

# **Questions of Multiculturalism: A Guide to Applying New Learnings**

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# Questions of Multiculturalism: A Guide to Applying New Learnings

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## User's Guide

*The purpose of the Michigan State University Extension (MSUE) **Questions of Multiculturalism: A Guide to Applying New Learnings** is to provide a framework to give direction as individuals, total staff in a county or unit and administrators address issues of inclusiveness in the workplace and community. It is intended to guide discussions which continue our organizational efforts to become more aware of multiculturalism on the personal, interpersonal, institutional and cultural levels; to apply this new awareness in our jobs and interactions with others; and to take action on our organizational commitment to multiculturalism.*

### **How can I use Questions of Multiculturalism: A Guide to Applying New Learnings in my work as an employee of MSUE?**

A number of options are available for using the Guide in your work as an Extension employee. However you choose to use it, think about the questions and your reflections in the context of  $A^3$  - **Awareness, Application and Action**. How do my reflections on these questions and statements affect me on a personal, interpersonal, institutional and cultural level? How can I move along the continuum of awareness, application and action, related to each question, as I progress on my multicultural journey?

#### **Options for an Individual**

- Take a component and review how you personally are developing awareness about diverse individuals and communities.
- Use the guide as a supplement to the Civil Rights Review information to further expand multicultural dialogues with colleagues and community partners.
- Use a section of the guide during a staff meeting to discuss multicultural issues and as a framework to develop individual, county or unit Multicultural Action Plans.
- Use the guide as a framework to evaluate the development of multicultural programming initiatives and curriculum development. Document your multicultural work in EIS and other reporting systems.
- Use the guide to review how effective your outreach and programming efforts are related to multiculturalism and/or expanding your clientele base.
- Use the guide to assess whether your organizational environment and outreach efforts are ones which treat all individuals with respect and dignity while building authentic and sustainable relationships.

#### **Options for Groups**

- Take a component and develop goals and action plans in the area that needs the greatest improvement.
- Review sections of the guide with community partners, advisory councils and other collaborators to determine your organizational or unit effectiveness related to multiculturalism.
- Use the guide to determine the effectiveness and appropriateness of marketing and other forms of communication used to reach multicultural audiences.
- Use the guide to assess the overall welcoming nature of your unit or county office to a multicultural audience and any environmental or other obstacles that need to be addressed.
- Use the guide during a “brainstorming” session to identify activities on a unit or county level to further efforts related to multiculturalism.

In addition to these options, please consider other creative ways you and those with whom you work might use the guide. These questions can provide a framework for integrating multiculturalism in every part of your work as a MSUE staff member.

There are some other issues to consider when using the guide.

1). Establish a safe environment for reflection on multicultural issues using the VISIONS, Inc. Guidelines:

Try on  
It's OK to disagree  
It's not OK to shame, blame or attack myself or others  
Notice process and content  
Practice self-focus  
Practice "both/and" thinking  
Be aware of intent and impact  
Maintain confidentiality

2). As you review each section of the guide, use the Multicultural Action Plan handout to document your "next action steps." A copy of the handout and examples are included in this packet. Share your new learnings, successes and challenges with co-workers and include them in appropriate reports.

3). Use the guide to assist with the development of Educational Initiatives and/or work plans on a regular basis.

4). Refer to the guide when discussing, reconfiguring and establishing office policies and environmental changes to assess the implications of your decisions on multicultural individuals and communities.

5). The questions in the guide intentionally reflect the five target groups on which MSUE has chosen to focus its multicultural efforts. We encourage you to include other target groups discussed in our Multicultural Self-Awareness Workshops (i.e., older people, children, immigrants) as you reflect on each question.

6). Please submit information on your multicultural work to the individuals listed below for possible inclusion in future editions of the MSUE Multicultural Newsletter.

7). A Resource List accompanies this instrument to provide you with information on multicultural directories, newspapers and publications, and organizations throughout the state. Use the Resource List to obtain additional information regarding your current or future clientele, to access multicultural community based networks and to continue your individual education on target group members within the state.

*If you have questions about the guide or want to share effective or innovative ways that you, your unit or county office has used it, please feel free to contact Dionardo Pizaña, ([pizanad@msue.msu.edu](mailto:pizanad@msue.msu.edu)) or Karen Pace, ([pace@msue.msu.edu](mailto:pace@msue.msu.edu)).*

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# Awareness • Application • Action

## Office Environment

How accessible are areas in your office (i.e., common areas, counter area, conference rooms, individual offices) to individuals with disabilities?

Provide examples of ways your office is inviting to people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds?

## Office Environment

How does the artwork that decorates your office(s) reflect people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds in varied and affirming ways?

Do the books and publications in your waiting area reflect multiculturalism?

## Office Environment

Are the signs (i.e., welcome, office procedures) in your office(s) in more than one language? If so, are these languages reflective of the people in your community?

Are your office hours reflective of the needs of your community and your current and future clientele?

## Office Environment

What are specific obstacles that prevent you from making the office environment more welcoming to people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds?

How will you develop an action plan(s) to address these obstacles?

## Office Environment

Provide examples of how you have reviewed your office environment with persons of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds to determine how welcoming and accessible your office is to them.

## Office Environment

## Office Environment



# Awareness • Application • Action

**Staffing/  
Employment**

What are your specific goals to hire people of color; individuals with disabilities; women; and individuals from different economic backgrounds?

**Staffing/  
Employment**

How were these goals determined? By the percentage of people of color; individuals with disabilities; women; and individuals from different economic backgrounds in your community, in your county, or in the state? Based on specific community needs or needs of your current or future clientele?

**Staffing/  
Employment**

Have you adopted measurable objectives and timelines for how you will achieve these goals?

**Staffing/  
Employment**

Do you adjust or re-write these goals, objectives and timelines on regular basis? Yearly? Twice a year? Quarterly?

**Staffing/  
Employment**

If your staff is diverse, how have you involved them and their networks in recruitment of new employees?

**Staffing/  
Employment**

What publications are you using to advertise for and recruit new employees?

**Staffing/  
Employment**

Are there other publications you should be considering when advertising job openings? Historically community based Black, Hispanic and American Indian newspapers? Professional journals or publications specific to race, gender, persons with disabilities or sexual orientation?

Do your employee selection committees reflect the diversity of your staff relative to job position, racial/ethnic diversity, gender or other multicultural factors that need intentional representation?

What is being done, prior to job opportunities being available, to identify people of color; individuals with disabilities; women; and individuals from different economic backgrounds for anticipated openings?

Is there a review procedure during your recruitment and hiring process that will alert you to the need to re-evaluate or stop the process to ensure diversity in the applicant pool?

During the interview process, do you provide opportunities for job applicants to show their strengths in a variety of ways? Are they allowed to do group presentations, provide a portfolio for review, highlight bilingual/bicultural skills, etc.?

As you employ or contract with persons to do training for MSUE staff or volunteers, do you seek and contract with a variety of individuals who reflect people of color; individuals with disabilities; women; and individuals from different economic backgrounds?

What are you doing to develop a multicultural network that can be informed of job opportunities when available?

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# Awareness • Application • Action

## Current and Future Clientele

How diverse are the clientele with whom you currently program? How can you reach a more multicultural clientele?

What specific goals have you set for your efforts to program with people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds?

## Current and Future Clientele

How are these goals determined? By reflecting on the needs of all people in your community, in your county, or in the state? Based on specific programming efforts or areas (i.e., CYF, ANR, ECED)?

## Current and Future Clientele

Have you adopted measurable objectives and timelines for how you will achieve these goals?

Do you adjust or re-write these goals, objectives and timelines on regular basis? Yearly? Twice a year? Quarterly?

## Current and Future Clientele

How have you identified the demographic diversity that exists within your community (i.e., community population information, census data, data from the Intermediate School District, Kids Count)? How have you identified the multicultural contacts within your community (i.e., groups who represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds)? What implications does this information have for your work?

## Current and Future Clientele

Do you currently partner with individuals who are people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in your community? If so, how can you better utilize these partnerships to program with these multicultural populations?

## Current and Future Clientele

Where do you hold programs involving people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds? In places that are safe and comfortable for all to attend? (Examples: where target group members can be honest and provide challenges to non-target individuals; where target group members can be with others like themselves; where target group members have the option of educating or not educating non-target members about their culture/community.)

## Current and Future Clientele

Reflecting on your work with individuals and organizations that are representative of people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds, how have you worked to identify additional issues and needs of these individuals/groups? How can you bring MSUE staff and resources together with these individuals and groups to address these concerns?



# Awareness • Application • Action

## Educational Programming

Provide examples of how you are integrating your multicultural learnings into educational programming.

How does your educational programming plan incorporate working with people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds?

## Educational Programming

What specific goals have you set for your efforts to program with people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds? Have you adopted measurable objectives and timelines for how you will achieve your goals?

## Educational Programming

Where do you hold programs with people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds? In places which are safe and comfortable for all to attend? (Examples: where target group members can be honest and provide challenges to non-target individuals; where target group members can be with others like themselves; where target group members have the option of educating or not educating non-target members about their culture/community.)

## Educational Programming

Provide examples of how you have reviewed your educational programming efforts with persons of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds to determine how effective, welcoming or accessible programs are for these audiences.

## Educational Programming

Provide examples of how you can adjust program content, educational methods, examples, times, dates, days of the week, refreshments, and where programs are held based on audience needs, interests and culture.

## Educational Programming

What are specific obstacles that prevent you from providing educational programming to people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds? What are your goals and objectives (action plans) to address these obstacles?

## Educational Programming

Provide examples of how you can collaborate with other programming areas within Extension to more effectively reach people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds in your community.

Define how people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds are part of your programming audience. How can you more intentionally meet their educational/programming needs? How will your educational programming efforts look different or have different goals/objectives?



**Educational  
Programming**

What information do you need about people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds to more effectively reach these audiences with your programming efforts?

**Educational  
Programming**

Provide examples of how you can evaluate your programming efforts related to people of color; persons with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and people from different economic backgrounds in your community. How will your programming efforts change as a result of the evaluations?

**Educational  
Programming**

**Educational  
Programming**

**Educational  
Programming**

**Educational  
Programming**

**Educational  
Programming**



# Awareness • Application • Action

## Community Partners/ Collaborators

What community networks, publications and other forms of communication do you use to publicize your events?

Who are your community partners and collaborators? How diverse are these individuals and organizations?

## Community Partners/ Collaborators

Do you attend professional meetings or gatherings where you are in the minority?

How much assimilation to your culture or working style do you expect from prospective community partners or collaborators?

## Community Partners/ Collaborators

How diverse are the networks and colleagues that you rely on most for information and program development?

Do you have meetings and other programs involving community partners in places that have been identified as safe and comfortable for all to attend? (Examples: where target group members can be honest and provide challenges to non-target individuals; where target group members can be with others like themselves; where target group members have the option of educating or not educating non-target members about their culture/community.)

## Community Partners/ Collaborators

How do you inform your clientele or community partners who represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds of job opportunities available within your organization?

## Community Partners/ Collaborators

How do you support efforts offered by community partners who represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds when MSUE is not the lead sponsor of the effort or initiative?

## Community Partners/ Collaborators

How actively do you participate in community or state organizations such as the National Association for the Advancement of Colored People, League for United Latin American Citizens, Migrant Resource Council, Easter Seals, Triangle Foundation, etc.?

## Community Partners/ Collaborators

How have you collaborated with community members or organizations that represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds to seek out grant opportunities or other funding possibilities to broaden your clientele base or programming efforts?

During collaborations or partnerships, has MSUE always been the “lead” organization or has MSUE served in a variety of capacities to achieve the goal(s) of the collaboration or partnership?

In the past six months, how often have you contacted multicultural colleagues and community partners to seek out informal advice or assistance on issues related to your job responsibilities? How often have those same individuals contacted you for similar advice?

How are you integrating your multicultural learnings into your relationships and work with community collaborators and partners?



# Awareness • Application • Action

**Staff  
Development**

What is your personal development plan to continue your multicultural learnings?

How have you taken advantage of a variety of learning opportunities, such as books, conferences, community based experiences, experiential activities, etc., related to multiculturalism?

**Staff  
Development**

Provide examples of how staff development related to the area of multiculturalism is valued in your work environment.

**Staff  
Development**

Provide examples of how all staff are provided equal access to educational and other opportunities for further learning related to multiculturalism.

**Staff  
Development**

Are opportunities available for issues related to multiculturalism to be discussed by all staff members? How often are these discussions intentional and an integral part of office dialogues?

**Staff  
Development**

Is financial support available for you to access opportunities for further learning related to multiculturalism? If financial support is available, are you given flexibility to attend?

**Staff  
Development**

Are you and your staff members being nurtured and/or mentored to develop skills related to the issues of multiculturalism? How is this being accomplished?

**Staff  
Development**

Do all staff have access to publications which speak to issues related to people of color; individuals with disabilities; women; and individuals from different economic backgrounds? For example, does your office subscribe to magazines such as **Hispanic**, **Essence**, **Latina**, **A**, etc.?

How have you provided intentional opportunities for your total staff or unit to learn about people of color; individuals with disabilities; women; and individuals from different economic backgrounds? Have these opportunities been followed by time to process new learnings as a total staff or unit?

Provide examples of how work time or flex/comp time is used to provide opportunities for all staff to expand their skills related to multiculturalism to better serve current or future clientele? (Examples: take a language course, take a college or continuing education course focusing on multiculturalism, attend an in-depth workshop.)



# Awareness • Application • Action

## Organizational Affiliation/ Membership

Are you aware of the organizations in your community which have historically served people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds?

To which of these organizations do you or members of your staff personally belong?

## Organizational Affiliation/ Membership

Do you and your staff regularly attend meetings of these organizations? Are you involved in organizational efforts outside of collaborations with MSUE?

Do you and your staff volunteer for efforts sponsored by these organizations when they are not associated with MSUE programs?

## Organizational Affiliation/ Membership

How have you or your staff currently or in the past collaborated with these organizations?

During these collaborations, has MSUE always been the “lead” organization, or has MSUE served in a variety of capacities to achieve the goal(s) of the program?

## Organizational Affiliation/ Membership

Do you use the leadership and general membership of these organizations as integral resources and advisors to assist in the development of your individual or organizational goals?

Do individuals in leadership and general membership positions in these organizations serve on Extension advisory councils or other committees?

## Organizational Affiliation/ Membership

Have you and your staff intentionally involved or nominated individuals from these organizations to participate in MSUE professional development opportunities to become more familiar with the mission and/or operations of MSUE?

Do you attend conferences and other learning opportunities sponsored by these organizations?

## Organizational Affiliation/ Membership

Do you financially support the missions of these organizations through membership dues, collaborating on grant opportunities, attending conferences or participating in learning opportunities sponsored by these organizations?

## Organizational Affiliation/ Membership

Do you partner with, have affiliation with, or have membership in organizations whose missions have historically or currently discriminated against people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds? If so, how can you evaluate your participation in these organizations?



# Awareness • Application • Action

## Council and Committee Membership

What is your vision and rationale for who you want to serve on your advisory councils and/or committees?

Have you set specific goals for your efforts to recruit **multiple** people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds to serve on your advisory councils and/or committees?

## Council and Committee Membership

How are these goals determined? To reflect the needs of people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in your community, in your county, in the state? Based on specific needs for membership on the advisory councils and/or committees?

## Council and Committee Membership

Have you adopted measurable objectives and timelines for how you will achieve these goals?

Do you adjust or re-write these goals, objectives and timelines on regular basis? Yearly? Twice a year? Quarterly?

## Council and Committee Membership

Are there any obstacles to membership (i.e., level of education; level of knowledge of MSUE; time, day and frequency of meetings; level of acculturation; language barriers; accessibility to meeting places) on advisory councils and/or committees which exclude people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds?

## Council and Committee Membership

Is there flexibility pertaining to membership on advisory councils and/or committees which allows appointments to diversify membership to occur in a timely manner?

## Council and Committee Membership

What are you or your staff doing to build relationships with potential advisory council members and/or committee members who are people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in your community, prior to anticipated openings?

## Council and Committee Membership

How are the special events or celebrations held for advisory councils and/or committees reflective of an organization that values multiculturalism?

If there is no visible representation of people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds on your advisory councils or committees, how are the voices or concerns of these community members brought into the discussion and decision making process?



# Awareness • Application • Action

## Marketing and Publications

Provide examples of the various publications or other options you choose to publicize or market MSUE programs or initiatives.

Are people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds a visible and integral part of all of your publicity efforts?

## Marketing and Publications

Do the clip art or other images that you use in publications and other educational materials depict people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in affirming ways or are they pictured in stereotypical settings, shown as caricatures or as abstract drawings?

## Marketing and Publications

With respect to the demographics of your community, can you access bilingual publications related to MSUE or specific programming efforts? Are they available at all? Are they available in your office? Are they easy for staff to access? Are they easy for clientele to access?

## Marketing and Publications

How do you involve individuals, community partners, networks and organizations that represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in marketing MSUE?

## Marketing and Publications

How do you involve individuals, community partners, networks and organizations that represent people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds as consultants in reviewing your efforts to reach diverse audiences?

## Marketing and Publications

How do you involve people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds in reviewing publications you use to market MSUE and MSUE programs? How are their suggestions integrated into future materials?

## Marketing and Publications

Provide examples of ways in which you have successfully marketed MSUE programs or other efforts to people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds? How has your ability to broaden your clientele base been impacted as a result?

Provide examples of locations (i.e., community centers, faith based organizations, human service agencies) and organizations (i.e., community alliances, neighborhood associations) you partner with to market and promote MSUE and your educational programs in order to reach people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds.

What media outlets (i.e., television, radio, newspapers) that reach people of color; individuals with disabilities; gay, lesbian, bisexual, transgendered individuals; women; and individuals from different economic backgrounds do you use to promote MSUE and MSUE programs, resources and employment opportunities?





# Awareness • Application • Action

## Questions of Multiculturalism: A Guide to Applying New Learnings Resource List

Resource  
List

This resource list includes a sampling of multicultural guides, newspapers and organizations which were available when this document was compiled. In addition, you are encouraged to seek local organizations or other resources to meet your educational or programming initiatives. Printed, Internet and video resources can be obtained by referring to the Multicultural Resource Guide, Spring 1999 edition. To access the Guide on the Internet, use <[http://www.msue.msu.edu/staffdev/Multicultural\\_Resource\\_Guide/index.html](http://www.msue.msu.edu/staffdev/Multicultural_Resource_Guide/index.html)>.

Resource  
List

### Directories

#### **Michigan Ethnic Directory, Michigan Ethnic Heritage Studies Center, Wayne State University**

A source of information about ethnic organizations in Michigan, the Michigan Ethnic Directory has more than 2000 entries about 100 nationalities from African to Yugoslavian, including organizational names, addresses, phone numbers and contact persons. Copies can be purchased for \$23 including postage from the Michigan Ethnic Heritage Studies Center, c/o Germaine Strobel, Director, 20278 Old Homestead Drive, Harper Woods, MI 48825-2039.

Resource  
List

#### **State of Michigan Hispanic Resource Directory, Commission on Spanish Speaking Affairs**

The State of Michigan Hispanic Resource Directory is designed to assist human service workers, other professionals, and the Hispanic community to locate and secure needed services and community networks. Copies of this free directory can be obtained by contacting the Michigan Commission on Spanish Speaking Affairs, 741 N. Cedar St., Suite 102, Lansing, MI 48913, (517) 334-8630.

Resource  
List

#### **Michigan Indian Directory, Michigan Department of Civil Rights, American Indian Affairs Office**

The Michigan Indian Directory provides information about Urban and Rural Indian Groups and Organizations, State Historic Tribes, Federally Recognized Tribes, Michigan Federal Tribes Education Consortium, Michigan Indian Newspapers, Newsletters, Publishers and more. Contact the Michigan Department of Civil Rights, American Indian Affairs Office, Executive Office – Partnership Team, One Michigan Avenue Building, Suite 803, Lansing, MI 48913, (517) 241-7748 to obtain a free copy.

Resource  
List

Resource  
List

#### **Pride Source**

Pride Source provides a comprehensive listing of businesses, organizations and events for the gay, lesbian, bisexual and transgendered community in Michigan. Published twice yearly, it can also be obtained on the Internet at <[www.pridesource.com](http://www.pridesource.com)>. Copies of this free directory can be obtained by contacting Pride Source Corporation, 20793 Farmington Road, Suite 25, Farmington, MI 48336, (248) 615-7003.

Resource  
List

#### **Women's Resource Directory, Michigan Women's Commission**

A comprehensive directory of information concerning programs, services and organizations for Michigan women on the state, county, and federal level. Copies of this free directory can be obtained by contacting the Michigan Women's Commission, 741 N. Cedar St., Lansing, MI 48913, (517) 334-8622.

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## Multicultural Newspapers and Publications

### Resource List

#### African-American

**Grand Rapids Times**, 2016 Eastern SE, Grand Rapids, MI 49507, (616) 245-8737

**Michigan Chronicle**, 479 Ledyard, Detroit, MI 48201, (313) 963-5522

**The Telegram Newspaper**, 4122 Tenth St., Ecorse, MI 48229, (313) 928-2955

### Resource List

#### American Indian

**Win Awenen Nisitotung**, Sault Ste. Marie Tribe of Chippewa Indians, 206 Greenough St., Sault Ste. Marie, MI 49783, (906) 635-7016

**Tribal Observer**, Saginaw Chippewa Indian Tribe, 7070 East Broadway, Mt. Pleasant, MI 48858, (517) 775-4011

**Michigan Indian Press**, P.O. Box 1002, Byron Center, MI 49315

### Resource List

A number of regional monthly or bi-weekly American Indian newsletters are published; consult the Michigan Indian Directory for a list.

### Resource List

#### Amish

**The Budget**, Sugarcreek Budget Publishers, Inc., P. O. 249, 134 North Factory, Sugarcreek, OH 44681. Published weekly by non-Amish. Popular forum for Amish to keep in contact; provides inside glimpses of Amish communities in the U. S. and other countries. \$34 for one year subscription

**Family Life Magazine** (11 issues/year), **Blackboard Bulletin** (10 issues/year about Amish schools) and **Young Companion** (6 issues/year for youth) are three resources published by the Amish. Pathway Publishing, Route 4, Aylmer, Ontario, Canada N5H2R3. \$17 for one year subscription for three publications

### Resource List

### Resource List

#### Gay, Lesbian, Bisexual, Transgendered

**Between the Lines**, Pride Source Corporation, 20793 Farmington Road, Suite 25, Farmington, MI 48336, (248) 615-7003 [www.pridesource.com](http://www.pridesource.com)

**Third Coast Magazine**, 1352 Plainfield Avenue NE, Grand Rapids, MI 49605, (616) 913-9331 [www.3rd-coast.net](http://www.3rd-coast.net)

### Resource List

#### Hispanic/Latino

**El Central**, 4124 W. Vernor, Detroit, MI 48209, (313) 841-0100 [ELCENTRAL1@aol.com](mailto:ELCENTRAL1@aol.com)

**Latino**, 3611 Three Mile Dr., Detroit, MI 48824, (313) 884-3125 [latinopress@earthlink.net](mailto:latinopress@earthlink.net)

**Mi Gente**, 108 S. Hamilton, Saginaw, MI 48602, (517) 797-8060  
[www.ondanet.com:1995/MiGente](http://www.ondanet.com:1995/MiGente)

**La Prensa**, 616 Adams St., Toledo, OH 43604, (419) 242-7744

**El Hispano**, 1451 Grandville Ave. SW, Grand Rapids, MI 49509, 616-452-1511  
[hnewsgr@aol.com](mailto:hnewsgr@aol.com)

**El Vocero**, 1119 Burton SE, Grand Rapids, MI 49507, (616) 246-6023 [elvocero@aol.com](mailto:elvocero@aol.com)

#### Persons with Disabilities

**Service for the Blind and Physically Handicapped**, Library of Michigan, 717 W. Allegan, Lansing, MI 48909, (800) 992-9012. Provides books and magazines on tape and in Braille at no charge.



## Multicultural Organizations/Agencies

### African-American

**National Association for the Advancement of Colored People - NAACP** (A number of branches exist in local communities and are listed in local telephone directories.)

**Urban League** (A number of branches exist in local communities and are listed in local telephone directories.)

**National Black Child Development Institute**, P.O. Box 7948, Ann Arbor, MI 48107, (734) 482-7658

**Southern Christian Leadership Conference -SCLC**, 17100 W. Seven Mile Rd., Detroit, MI 48235, (313) 835-0100

**Society for the Uplift of the Black Community**, 910 Jerome #3, Lansing, MI 48912, (517) 372-3305

### American Indian

**American Indian Affairs Office**, Executive Office – Partnership Team, One Michigan Avenue Building, Suite 803, Lansing, MI 48913, (517) 241-7748

**Bureau of Indian Affairs - Michigan**, 2901.5 I-75 Business Spur, Sault Ste. Marie, MI 49783, (906) 632-6809

**Inter-Tribal Council of Michigan - Central Office**, 405 E. Easterday, Sault Ste. Marie, MI 49783, (906) 632-6896

**Michigan Indian Employment & Training Services, Inc.** (A number of branches exist in local communities and are listed in local telephone directories.)

**Native American Prevention Services**, 615 Turner Ave. NW #32B, Grand Rapids, MI 49504, (616) 458-4078

**Nokomis Learning Center**, 5153 Marsh Rd., Okemos, MI 48864, (517) 349-5777

**Southeastern Michigan Indians, Inc.**, 26641 Lawrence St., Centerline, MI 48015, (810) 756-1350

**Turtle Island Learning Circle**, 17321 Telegraph Rd. Suite 207, Detroit, MI 48219, (313) 535-7810

There are eleven federally recognized American Indian tribes in Michigan. Each of these tribes has its own tribal council, judicial system, human and health related agencies and other programs related to the needs of their communities. A complete listing of these and other American Indian organizations and agencies is available in the **Michigan Indian Directory** referenced in the **Directories** section of this resource list.

### Gay, Lesbian, Bisexual, Transgendered

**Triangle Foundation**, 19641 West Seven Mile Rd., Detroit, MI 48219, (313) 537-3323, [www.tri.org](http://www.tri.org)

**Lansing Area Lesbian Bisexual Gay Transgender Hotline**, (517) 332-3200

**Lansing Area AIDS Network (LAAN)**, 4660 S. Hagadorn, Suite 510, East Lansing, MI 48823, (517) 351-4534

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Hispanic/Latino

**American G.I. Forums** (A number of branches exist in local communities and are listed in local telephone directories.)

**Commission on Spanish Speaking Affairs**, 741 N. Cedar St., Suite 102, Lansing, MI 48913, (517) 334-8630.

**Cristo Rey Community Center**, 1717 High Street, Lansing, MI 48906, (517) 372-4700

**Hispanic Center of Western Michigan**, 560 Hall SW, Grand Rapids, MI 49503, (616) 452-4010

**Hispanic Chamber of Commerce** (A number of branches exist in local communities and are listed in local telephone directories.)

**LA SED**, 4138 W. Vernor, Detroit, MI 48209, (313) 554-2025

**Migrant Resource Councils** (A number of branches exist in local communities and are listed in local telephone directories.)

**Migrant Head Start Programs** (A number of branches exist in local communities and are listed in local telephone directories.)

**Telemon Corporation** (A number of branches exist in local communities and are listed in local telephone directories.)

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Multicultural Organizations

**A World of Difference**, Anti-Defamation League, 4000 Town Center, Suite 420, Southfield, MI 48075, (248) 355-3730

**Center for Peace and Conflict Studies**, Wayne State University, 7319 Faculty Administration Bldg., Detroit, MI 48202, (313) 577-3453

**Michigan Department of Civil Rights and Civil Rights Commission** (A number of regional offices exist in local communities and are listed in local telephone directories.)

**Michigan Ethnic Heritage Studies Center**, 2001 Faculty Administration Bldg., Wayne State University, Detroit, MI 48202, (313) 886-5993

**Michigan Humanities Council**, 119 Pere Marquette Dr. Suite 3B, Lansing, MI 48912, (517) 372-7770

**New Detroit, Inc.**, 645 Griswold, Suite 2900, Detroit, MI 48226, (313) 496-2000

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Persons with Disabilities

**Centers for Independent Living** (12 regional centers are located throughout the state and are listed in local telephone directories.)

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Women

**Women's Resource Center**, Michigan State University, 332 Union Building, East Lansing, MI 48824-1029, (517) 353-1635

**Michigan Women's Commission**, 741 N. Cedar St., Lansing, MI 48913, (517) 334-8622