

**Community Action Project: CAPAL x AASAP at UIC
Workshop Guide**

Topic 1: Capital and Culture: The Values of Money

Background

The purpose of this workshop is to engage the diverse perspectives of “money”, “wealth”, and “capital” within AANHPI communities. There are stereotypes, beliefs, and traditions that are spread through friends, families, colleagues, and those around us that engage AANHPI cultures with money and how it is viewed, valued, and managed. The University of Illinois - Chicago has a large population of low-income students. As university students experience financial struggle, poverty, and threat of unemployment, it is important to provide them with a space to safely process and understand the social dynamics around finance as AANHPI individuals.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. Activities can include discussing the historical contexts of “wealth” and socioeconomic status among AANHPI communities, asking attendees what “money” means to them in a cultural sense, and engaging attendees with new ideas.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. During the event, students can be engaged in discussion activities and share their experiences and/or struggles with financial demands.

Type(s) of capital: aspirational, resistant, familial

Topic 2: Financial Goal-Setting as a Commuter Student

Background

The purpose of this workshop is to provide financial planning resources to AANHPI students who are living off-campus and commuting to university. Financial goal-setting is important for all students as they are gaining financial independence and learning how to budget for their present and future needs. This will be especially helpful for the commuter student population at UIC which is a large portion of the student body, especially AANHPI and low-income students. This workshop will assist AANHPI

students who may not have direction in their financial situation and provide them with tools, strategies, and tips on managing their finances.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. Activities can include having a speaker from the financial aid office address common issues facing AANHPI students who are commuters and providing pre-made materials for financial planning, such as worksheets, guides, and templates for mapping out their financial goals.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. During the event, students can be engaged in applying the practices taught to session activities, such as filling out worksheet guides and addressing questions and concerns around financial planning.

Type(s) of capital: resistant, social, navigational

Topic 3: Applying for Scholarships as an AANHPI Applicant

Background

The purpose of this workshop is to provide AANHPI students with the skills, strategies, and tips that are useful for applying to scholarships. This session will also promote accessibility to scholarships geared towards AANHPI students. Oftentimes, there is a lack of information on AANHPI scholarships that many students can benefit from. Culture can be a powerful and redeeming feature for scholarship applicants, but they are often not used to their fullest potential when applying. AANHPI students can benefit from this workshop in understanding how their identities can empower their experiences and ambitions and make them stand out as applicants. Attendees will learn how to successfully navigate the process of searching and applying for scholarships as an AANHPI student. This workshop will also highlight the cultural schema around scholarship and AANHPI identity as students come face-to-face with the model minority myth.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. Activities can include sharing an online and physical document that includes important information, such as tips and strategies for applying to scholarships and a list of AANHPI-focused scholarships. The main activity will walk students through the application process, provide examples of successful applications, and answer audience questions.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. Prior to the event, students can submit questions and topics they want to be addressed. During the event, students can be engaged in applying the practices taught to session activities.

Type(s) of capital: aspirational, navigational

Topic 4: Internship Workshop for AANHPI Undergraduate Students**Background**

The purpose of this workshop is to provide AANHPI undergraduates with general strategies and resources to search and apply for internships in their fields. Attendees will learn how to successfully navigate the internship process through the stages of searching, applying, and having best practices in the professional space. Students will be equipped with strategies and tips on how to engage their AANHPI label while searching for internships and how it can strengthen their candidate application. This workshop will also highlight the cultural schema around professional careers and AANHPI identity as students come face-to-face with the model minority myth. Students may feel pressured to take on unpaid and/or underpaid internships while being from disadvantaged backgrounds, and thus this workshop will aim to support students towards self-advocacy for equitable treatment.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. Activities can include sharing an online/physical document that includes important information, such as tips and strategies for applying to internships and a list of AANHPI-focused internships. The main activity will walk students through the application process, provide examples of successful applications, and answer audience questions.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. Prior to the event, students can submit questions and topics they want to be addressed. During the event, students can be engaged in applying the practices taught to session activities, such as having mock interviews, addressing questions and concerns, and looking at an example of an internship application.

Type(s) of capital: aspirational, resistant, navigational

Topic 5: Resume and Cover Letter Workshop: Strategies for AANHPI Applicants

Background

The purpose of this workshop is to equip AANHPI students with strategies that will make them a strong job applicant. They will be shown that their culture and the ways that they choose to engage with their culture can be relevant in their job search processes, while also being given basic strategies that are good for all applicants regardless of culture. In a world where minorities often attack the job search with reluctance and nervousness due to structural issues within society that imply that the world is not made for them, this workshop aims to instill students with confidence in their skills and will allow them to see their culture as an asset rather than a reality or liability.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. Activities will likely be split into two parts, with the workshop being half resume focused, and half cover letter focused. Each section will include commentary about general instructions anybody could use for creating a good resume/cover letter. This section would be followed about strategies for AANHPI applicants: what cultural involvements should be put on/omitted from a resume, when should you mention cultural passions or involvements in a cover letter, how to add these to a resume/cover letter smoothly, etc.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. Prior to the event, students can submit questions and topics they want to be addressed. During the event, students can be engaged in session activities, such as resume/cover letter trading and peer review, direct review by facilitators or speakers, comparison of strategies and taking polls within the group, and allowing attendees to explain their reasoning.

Type(s) of capital: aspirational, resistant, navigational

Topic 6: Financial Literacy Workshop

Background

The purpose of this workshop is to showcase necessary skills needed to be responsible with one's budget, investments, and money pool. Financial literacy is important for the AANHPI community for many reasons, such as higher relative unmet financial needs from universities, feelings of disconnect from sound financial advice due to having

immigrant parents who are also trying to learn American money culture, increasing poverty rates among AANHPI populations, and the common Asian American position as caregiver/financial assistant/consultant to family. This workshop is meant to help attendees realize where they stand in terms of financial literacy and how their upbringing or situation has affected their and their peers' ability to be financially literate. It will then give them AANHPI geared advice towards improved literacy.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities. The workshop will include a section describing the unique AANHPI experience when it comes to handling finances, and how AANHPI populations have generally been perceived and treated when it comes to financial policy. It will then include a section teaching strategies for budgeting, investing, and saving, and when relevant, will include information on why strategies may be different for Asian Americans.

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. Prior to the event, students can submit questions and topics they want to be addressed. During the event, students can be engaged in session activities, such as allowing people to tell their own/their family's stories (guided by the facilitator/speaker), and activities and questions that get people to critically think about financial decisions and allow them to work with other attendees.

Type(s) of capital: navigational, familial

Topic 7: FAFSA Workshop with Families

Background

Filling out the FAFSA can often be a difficult task for an immigrant family to go through, due to the youth and/or financial inexperience/ignorance of the applicant, and the unfamiliarity that their guardians may have with the process due to it being uniquely American. This can often lead to miscommunication, inability to get information, or misrepresentation. The purpose of this workshop is to smooth this process and give clear instructions on how to accurately represent oneself and one's experiences on the FAFSA, and to also spur and facilitate productive and progressive conversation between the generations that work on the application together.

Logistics

Both students and their parents/relevant guardians are invited to the workshop

The workshop covers how to answer the questions on the FAFSA, no matter how simple the question might be. It will also attack language barriers and differences in finance terms between countries. For questions that require information that one is not expected to know without documentation, knowledge on what documentation may store that information will be given and strategies will be given to get said documentation.

Would be done either right as the FAFSA is open or about a month before it is due

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option. Prior to the event, students can submit questions and topics they want to be addressed. During the event, the facilitator can screen share or share a projection of FAFSA questions in order so families can follow along.

Type(s) of capital: linguistic, familial, navigational, social

Topic 8: Linguistic Capital and Code Switching

Background

To teach students how to identify the kind and quantity of linguistic capital they possess in specific professional situations. Students will be taught how to utilize their linguistic capital to improve job opportunities, presentation of their own thoughts and ideas, and general communication. They will be taught a brief history of the AANHPI community's history with the necessity of leveraging their linguistic capital and code switching, and be validated in whatever way they decide to interact with the information. They will also be encouraged to build their capital through interaction with other attendees and suggested networking opportunities.

Logistics

Students are invited to an in-person and virtual space, joined by a facilitator overseeing activities.

Brief history on why Asian Americans/minorities in general seem to find code switching and the acknowledgement of linguistic capital a necessity

Networking exercise with different languages/speaking styles

Engagement

To promote the workshop session, post announcements on social media platforms and newsletters. The event can also provide food as an option.

Type(s) of capital: linguistic, familial, navigational