of the concept about which you are speaking?			
6. Do you plan ways of helping students process and internalize the information that has been presented?			
7. When you use films, videos, guest speakers, or lengthy readings, do you design ways to assist students to think about and understand the information?			

Instructional Design for Cognitive Style Responsiveness:	1 Never	3 Sometimes	5 Always
1. Do you have each day/lesson carefully planned?			
2. Do you plan a lesson or unit with specific activities, themes, or concepts that include material or information to demonstrate connections across disciplines?			
3. Do you use the knowledge of fine arts (art, music, literature) as other ways in which students can gain knowledge about concepts or ideas?			

Assessment Style	1 Never	3 Sometimes	5 Always
1. Do you include both qualitative and quantitative data in your assessment of individuals? Your class? Yourself as a teacher?			
2. Have you analyzed the tests given you or the school district to ensure that the questions have an assumption of knowledge with which students are familiar or of which they will become familiar through your instruction?			

Source: Shade, B.J., Kelly, C., & Oberg, M. (1998). *Creating Culturally Responsive Classrooms*. Washington, D.C: American Psychological Association.

Instructional Design for Cognitive Style Responsiveness:

1 Never 3 Sometimes 5 Always

___1. Do you have each day/lesson carefully planned?

___2. Do you plan a lesson or unit with specific activities, themes, or concepts that include material or information to demonstrate connections across disciplines?

___3. Do you use the knowledge of fine arts (art, music, literature) as other ways in which students can gain knowledge about concepts or ideas?

Assessment Style

1 Never 3 Sometimes 5 Always

___1. Do you include both qualitative and quantitative data in your assessment of individuals? Your class? Yourself as a teacher?

___2. Have you analyzed the tests given you or the school district to ensure that the questions have an assumption of knowledge with which students are familiar or of which they will become familiar through your instruction?

Source: Shade, B.J., Kelly, C., & Oberg, M. (1998). *Creating Culturally Responsive Classrooms*. Washington, D.C: American Psychological Association.

Self-Audit Of Your Culturally Competent Classroom

Environmental Style:

1 Seeking Understanding 3 Starting to put into practice 5 Making corrections/culturally responsive

- ___1. Are your visuals representative of all cultural groups?
- ___2. Do you have learning centers that capitalize and focus on the different modalities/intelligences?
- ___3. Do you establish a routine and daily schedule, to provide some important structure?
- ___4. Do you encourage interpersonal interactions and a sense of family and community?
- ___5. How would you rate your understanding of the cultural ways of thinking, acting and believing of the following groups?

(1=low; 3=average; 5=high)

- ___African Americans
- ___American Indians
- ___German Americans
- ___Hispanic/Latino Americans
- ___Hmong Americans
- ___Italian Americans
- ___Mexican Americans

Interactional Style:

1 Never 3 Sometimes 5 Always

____1. When you use cooperative groups, are you certain everyone understands their role in the performance of the task?

____2. Are you prone to heterogeneously group by race, gender and ability unless the task specifically demands another type of grouping?

____3. Do you find ways to engage all students in each lesson?

____4. Do you encourage formality with role definitions and appropriate etiquette?

____5. Do you allow students to help each other or to work together even when reading text?

Instructional Strategies for Cognitive Style:

1 Never 3 Sometimes 5 Always

___1. When giving an assignment, do you provide a global view of the task as well as a step-by-step plan for what groups or individuals are to accomplish?

___2. Do you operate in the classroom as a guide and facilitator rather than a "performer" in front of an audience?

___3. Does engagement mean more to you than asking and responding to questions or worksheets?

___4. Do you model and schedule opportunities to practice the ideas or concepts before you require students to demonstrate or test their understanding?

___5. If you use lectures to convey information, do you limit your presentation to 5-10 minutes and have visuals and examples as models of the concept about which you are speaking?

___6. Do you plan ways of helping students process and internalize the information that has been presented?

___7. When you use films, videos, guest speakers, or lengthy readings, do you design ways to assist students to think about and understand the information?

Culturally Responsive Teaching

Practices

Each practice includes an explanation, a summary of each story that exemplifies the practice, a research summary (review of the literature), a reference list of the literature, and a short list of related Web resources (URLs and full annotations provided online or in the Related Web Resources section if it has been printed).

- **Communication of High Expectations** – There are consistent messages, from both the teacher and the whole school, that students will succeed, based upon genuine respect for students and belief in student capability.
- **Active Teaching Methods** – Instruction is designed to promote student engagement by requiring that students play an active role in crafting curriculum and developing learning activities.
- **Teacher as Facilitator** – Within an active teaching environment, the teacher's role is one of guide, mediator, and knowledgeable consultant, as well as instructor.
- **Positive Perspectives on Parents and Families of Culturally and Linguistically Diverse Students** – There is an ongoing participation in dialogue with students, parents, and community members on issues important to them, along with the inclusion of these individuals and issues in classroom curriculum and activities.
- **Cultural Sensitivity** – To maximize learning opportunities, teachers gain knowledge of the cultures represented in their classrooms and translate this knowledge into instructional practice.
- **Reshaping the Curriculum** – A reshaped curriculum is culturally responsive to the background of students.
- **Culturally Mediated Instruction** – Instruction is characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content.
- **Student–Controlled Classroom Discourse** – Students are given the opportunity to control

some portion of the lesson, providing teachers with insight into the ways that speech and

negotiation are used in the home and community.

- **Small Group Instruction and Academically–Related Discourse**

Instruction is organized around low–pressure, student–controlled learning groups that can assist in the development of academic language.

In Action

Fred is a 65 year old African American male who was born in the South during segregation. His parents had seven children and were poor farmers in a rural area. He completed school to fifth grade and has continued to farm in the same area as his extended family. He has been married for 45 years and has four children and twelve grandchildren. Fred likes to hunt and fish and attends the local Baptist church.

LaShonda is 21 years old and has her own apartment in the same housing project in which she grew up. She and her three brothers were raised by their mother who struggled to keep them clothed and fed by juggling minimum wage jobs and state benefits. LaShonda knows very little about her father other than that he is a white man who had a short relationship with her mother. LaShonda dropped out of high school at 15 when she had the first of her two children. Two of her brothers are currently in prison as is the father of her youngest child. LaShonda is working on her GED, and hopes to go to nursing school someday.

Shamala is 43 years old and immigrated to the United States from Africa five years ago to escape the military regime in his country. He owned his own newspaper at home but now works two jobs and shares an apartment with three others while saving money to bring his wife and children to join him in the United States. Shamala dreams of opening his own business and having his children go to college. He has become a citizen of the United States.

Sarah is a 28 year old African American female born in an east coast city and raised by her mother who taught at the local elementary school, and her father who worked for the United States Postal Service. Sarah is an only child. She graduated with honors from high school and received a scholarship to a prestigious law school. She currently works as a corporate attorney with a nationally known law firm in a major metropolitan area. Sarah loves live music and theatre, and is a practicing Buddhist.

Raheem is 32, black, and was raised in a fast-paced, urban city. His parents were members of the Black Panther movement and joined the Nation of Islam after he was born. His parents are well known activists and civil rights leaders. He graduated college with a major in political science and Black studies. He is currently working on his Ph.D. in political science while teaching at a community college in the African-American studies department. His dissertation topic is "The Use of Racial Profiling by Urban Police Departments."

Fred, LaShonda, Shamala, Sarah and Raheem may appear to share a racial heritage, but other cultural factors have influenced their values, beliefs, and behaviors in ways that leave minimal similarities between them. Think about how their political, career, family, religious, economic and other life experiences have shaped their identities and values beyond their membership in the demographic group "African American."

 <http://www.nccrest.org/>

Terms

Culture: A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

Cultural racism: Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

Cultural responsiveness: The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exist many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

Cultural sensitivity: The ability to be open to learning about and accepting of different cultural groups. **Discrimination:** To make a difference in treatment on a basis other than individual character. **Discrimination:** Behaviors directed towards people on the basis of their group membership.

Diversity perspective: Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

Ethnocentrism: To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

Institutional and structural racism: Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

Prejudice: Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

Racism: A belief that racial differences produce an inherent superiority of a particular race.

Sexism: The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

Social privilege: A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

Stereotype: Generalized belief about members of a cultural group.

Nearly 900,000 Africans (born in Africa or of African-born parents) reside in the U.S., with the largest numbers in metropolitan Washington, D.C.; New York; Los Angeles; and Atlanta. Their primary countries of origin are Nigeria, Ghana, Sierra Leone, Ethiopia, Somalia, Egypt, and South Africa. Africans in the U.S. average 14 years of education; many are fluent in English or French as well as several African languages.

Relationships

- **Tend to value interpersonal relationships as prerequisites for professional or business interactions.**
- **Often spend time visiting or chatting to establish and maintain relationships.**
- **Are inclined to believe that trust creates respect.**

Taboo Subjects

- **Inquiring about one's occupation or income.**
- **Discussing politics or current affairs in initial meetings.**
- **Breathing deeply or gasping may indicate that a controversial subject has been brought up.**
- **May object to being identified as African American.**

Competition vs.Cooperation

- **Often share a strong ethic of mutuality and concern for others.**
- **Tend to consider cooperation and harmony essential"**

AFRICANS

The culture of Black/African Americans is shaped by their history in the United States as well as the transmission of African traditions. Black/African Americans are not a homogeneous group: their relationships, communication patterns, and work styles are conditioned by many influences, among them place of residence, religious beliefs, education, socioeconomic status, and gender.

Relationships

- **Tend to prefer to establish a personal relationship and trust before doing business.**
- **May judge others on their authenticity—“being real.””**
- **Some hesitate to trust due to past experiences of prejudice and racism.**
- **Are generally comfortable revealing emotions with family and close friends.”**

Taboo Subjects

- **Referring to “you people” is highly offensive.**
- **Referring to Black/African Americans as “articulate.”**
- **May consider talking “Black” by others insulting (not as true of young people).**

Competition vs.Cooperation

- **Tend to value cooperation and interdependence.**
- **May give importance to but not focus on deadlines.**
- **Often believe that advances can be made through hard work.**

AFRICAN AMERICANS

An estimated 3.5 million people of Arabic origin reside in the U.S. Arab Americans, who first emigrated here in the early 1800s, have their origins in 21 countries extending from North Africa to the Saudi Peninsula. The largest numbers reside in Detroit/Dearborn, Los Angeles, New York City/New Jersey, Chicago, and Washington, D.C. Highly diverse in level of acculturation, education, occupation, profession, and economic status, Arab Americans are also varied in their religious beliefs: more than half are Christian, one quarter are Muslim.

Relationships

- **Often distinguish between formal, ritualized public relationships and warm, supportive private relationships (family and close friends).**
- **Tend to build business relationships of trust through adherence to rules of social status and behavior—respect, politeness, and group solidarity.**

Taboo Subjects

- **May not ask strangers or acquaintances about private matters—household, family, or spouse.**
- **Might not discuss religion, current events (esp. Middle East), gender roles, and sex in public sphere.**

Competition vs. Cooperation

- **Tend to emphasize interdependence, cooperation between those in same family, clan, or group.**
- **At times, highly competitive with outsiders.**

ARAB AMERICANS

Native Americans are a highly heterogeneous group of between 2.5 million (American Indian) and 4.3 million (mixed American Indian and other ancestries) people. Comprised of more than 500 tribes and 200 native societies, they reside primarily in metropolitan areas, with a third living on tribal lands largely in New Mexico, Arizona, Utah, North/South Dakota, and Montana. The most numerous tribes are Cherokee, Navajo, Sioux, and Chippewa. Native Americans vary widely in terms of language, family/social structure, acculturation, employment, and education level. Members of this group may self-identify as Native American, American Indian, or by tribal names.

Relationships

- **Tend to consider being in relationship with family, clan, and tribe as “the” way of being in the world.**
- **Often nurture respectful relationships through sharing.**
- **May be hesitant to trust those outside the group.**

Taboo Subjects

- **May not discuss personal matters.**
- **One should ask how person self-identifies; not assuming they consider him/herself American Indian/Native American.**

Competition vs.Cooperation

- **Tend to place great value on cooperation.**
- **May discourage individual advancement and taking oneself too seriously.**
- **Tend to be uncomfortable with competitive discussions or events.**

NATIVE AMERICANS

Western Europe is a geopolitical term referring to the 14 European countries which never became Communist; it also is taken to include the United Kingdom and the Republic of Ireland, although the British and Irish do not consider themselves European per se. While Western Europeans share historical and economic ties, as well as democratic traditions, they differ linguistically and culturally. These differences are most pronounced between the Mediterranean countries of Southern Europe (Spain, Portugal, Italy, and Greece) and those north of the Alps.

Relationships

- **Generally place a high value on politeness and courtesy as means of establishing trusting business relationships.**
- **Often prefer to do business with those whom they know well.**
- **Tend to maintain ties with family, childhood friends, and business associates over many years.**

Taboo Subjects

- **Northern Europeans tend to keep business and personal life separate; Southern Europeans are more open to mixing the two, may ask about family in business setting.**
- **May be uncomfortable discussing politics or WWII.**

Competition vs.Cooperation

- **Generally value cooperation and interdependence, but hold individuals accountable for implementation and mistakes.**
- **Can be highly competitive in sports.**

W. EUROPEAN AMERICANS

An estimated 42 million people of Hispanic/Latino ancestry live in the U.S. Increasingly dispersed throughout the country, they reside in the largest numbers in California, Arizona, Texas, Florida, Illinois, and New Mexico. Hispanic/Latinos have their origins in Central and South America, the Caribbean, and the southwestern U.S. The term Hispanic/Latino, created by the federal government, remains controversial: members of this group may self-identify as Hispanic; Hispanic/Latinos vary substantially in length of residency, level of education, occupation, socio economic status, acculturation, migration experience, and ability to speak English.

Relationships

- Often establish business relationships based on personal interactions (personalismo) and mutual respect (respeto).**
- Tend to expect frequent togetherness with family and community. May be devoted to maintaining ties with those back home.**

Taboo Subjects

- Often establish business relationships based on personal interactions (personalismo) and mutual respect (respeto).**
- Tend to expect frequent togetherness with family and community. May be devoted to maintaining ties with those back home.**

Competition vs.Cooperation

- Often stress cooperation within family and community.**
- May exhibit competitiveness in professional, sports settings.**

HISPANIC AMERICANS

HUMAN SOUL



HEAL

Authentic Relationships, Service to others, Self Appreciation



Andre Koen #andrekoen
organizationallift.org
amhorizons.org
651.998.9376
amneok@gmail.com