



This document includes the materials that the Ethnic Studies Working Group has provided to Minnesota Department of Education (MDE) Commissioner Willie Jett for consideration.

The Minnesota Legislature created the Ethnic Studies Working Group and charged it with providing recommendations to the Commissioner of Education on a framework and resources necessary to implement ethnic studies requirements under Minnesota law. Those recommendations are included in the subsequent pages of this document. MDE's obligation is to adhere to statutes and make certain that the framework, instructional materials, professional development, implementation supports, and other resources are aligned to state academic standards and are valuable for educators in classrooms across the state.

Commissioner Jett has made clear to Working Group members and the public that final ethnic studies framework must align with state statute and academic standards. This is consistent with the Working Group's charge of advising and providing recommendations while also maintaining MDE's responsibility to finalize and implement supports for schools across the entire state.

The working group's submission, included in the subsequent pages of this document, will not be adopted by MDE in its current form as it does not appear to satisfy the requirements of the law because it does not align with K-12 academic standards.

MDE is engaged in the next phase of the process, and in the coming months, will be reviewing the Working Group's contributions for statutory alignment, considering, and implementing approaches for gathering public feedback, and maintaining communication with the Working Group members to provide updates.

# Ethnic Studies Working Group Recommendation Draft

## Introduction

The Minnesota Department of Education (MDE) supports Ethnic Studies achievement for all students through statewide collaboratives to achieve academic standards and postsecondary and career success.

[Minnesota Statutes 2023, section 120B.251](#), passed in 2023, expanded Ethnic Studies education to include requirements on course offerings, credit equivalencies, instruction, and establishment of a working group.

"Ethnic studies" is defined under [Minnesota Statutes 2023, section 120B.25](#) as "the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been, and continue to be, social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes under [Minnesota Statutes 2022, section 363A.13](#)."

### MDE Convenes the Ethnic Studies Working Group (ESWG)

In support of the 2023 Ethnic Studies legislation (see [Minnesota Statutes 2023, section 120B.251](#)), MDE convened an Ethnic Studies Working Group (ESWG), announced on April 1, 2024. The ESWG created and submitted an Ethnic Studies Framework draft to the Commissioner of Education and advised on other recommendations and resources. Each working group member provides a unique perspective and expertise to meet the deliverables outlined in the statute. The framework, resources, and recommendations complement the Ethnic Studies strand in the 2021 Social Studies Standards as well as other academic content areas in the future. The ESWG developed guidance for competitive school grants to support districts and charters to develop, evaluate, and implement Ethnic Studies courses. Please visit MDE's [Ethnic Studies webpage](#) for more information about the Ethnic Studies Working Group.

### *Working Group Deliverables*

The ESWG must review available Ethnic Studies instructional resources to provide the Ethnic Studies Framework and other recommendations to the Commissioner of Education.

- Ethnic Studies Framework: Develop an Ethnic Studies Framework with advisory guidelines for Ethnic Studies courses required under [Minnesota Statutes, section 120B.251](#).
- Professional Learning: Recommend professional learning requirements for educators and staff to facilitate the successful implementation of Ethnic Studies courses.
- Resources and Materials: Recommend resources and materials school districts and charter schools may use to implement Ethnic Studies requirements and standards.
- Instructional Resources: Identify or develop instructional resources that school districts and charter schools may use in accordance with [Minnesota Statutes, section 120B.251](#).
- Grant Criteria: Develop criteria for competitive grants to school districts and charters to develop, evaluate, and implement Ethnic Studies courses.

### Comparing Ethnic Studies Legislative Requirements and K-12 Social Studies Academic Standards

## *Academic Standards*

The [2021 K-12 Academic Standards in Social Studies](#) include an Ethnic Studies strand in addition to the Citizenship and Government, Economics, Geography and History strands. Academic standards and benchmarks are defined in state statute. All students are required to meet academic standards and benchmarks, including those in the Ethnic Studies strand.

- Academic standards summarize student learning in a content area. They broadly describe major “big picture” concepts and skills repeated at multiple grade levels.
- Benchmarks represent the learning ideally mastered by the end of a particular grade (in grades K–8) or grade band (in grades 9–12) in order to complete part of an academic standard.

### *K-8 Ethnic Studies Implementation Expectations*

Districts and charters are required to offer instruction in Ethnic Studies in grades K-8. Instruction is required to meet state standards for Ethnic Studies, meaning the Ethnic Studies strand in the 2021 K-12 Academic Standards in Social Studies. Districts and charters will meet the requirement by implementing the 2021 K-12 Academic Standards in Social Studies fully. The effective date for this requirement is after the intended implementation date for the 2021 K-12 Academic Standards in Social Studies. Please see the [Social Studies Standards Implementation](#) webpage for more information.

### *High School Ethnic Studies Implementation Expectations*

The Ethnic Studies anchor standards and benchmarks must be included in required social studies courses as a part of the 3.5 credits of social studies required for graduation in Minnesota. They can be integrated into existing or new social studies courses.

### *Ethnic Studies Course*

Beginning in the 2026-27 school year, district and charter high schools must offer students an Ethnic Studies course (see [Minnesota Statutes 2023, section 120B.251](#)). The Ethnic Studies course is a separate requirement from the 2021 Social Studies Academic Standards. The course implements the Ethnic Studies Framework, which supports districts and charters in the development, implementation, and evaluation of their course. The course does not increase credits required for graduation but it may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An Ethnic Studies course may fulfill an elective credit if the course meets applicable local standards or other local requirements. For additional guidance, please see [Ethnic Studies Course Guidance](#).

### **Public Feedback**

- Minnesotans will be invited to provide feedback on the draft of the Ethnic Studies Framework, resources and recommendations during the public review period. The ESWG will review feedback from the public to inform the final Ethnic Studies Framework and recommendations to be shared with the commissioner.

### **Commitments**

Minnesota Department of Education is committed to supporting districts and charters schools in the implementation of Ethnic Studies in the following ways:

- Shifting internal resources and personnel to build capacity that support districts and charter schools by:
  - Creating regional Ethnic Studies specialist positions for each region
  - Collaborating with local experienced Ethnic Studies researchers and educational practitioners to ensure all professional development and district and charter school implementation is aligned to the field of Ethnic Studies
  - Supporting district and charter school self-assessment including an annual audit of Ethnic Studies implementation
  - Adding College in the Schools programming in Ethnic Studies taught by qualified teachers
  
- Engage in multi-directional communication with districts, charter schools and community leaders to offer
  - Ongoing monthly professional development and individualized coaching opportunities
  - Cross-district collaborations in curriculum design and instruction
  - A feedback process in which districts, charter schools and community members can share questions, concerns and insights for the implementation of Ethnic Studies
  - Transparent process of how district, charter schools and community feedback informs practice and decisions made at state level



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# Ethnic Studies Framework

## Background

In 2023, the Minnesota state legislature passed Ethnic Studies legislation statute 120B.251, outlining requirements for all Minnesota school districts and charters to offer Ethnic Studies coursework and content. This marks a significant moment in Minnesota's history: never before has the state required districts and charters to provide Minnesotan youth with an opportunity to engage with the broad and complex interdiscipline of Ethnic Studies, which has existed for over fifty years in higher education in the United States. Unlike disciplines such as Geography, History, Economics, and Mathematics, most Minnesotans – including most educators – have never had formal exposure to Ethnic Studies, demonstrating the need for a clear and practical framework.

The framework provided in this document grounds Minnesota students, families, educators, and school districts and charters in the principles, traditions, and transformative capacity of Ethnic Studies. We encourage readers to explore this history connected to activism, imagination, and educational transformation in the name of justice for all (see [bibliography](#)).

## What is Ethnic Studies?

As of 2023, thirty-six school districts/charters in Minnesota offer coursework described as Ethnic Studies and two districts require it for graduation. This framework offers a coherent vision to ensure consistency and fidelity to the content area of Ethnic Studies. Minnesota Statutes 2023, section 120B.25 defines Ethnic Studies as:

[T]he interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes under [...] Those protected classes include race, color, creed, religion, national origin, sex, gender identity, age, marital status, status with regard to public assistance, sexual orientation, or disability [...] Minnesota Statutes 2023, section 363A.13.

Ethnic Studies provide students with the skills to explore how power (through social, cultural, political, and other forces) impacts the historical and contemporary development of society at local, national, and global levels. As with any content area, there are myriad approaches to Ethnic Studies, and districts and charters should facilitate students' exploration in broad, creative, and iterative ways. Parts of this framework provide suggestions and resources for implementing the core tenets of Ethnic Studies. Educators should approach Ethnic Studies with fidelity to the academic content area and state statute. Given the historical lack of opportunity for Minnesotans to engage with Ethnic Studies in holistic ways, it is critical to outline the central ideas that ground it.

## A Brief History of Ethnic Studies in Minnesota

Ethnic Studies in Minnesota can trace its history alongside the national movement against the marginalization and erasure of knowledge production by Indigenous tribal nations and communities of color. The modern Ethnic

Studies movement emerged from the Civil Rights movement when institutions of higher education began to desegregate. Indigenous students and students of color facing continued racialization on campuses began advocating for an expansion of knowledge production through the disciplines that would come to comprise Ethnic Studies such as African American, Indigenous, Latine/Chicane, and Asian American/Pacific Islander Studies. Among the protests on college campuses that erupted in the late 1960s was the 1969 Morrill Hall Takeover at the University of Minnesota. This student occupation resulted in the formation of the African and African American Studies Department at the U of M in 1969. The U of M would also form departments and hire faculty in American Indian Studies in 1969 due to advocacy from local tribal nations, making it the oldest such department in the world. After another student takeover of Morrill Hall in 1971, the Chicano and Latino Studies department was created in 1972, and Asian American Studies was established as a program in 2003. Today, four Minnesota universities offer an Ethnic Studies major, four offer an American Indian or Indigenous Studies major, two offer an Africana or African American Studies major, and two offer Chicano/Latine Studies.

Once higher education institutions established Ethnic Studies, some K-12 districts and charters tried to follow suit. Attempts to include Ethnic Studies in Minnesota schools trace back to a 1971 lawsuit where plaintiffs demanded that the Minneapolis School District “draw up a plan that will ‘overcome the effects of past discrimination’” and fully implement its own Human Relations Guidelines adopted by the Minnesota Board of Education in 1970. Those guidelines stated, “A comprehensive K-12 social studies program shall be required of all students, focusing on awareness of the American experience including all ethnic groups.” For the past fifty years, Indigenous communities and communities of color in Minnesota have pushed to provide access to Ethnic Studies for all students.

In the fall of 2019, a group of Latina high school students working with the organization Unidos MN began traveling across Minneapolis and St. Paul to educate youth and adults about the need for Ethnic Studies. The students organized under the slogan “Our history, our schools” for the inclusion of Latine history in the curriculum of Minnesota schools. Groups of youth and adults began to heed the call of these young women to expand curricular offerings across the state and eventually formed the Minnesota Ethnic Studies Coalition, consisting of over twenty organizations. In 2020, the Coalition worked within the Minnesota Social Studies State Standards Revision Committee, facilitated by the Minnesota Department of Education (MDE), to demand that Ethnic Studies be included in social studies standards, resulting in the creation of an Ethnic Studies strand in the revised standards. This represented the most substantial shift in the standards in decades. The 2021 K-12 Academic Standards in Social Studies were adopted in March 2024 and are scheduled for full implementation in the 2026-27 school year.

Alongside the efforts to address the social studies standards, the Minnesota Ethnic Studies Coalition lobbied the State Legislature to pass Minnesota Statutes 2023, section 120B.25, which now requires all districts and charters to offer students access to Ethnic Studies. The work to bring Ethnic Studies to Minnesota is an essential history in and of itself: it helps Minnesotans understand the political nature of the curriculum and what is allowed to be studied in public schools. This fifty-year struggle for Ethnic Studies illustrates the kinds of activism and resistance core to Ethnic Studies content. An analysis of power and how decisions are made is crucial in the education of Minnesota youth.

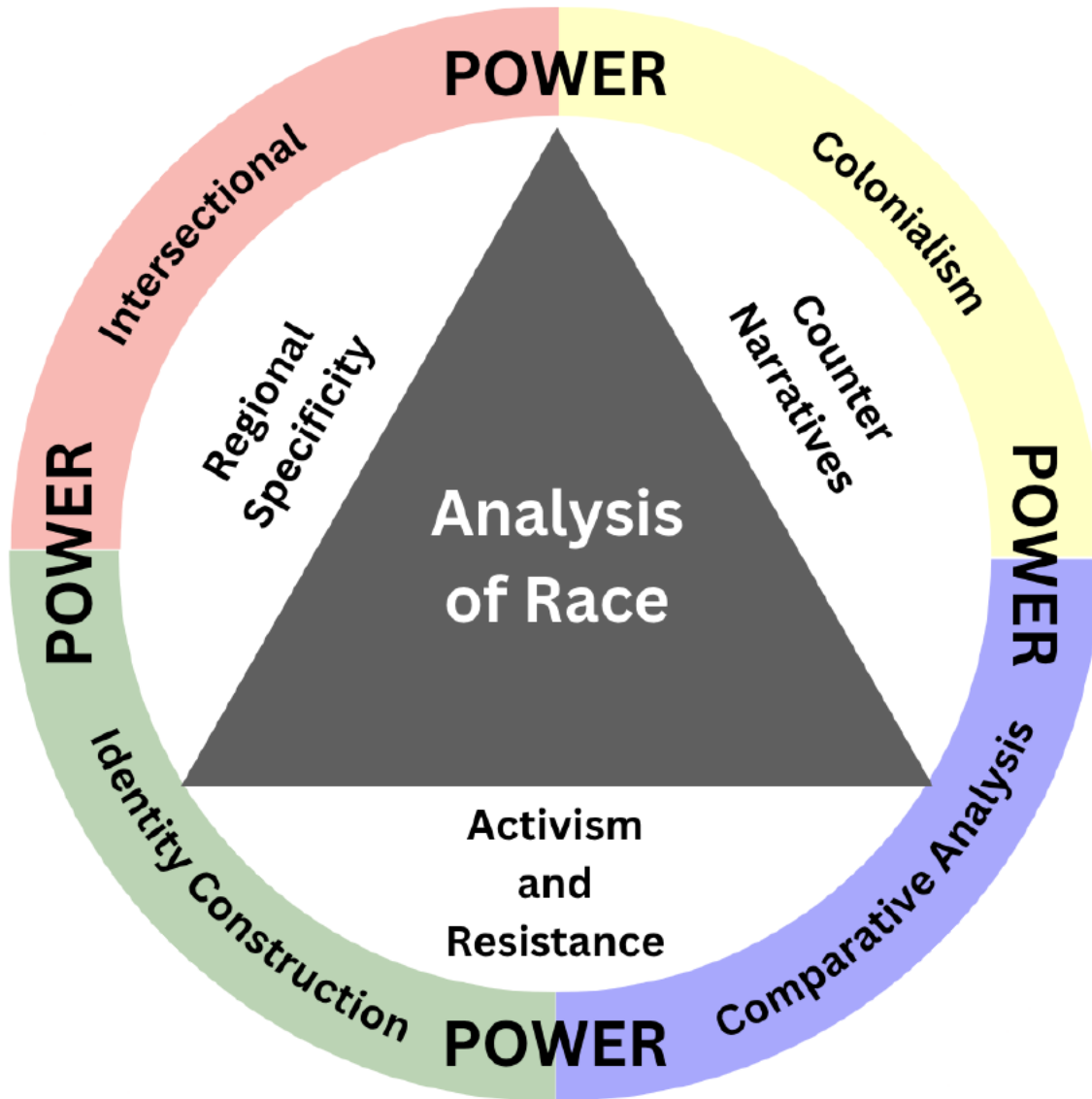
## Core Tenets of Ethnic Studies in Minnesota

Given that the discipline of Ethnic Studies emerged from the demands of students and communities of color and Indigenous communities, the core areas of focus speak directly to how power has been configured within social, political, and economic domains, specifically with regard to race and indigeneity. We draw from professional organizations such as the Association for Ethnic Studies and the Critical Ethnic Studies Association, along with research from foundational Ethnic Studies scholars (see [bibliography](#)) to articulate the core tenets below. These tenets are intended to guide readers to understand what is at the core of Ethnic Studies. They are offered as a working description of Ethnic Studies for course definition and development and classification. If courses/programs align with the tenets below, they can be designated as Ethnic Studies.

- A. *Ethnic Studies center a power analysis of race, racialization and racial formation* including how racial categorization impacts human relationships to land, access to property rights, how these produce marginalization, discrimination and oppression and constructs identity.
  1. *Power analysis should include discussions of colonialism, conquest and empire building* and the impact of these practices on economics, culture, society, and policy.
  2. *Power analysis should be intersectional* with the acknowledgment that even though Ethnic Studies centers a power analysis of race, power is constituted in all these ways not just through racial categorization but through layered identities that may include “color, creed, religion, national origin, sex, gender identity, age, marital status, status with regard to public assistance, sexual orientation, or disability” (Minnesota Statutes 2023, section 363A.13).
  3. *Power analysis should inform understanding of how identities are constructed.* Ethnic Studies explores how racialized identities are formed through social, cultural, and political forces, and how group identity has been used to create both inclusion and exclusion.
  4. *A power analysis of race should be approached from comparative and relational perspectives,* meaning there should be comparative analysis among racial groups not limited to a single racial group’s relationship to whiteness.
- B. *Ethnic Studies in Minnesota should include regional specificity,* meaning lessons and examples should be inclusive of Minnesota’s current and historic Indigenous populations and populations of people of color.
- C. *Ethnic Studies explores histories of activism and resistance by racialized populations,* with examples of how oppressed groups have expressed self-determination and community- based agency.
- D. *Ethnic Studies uncovers, highlights, and reclaims histories and narratives that have been erased and/or marginalized by dominant historical narratives.* It recognizes that academic disciplines, curricula, and learning are subjected to political, social, and cultural power. Therefore, communities of study should be centered in knowledge production, *meaning knowledge about racialized groups should primarily come from within those groups,* including youth voices, rather than from external studies of those groups. By centering communities in knowledge production, Ethnic Studies makes evident how power impacts ways of knowing, including the documentation and dissemination of history.



Figure 1: Illustration of Ethnic Studies



Core Tenets to be used in concert with the written tenets above.

### **Ethnic Studies is not multicultural education/anti-racism training/DEI training**

Unlike other K-12 educational requirements, the majority of Minnesotans have never taken an Ethnic Studies course. Minnesota teacher licensure requires a multicultural education component, intended to increase intercultural competency among Minnesota’s teachers to teach the full cultural diversity of Minnesota’s students – but multicultural education content is not the same as Ethnic Studies. In addition, many Minnesotans have participated in professional or community training or workshops focusing on increasing an individual or institution’s functional competence in the areas of diversity/equity/inclusion, social justice and/or anti-racism.



While these trainings may contain similar content and tools, and often lead to better teaching, they are generally not based in the academic discipline of Ethnic Studies and do not center the same tenets nor utilize the same epistemologies.

## **Guidance for Ethnic Studies Implementation**

Every school district and charter in Minnesota is unique with regard to size, demographics, funding, and local history, so a “one size fits all” approach to Ethnic Studies implementation is not practical or advised. Each district and charter will need to assess its infrastructure, readiness, and capacity for Ethnic Studies implementation. Some districts already have an Ethnic Studies graduation requirement, while others have never offered Ethnic Studies curricula. This section can help districts and charters assess their capacity for Ethnic Studies implementation and provide guidance for growth and development. Districts and charters should not approach Ethnic Studies implementation with a checklist mentality. Rather, they should work to understand the spirit of the Ethnic Studies requirement and work to support administrators, teachers, students, and families in order to build a robust Ethnic Studies experience across all schools.

### **Understanding the relationship between the Ethnic Studies Legislative Requirements and the Social Studies Standards**

The 9-12 Ethnic Studies course offering is a separate requirement from social studies courses required for graduation. The 2021 Academic Standards in Social Studies’s fifth strand, Ethnic Studies, must be included in required social studies courses as a part of the 3.5 credits of social studies required for graduation in Minnesota. They can be integrated into existing or new social studies courses.

While social studies is an important discipline, Ethnic Studies can transcend social studies. Minnesota youth can begin to explore how power functions in society with regard to race, ethnicity, and indigeneity. They can be exposed to local histories, and their exploration can be grounded in the knowledge production of the communities they are learning about.

### **K-5 Ethnic Studies**

Districts and charters must offer instruction in Ethnic Studies in grades K-8 per the 2021 K-12 Academic Standards in Social Studies. While Minnesota Statutes 2023, section 120B.25 emphasizes coursework at the secondary level, the implementation of Ethnic Studies should begin in elementary school. It would be problematic to not offer math curriculum to young children and then expect them to take Algebra in 8th grade; this should also not be the approach to Ethnic Studies. Districts and charters can use the self-assessment table (Table 1 below) to guide Ethnic Studies implementation, including the capacity of elementary teachers to teach Ethnic Studies concepts. Districts and charters may need to change their hiring practices to ensure that teachers have the knowledge and expertise to do this work effectively.

### **6-8 Ethnic Studies**

The middle grades can bridge introductory, generalized Ethnic Studies content and content-specific approaches to Ethnic Studies. While Ethnic Studies should be integrated into social studies curricula, middle grades can also

offer courses that explore the histories, arts, and literature of specific racial/ethnic groups (i.e., Hmong, Somali, Dakota, African American). Elective courses can be introduced in the middle grades that allow for touch points and an understanding of Ethnic Studies as its own content area. Some districts may also seek to include a required Introduction to Ethnic Studies course for all students in a middle grade to prepare them for high school.

**9-12 Ethnic Studies**

As with all academic content areas, there should be alignment across grade levels to ensure cohesion and depth. Students cannot have zero access to Ethnic Studies in the elementary grades and then be expected to learn in-depth at the secondary level. In grades 5-12, Ethnic Studies are typically explored through courses that range in variety and scope.

Minnesota Statutes 2023, section 120B.251, subdivision 2, requires that district and charter high schools offer an Ethnic Studies course starting in the school year 2026-27: a course that may fulfill a social studies, language arts, arts, math, or science credit if it meets the applicable state academic standards. An Ethnic Studies course may fulfill an elective credit if it meets applicable local standards or other local requirements (e.g., making Ethnic Studies required for graduation). Regardless of how many courses are offered, there may be some uncertainty about whether they are meeting the mandate, whether in spirit or by the technical criteria. For instance, is a district or charter that offers one elective course called “Introduction to Ethnic Studies” for 9th graders meeting the statute? This district or charter may be meeting the technical criteria of the statute, but they would not be meeting the spirit of the mandate. In spirit, students should have multiple opportunities to explore Ethnic Studies across all grade levels. Based on their self-assessments using Table 1 below, districts and charters should determine how to maximize students’ exposure to Ethnic Studies and what configuration of courses best meets the needs of each unique district.

**Getting Started: Self-Assessment**

Where to start? Districts and charters should assess their capacity for Ethnic Studies implementation (see [Table 1](#)). Implementation of Ethnic Studies should be seen as planting a new garden, not adding on a few experiences around the edges. To avoid a checklist approach to Ethnic Studies, districts and charters can think about their implementation along a continuum ranging from “emerging” to “sustaining” with each dimension critical to the spirit of Ethnic Studies.

<b>Table 1. District and Charter Self-Assessment for Ethnic Studies Growth</b>			
<b>Dimensions</b>	<b>Emerging</b>	<b>Developing</b>	<b>Sustaining</b>
<i>Opportunities for student connections</i>	<ul style="list-style-type: none"> <li>Opportunities are limited, disconnected, or restricted to a small set of classes</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are available, though they may be limited to a set of earmarked classes</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for connections to Ethnic Studies are aligned and articulated throughout the K-12 curriculum</li> </ul>

**Table 1. District and Charter Self-Assessment for Ethnic Studies Growth**

Dimensions	Emerging	Developing	Sustaining
<i>to Ethnic Studies</i>	<ul style="list-style-type: none"> <li>● Uses an add-on approach to existing curriculum</li> <li>● The majority of students in the school/district/charter will not experience connections to Ethnic Studies</li> <li>● Classes are scheduled unsustainably (class size, facilities, schedule access)</li> </ul>	<ul style="list-style-type: none"> <li>● Students have opportunities to choose Ethnic Studies curricula</li> <li>● Courses entirely dedicated to Ethnic Studies are offered</li> <li>● The majority of students in the school/district/charter will experience connections to Ethnic Studies</li> <li>● Classes are scheduled in a way that promotes student access (class size, facilities, schedule access)</li> </ul>	<ul style="list-style-type: none"> <li>● Ethnic Studies are integrated into multiple courses/curricula</li> <li>● Interdisciplinary and disciplinary Ethnic Studies courses are offered</li> <li>● All students in the school/district/charter will experience connections to Ethnic Studies</li> <li>● Classes receive schedule and logistical priority to promote growth</li> </ul>
<i>Funding</i>	<ul style="list-style-type: none"> <li>● Little to no funding is dedicated to Ethnic Studies specifically</li> <li>● Budgets lump Ethnic Studies within other line items</li> <li>● There is no dedicated staff who are responsible for Ethnic Studies implementation and oversight</li> </ul>	<ul style="list-style-type: none"> <li>● There are specific budgetary allocations for Ethnic Studies curricula and professional development</li> <li>● There are staff positions dedicated to Ethnic Studies implementation</li> <li>● Schools/districts/charters apply for grants in support of Ethnic Studies implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Schools/districts/ charters create a department for Ethnic Studies with full-time staff positions</li> <li>● Ethnic Studies departments receive their own budget allocations</li> <li>● Schools/districts/ charters apply for grants in support of Ethnic Studies implementation</li> <li>● Schools/districts/charters work to build partnerships with local and national Ethnic Studies resource organizations and other districts</li> </ul>
<i>Teacher quality and preparation</i>	<ul style="list-style-type: none"> <li>● There are 1-2 teachers dedicated to teaching Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>● There is a cohort of teachers who study together and support</li> </ul>	<ul style="list-style-type: none"> <li>● There are a cohort of teachers who study together and support</li> </ul>

**Table 1. District and Charter Self-Assessment for Ethnic Studies Growth**

Dimensions	Emerging	Developing	Sustaining
	<ul style="list-style-type: none"> <li>● There are few teachers with any background in Ethnic Studies education</li> <li>● There are few professional development opportunities for educators</li> <li>● There is no policy for supporting Ethnic Studies teachers when they receive pushback or resistance</li> <li>● There is no oversight or quality metrics for Ethnic Studies education</li> <li>● There are no credentialed Ethnic Studies teachers in the school/district/charter</li> </ul>	<p>each other to teach Ethnic Studies content</p> <ul style="list-style-type: none"> <li>● The majority of Ethnic Studies educators have a background in Ethnic Studies</li> <li>● There are multiple opportunities for educators to participate in local and national Ethnic Studies professional development</li> <li>● There is oversight and support for Ethnic Studies teachers, including for when they receive pushback or resistance</li> <li>● There are metrics to understand the quality of Ethnic Studies teaching happening in the school/district/charter</li> <li>● Schools/districts/charters hire and/or support teachers acquiring an Ethnic Studies teaching credential</li> </ul>	<p>each other to teach Ethnic Studies content</p> <ul style="list-style-type: none"> <li>● All Ethnic Studies educators have a background in Ethnic Studies</li> <li>● There are multiple opportunities for educators to participate in local and national Ethnic Studies professional development</li> <li>● There is oversight and support for Ethnic Studies teachers, including for when they receive pushback or resistance</li> <li>● There are metrics to understand the quality of Ethnic Studies teaching happening in the school/district/charter over a period of years</li> <li>● The school/district/charter actively recruits and hires teachers with an Ethnic Studies background</li> <li>● Schools/districts/charters hire and/or support teachers acquiring an Ethnic Studies teaching credential</li> </ul>
<i>Potential for growth</i>	<ul style="list-style-type: none"> <li>● Schools/districts/ charters do not have a vision/ strategic plan for</li> </ul>	<ul style="list-style-type: none"> <li>● Schools/districts/charters have a five-year vision/ strategic plan for Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Schools/districts/charters have a five-year vision/ strategic plan for Ethnic Studies</li> </ul>

**Table 1. District and Charter Self-Assessment for Ethnic Studies Growth**

Dimensions	Emerging	Developing	Sustaining
	implementing or growing Ethnic Studies <ul style="list-style-type: none"> <li>● There are no staff responsible for growing Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>● There are staff responsible for implementing the plan and growing Ethnic Studies</li> <li>● Budget allocations increase from year to year</li> </ul>	<ul style="list-style-type: none"> <li>● There is a fully staffed department responsible for implementing the plan and growing Ethnic Studies</li> <li>● Budget allocations increase from year to year</li> </ul>
<i>Collaboration with students and families</i>	<ul style="list-style-type: none"> <li>● Schools/districts/charters do not have students collaborate in curriculum decisions</li> <li>● No opportunities for family involvement</li> </ul>	<ul style="list-style-type: none"> <li>● A Student Advisory Committee is created for curriculum decisions</li> <li>● Student voice is solicited to inform course development</li> <li>● Families provide input into course development</li> </ul>	<ul style="list-style-type: none"> <li>● Students consistently participate in Ethnic Studies curriculum decisions in a sustained and valued way</li> <li>● Students have decision-making power about how the course is developed</li> <li>● Families are consistently, actively included and informed about in Ethnic Studies programming</li> </ul>

### **Ethnic Studies Course Types**

A robust approach to Ethnic Studies would give students access to Ethnic Studies courses that focus on multiple racial formations as well as on the experience of a single racialized and/or colonized group. Regardless of course type, both types of courses should follow the core tenets in this document and offer a power analysis of race in specific comparative, historical or sociocultural contexts and include the integration of Ethnic Studies concepts and skills. Districts and charters may not be able to offer both types of courses initially, but they should discuss a strategic plan for Ethnic Studies implementation in order to develop multiple and diverse course offerings.

### **Incorporating Ethnic Studies into Existing Courses**

Alongside integrative and group-focused (described in the sections below) approaches to Ethnic Studies, it is advised that districts and charters integrate Ethnic Studies content into existing courses such as US History, Geography, Economics, or Language Arts courses. Ethnic Studies can also be integrated into STEM courses through an exploration of STEM as connected to culture, ways of knowing, and being impacted by power, racialization, and social forces. Some districts and charters may choose to meet the Ethnic Studies requirement by integrating Ethnic Studies into existing courses – this pathway requires a fundamental shift in most courses.



Taking an existing course that has not been taught through an Ethnic Studies lens and adding a unit on a racial or ethnic group is not advised, as this additive approach typically leads to superficial understandings of race that foreground “contributions” of particular communities rather than an analysis of power.

Courses that incorporate Ethnic Studies should include Ethnic Studies throughout the course, not as a singular unit. For instance, it is possible to teach US History through an Ethnic Studies lens by exploring the construction of the nation-state through an analysis of power, racialization, land rights, and the concentration of governance. Fundamental questions may include “how was property created in the US?”, “who was able to be citizens and when?”, or “who had access to the mechanisms of democracy?” World language courses can be taught through an Ethnic Studies lens, but are most often taught through a technical approach to language that does not explore race, ethnicity, indigeneity, and power, so would need to be altered to also reflect these Ethnic Studies tenets.

### **Integrative Ethnic Studies Courses**

Integrative Ethnic Studies courses connect students to the tenets of Ethnic Studies across the discipline through the exploration and application of a power analysis of race on topics such as racialization, coloniality, and indigeneity, without an emphasis on a single racialized group. Oftentimes these courses are comparative in nature. These can include introductory courses that help situate students in the field of Ethnic Studies or advanced courses that continue to help students develop depth in racial theory, ways of knowing, and power analyses. Existing examples of courses are:

- Introduction to Ethnic Studies
- Critical Ethnic Studies
- Sociology of Race and Ethnicity
- Race and Identity
- Race, Ethnicity, and Indigeneity in the US
- Activism and Resistance in the US
- Art and Activism

These courses are typically designed as survey courses that prioritize breadth across the experiences of multiple racial and ethnic communities and tribal nations. Integrative courses help students develop a complex understanding of the varying nature of racialization, understand nuance, and explore how power is both patterned over time and targeted during specific historical moments.

### **Group-Focused Ethnic Studies Courses**

Group-Focused Ethnic Studies courses typically come out of the major Ethnic Studies interdisciplines of African American Studies, Indigenous Studies, Latine Studies and Asian American Studies. These courses typically feature an in-depth exploration of a single group and its constituent racialized communities in the US. Although their topical focus may be more specific than integrative courses, they share the same tenets as all Ethnic Studies courses through the study of race, racialization, and power. Examples of existing group-focused Ethnic Studies courses are:

- African American History, Latine History, Asian American History, Indigenous History



- Latine Literature
- African American Music
- Somali Studies, Hmong Studies
- Indigenous Art and Culture

Group-focused and integrative courses can buttress each other by building breadth and depth in Ethnic Studies. Districts and charters that currently offer group-focused courses, but not integrative courses, should avoid replacing one with the other. It is advised that students have access to both kinds of courses.

## **Funding**

Funding is a major consideration for the implementation of Ethnic Studies in Minnesota. In order to provide adequate access to Ethnic Studies, districts and charters need to support professional development for teachers, purchase curricular materials, and ensure that there is professional capacity for assessment, teacher support, scheduling, and administration. Every district and charter across the state has budgetary constraints. However, these constraints should not be an excuse to avoid the implementation of Ethnic Studies. Budgetary decisions speak to the values and priorities of districts and charters: if they do not value Ethnic Studies, it will be evident in their budgetary priorities.

At minimum, districts and charters should identify a person or a department that is responsible to oversee Ethnic Studies implementation. In order to have a more robust approach to Ethnic Studies, districts and charters should consider creating an Ethnic Studies department in the same ways that they may have a department dedicated to STEM or Language Arts. It is not advised that a district or charter simply add on Ethnic Studies implementation as an additional responsibility to people or units already at capacity because this situates Ethnic Studies as an additional burden rather than a priority. Budgets should align with responsibility and accountability requirements attached to paid positions in the district and charter.

District and charter budgets should also take into account that most teachers in Minnesota have not had any experience with Ethnic Studies curriculum. A robust approach to Ethnic Studies will work to create some professional development opportunities for all teachers in the district and charter regardless of their field. A holistic approach to Ethnic Studies should assume that all educators have some working knowledge of the content in the same ways we would assume basic knowledge of STEM fields and literacy. In particular, if smaller districts and charters are not able to offer Ethnic Studies specific coursework and plan to offer Ethnic Studies across the curriculum, educators in all fields should be supported in bringing Ethnic Studies into their classrooms. Districts and charters should also consider hiring new teachers who do have a background in Ethnic Studies.

## **Conclusion**

The information contained in this framework is intended to advise Minnesotans how Ethnic Studies should be implemented into K-12 learning by supporting existing programs and curricula as well as to give guidance to schools who have little or no current Ethnic Studies offerings.

Minnesota's students have long advocated for the inclusion of Ethnic Studies as an educational requirement because they see Ethnic Studies content as a key component to better understand themselves and others in a culturally rich and complex world. They also speak to the need to prepare future generations of students to understand differences in order to more effectively unite. In districts where Ethnic Studies is already a requirement, students have provided a wealth of feedback indicating they were challenged and also engaged by Ethnic Studies content. They appreciated having access to stories, histories and contexts that had not been included before they were required to take Ethnic Studies. One student remarked, "We deserve to get an education that will not only show us one path, but multiple paths and perspectives that represent the truth of what the world looks like: a diverse range of cultures and communities. Ethnic studies will allow us to learn all of the untold histories that we may have missed."

Ultimately, the benefit to students is why Ethnic Studies has been made a requirement. The fact that most Minnesotans have not had a formal Ethnic Studies education means that implementing this requirement may be challenging for some districts and charters. The guidance provided here is meant to support new and existing Ethnic Studies teaching in Minnesota with the hope that as more Minnesotans have this education, opportunities to improve and build K-12 offerings will also grow and develop.

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## Professional Learning Recommendations

Professional learning should be focused on Minnesota’s [Ethnic Studies](#) definition and Minnesota’s Ethnic Studies Framework: “Ethnic studies” means the interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experiences and perspectives of people of color within and beyond the United States. Ethnic studies analyzes the ways in which race and racism have been and continue to be social, cultural, and political forces, and the connection of race to the stratification of other groups, including stratification based on the protected classes under [Minnesota Statutes 2022, section 363A.13](#).”

As stated in the framework section:

**“Many Minnesotans have participated in professional or community training or workshops focusing on increasing an individual or institution’s functional competence in the areas of diversity/equity/inclusion, social justice and/or antiracism. While these trainings may contain similar tenets, these trainings are generally not based in the academic discipline of Ethnic Studies and do not center the same tenets nor utilize the same epistemologies named here. In short, while these training and educational requirements may develop useful complementary tools to enable an Ethnic Studies education, they are not in and of themselves an Ethnic Studies education.”**

Therefore, Ethnic Studies professional development opportunities should be led by Ethnic Studies experts informed by Black, Indigenous and other racialized grassroots peoples including practitioners, researchers, and community leaders from different cultural and ethnic groups.

### Essential knowledge for implementing the Minnesota Ethnic Studies Framework in professional development

Before implementing Ethnic Studies in the classroom, teachers must first undergo an ongoing professional development that fosters a paradigm shift. This involves reevaluating their understanding of the purpose of education, recognizing the cultural wealth and strengths of their students and communities, and adopting a student-centered approach to success, as defined by the students and their families. Only through this transformative professional development can educators be adequately prepared to effectively implement Ethnic Studies in their teaching practices.

When choosing Ethnic studies professional development opportunities, school administrators (including building and district leadership), faculty and staff must make sure of the centrality of the following core tenets ([see page 7-8](#) for full tenets and visual) when choosing contractors:

- A. Power analysis of race, racialization, and racial formation, which includes discussions about colonialism, intersectionality and identity construction, all approached from comparative and relational perspectives.
- B. Current and historic regional specificity to Minnesota inclusive to Black, Indigenous and other racialized communities.
- C. Centrality of accounts of historical and contemporary activism and resistance by BIPOC communities, providing models of community agency and self-determination

- D. Prioritization of Black, Indigenous and other racialized community expertise and lived experiences, knowledge production, and dissemination. This will facilitate professional development designed in collaboration with or by local community organizations that align with the aforementioned tenets; and/or the acquisition of authentic materials produced by these communities.

## Themes and topics for professional development

Educators should receive training on both content and pedagogy for a successful implementation of Ethnic Studies. When engaging in training for Ethnic Studies, the content should be rooted in the Minnesota definition of Ethnic Studies as stated in [Minnesota Statutes 2022, section 363A.13.](#) Content for Ethnic Studies training should focus on identity work, histories of resistance to injustice, and ways of knowing of different Black, Indigenous, and other racialized communities. In addition to this, pedagogical practices that center on students’ humanity, as listed in the table below, are crucial for successful Ethnic Studies classroom implementation. Central to Ethnic Studies work is also community-responsive and relevant pedagogies that support students in becoming problem solvers and change agents in their local communities. Specific details on these topics are listed in the table below. Moreover, teachers adapt their classroom practices) and content in developmentally appropriate ways for K-12 classes. These opportunities should align with the cultural competency and Indigenous professional learning requirement for initial licensure and/or re-licensure as per [Minnesota Administrative Rule 8710.0310](#). These learning opportunities should also align with the new [Minnesota Teaching Standards of Effective Practice](#) effective July 1st, 2023. It’s important to note that these themes and professional learning opportunities work together to bring to life ethnic studies pedagogies and utilizing just one component would not support the ethnic studies framework in its entirety. Practical classroom applications and contextualized use of examples of resources are found in Instructional Resources and Materials sections.

Content Knowledge	Pedagogical Practices and Learning Environment	Community Relationships
<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Understanding the multiplicity of identity and intersectionality- to understand self and family</li> <li>Understanding the impact and relationship to other identities including local diverse communities and Minnesota Tribal Nations</li> <li>Racial consciousness</li> <li>Origin and history</li> </ul> <p><b>Resistance</b></p>	<ul style="list-style-type: none"> <li>Modeling personal application of standard 8 of SEPs (racial consciousness and reflection) and understanding how power dynamics impact student learning</li> <li>How to bring voices to the classroom not represented by the teacher (diverse racial and ethnic backgrounds, adoption, foster care, etc.)</li> <li>Place-based education (critical pedagogy of place, land and water-based pedagogy)</li> </ul>	<ul style="list-style-type: none"> <li>Including families and communities as sources of knowledge</li> <li>Partnering WITH community members and organizations that represent the teachings of diverse and marginalized communities. When working on implementing the standards, find ways to collaborate with local leaders and community representatives.</li> </ul>



Content Knowledge	Pedagogical Practices and Learning Environment	Community Relationships
<ul style="list-style-type: none"> <li>● Protect, conserve, revitalize, and sustain land and natural resources through anti-colonial lenses</li> <li>● Resistance movements including social movements, anti-colonial and anti-racist movements, freedom movements</li> <li>● Understanding power and privilege</li> <li>● Advocacy for self-determination, liberation, and empowerment of marginalized communities</li> </ul> <p><b>Ways of Knowing</b></p> <ul style="list-style-type: none"> <li>● How to care for each other based on cultural knowledge (examples: The Seven Generations Principle, The Seven Grandfathers' Teachings, In Lakesh, Ubuntu, Kapwa, etc.)</li> <li>● Relationship to the land</li> <li>● Community Cultural Wealth</li> <li>● Funds of Knowledge</li> <li>● Religion and Spirituality</li> </ul>	<ul style="list-style-type: none"> <li>● Using restorative, transformative, and trauma-informed practices</li> <li>● Student-centered and community-centered learning practices (inquiry-based and experiential learning)</li> <li>● Interdisciplinary methods of teaching and content</li> <li>● Co-creating learning spaces with students</li> <li>● Use of culturally responsive and sustaining pedagogies</li> <li>● Use of relevant and authentic activities and assessments</li> <li>● Knowledge and application of interdisciplinary methods</li> </ul>	<ul style="list-style-type: none"> <li>● Asset-mapping of the local community</li> <li>● Interconnectedness of learning that occurs in and outside of the classroom</li> </ul>

**Recommended professional development organizations**

Collaboration with local communities that center “the experiences and perspectives of People of Color” is foundational for Ethnic Studies classes to ensure that the curricula used has an accurate representation of these communities. In addition to this, partnerships with local organizations can support the community-centered pedagogical approaches that are at the heart of Ethnic Studies. The list below has resources to support professional learning for districts and charters implementing Ethnic Studies. The first column lists organizations that could collaborate with districts and charters and the second column includes organizations that already provide professional learning opportunities. It is important to acknowledge that there are few organizations

nationwide that offer training in Ethnic Studies, and even less at the state level. Some of the organizations that do offer these services are listed below. As districts and charters plan professional learning opportunities for their Ethnic Studies teachers, they should always examine how the organizations they partner with align with the. It is important to remember that the different pedagogical approaches work in tandem in an Ethnic Studies class. Note that the suggested professional development opportunities listed here do not replace credentialing requirements for licensure.

**Organizations with professional learning RESOURCES and suitable for PARTNERSHIPS (last updated 8/27/2024)**

- **General Organizations**
  - [Minnesota Education Equity Partnership \(MNEEP\)](#)
  - [Minnesota Humanities Center](#)
  - [The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota \(TOCAIT\)](#)
  - [Minnesota Ethnic Studies Coalition](#)
  - [Minnesota Youth for Ethnic Studies](#)
  - [Minnesota Chapter National Association for Multicultural Education \(MN-NAME\)](#)
  - [Education Evolving](#)
  - [Race, Indigeneity, Disability, Gender & Sexuality Studies \(RIDGS\)](#)
  - [Facing History and Ourselves](#)
  - [Anti-Defamation League](#)
  - [PBS Learning Media](#)
  - [Teaching Tolerance](#)
  - [Green Card Youth Voices](#)
- **Education Minnesota Forum**
  - [African American Educators' Forum](#)
  - American Indian Education Professionals
  - [League of Latinx Educators](#)
  - Pan Asian Educators Forum
- **State Ethnic Councils**
  - [Council on Asian Pacific Minnesotans](#)
  - [Minnesota Indian Affairs Council](#)
  - [Minnesota Council on Latino Affairs](#)
  - [Council for Minnesotans of African Heritage](#)
- **Different cultural and ethnic group organizations**
  - [National Hmong Educators Coalition](#)
  - [Black Lives Matter Minnesota](#)



**Organizations with professional learning RESOURCES and suitable for PARTNERSHIPS (last updated 8/27/2024)**

- [Black Youth Healing Arts Center](#)
- [Copal](#)
- [Latino Lead](#)
- [Indigenous Roots Cultural Arts Center](#)
- [Irreducible Grace Foundation](#)
- MIRAC
- [We Win Institute](#)
- [Understanding Native](#)
- [Tribal Nations](#)
- [Tribal Nations Education Committee \(TNEC\)](#) representative
- [Rondo Center of Diverse Expressions](#)

**Pedagogical Practices**

- **Youth Participatory Action Research**
  - [Youth Participatory Action Research \(YPAR\) Hub](#)
  - [KnowledgeWorks](#)
  - [Youth Participatory Action Research \(YPAR\) Teacher Toolkit](#) (University of Colorado Boulder)
- **Restorative Justice**
  - [Restorative pedagogy network](#)
  - [Restorative justice in the classroom](#)
- **Service Learning**
  - [Critical service learning](#)
  - [Critical service learning reflection tool](#)
  - [Traditional vs. critical service learning](#)
- **Drama-based pedagogy**
  - [Drama-based pedagogy](#)
  - [Effect of drama-based pedagogies in K-12](#)
  - [Enlivening instruction with drama and improv](#)
  - [Theater of the oppressed](#)
- **Arts-based practices/instruction and integration**
  - [Arts integration](#)
  - [Arts-based pedagogies](#)
  - [Integrating the arts across the curriculum](#)

Organizations with professional learning RESOURCES and suitable for PARTNERSHIPS (last updated 8/27/2024)

- **Problem-based learning (PBL)**
  - [PBL Cornell University Teaching and Learning](#)
  - [University of Illinois](#)
  - [University of Florida Institute for Instructional Technology and Training](#)
- **Project Based Learning**
  - [PBLWorks](#)
  - [Boston University Center for Teaching and Learning - Project Based Learning](#)
- **Place-based Learning:**
  - (K-2, or elementary) Bang et al., 2021 <https://learninginplaces.org/>
  - (Youth) Eve Tuck and youth members, 2023 <https://www.landeducationdreambook.com/about>
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- **Culturally Responsive and Sustaining Instruction**
  - [Minnesota MDE culturally Responsive Practices](#)
  - [Culturally Responsive Teaching and the Brain](#)
- **Trauma-informed practices**
  - National Education Association (NEA) [trauma informed practices](#)
  - National Child Traumatic Stress Network (NCTSN) [Creating, Supporting, and Sustaining Trauma-Informed Schools](#)
- **Student-centered pedagogies**
  - [Student Centered Learning for Equity 2024 \(SCL4E\)](#)
  - [High Impact and student-centered learning](#)
- **Community-based pedagogies**
  - [Education Equity Starts with Critical Love](#)
  - [Edutopia](#)
  - [Panorama Education](#)

**Organizations with professional learning RESOURCES and suitable for PARTNERSHIPS (last updated 8/27/2024)**

- [Tatlong Bagsak](#) (p. 416)
- [Nguzo Saba](#) and other diverse communities' ways of knowing (Kwapa (Filipino), In Lak'ech (Mayan Proverb), Mitákuye Oyás'įŋ (Lakota Metaphor), Hózhó (Navajo), Pono (Hawaiian), Whakapapa (Māori), etc.)
- [KQED Learn](#)
- [Teaching with Current Events](#)
- [Preparing for Difficult Conversations](#)
- **Developing identity work**
  - Books: *Cultivating Genius* (2020) and *Unearthing Joy* (2023) from [Dr. Gholdy Muhammad](#)
  - [Identities and Positionality](#) (MIT Teaching Lab)
- **Embedding counternarratives**
  - Harvard [NURTURING VOICES THAT CHALLENGE THE DOMINANT NARRATIVE](#) (click on related resources tab)
  - [Counternarratives from Asian American Art Educators](#)
  - [Countering the narrative](#)

**Organizations that OFFER professional learning (last updated 8/27/2024)**

Statewide:

- [Minnesota Humanities Center](#)
- Minnesota Indian Education Association (MIEA)
- [Student-centered learning for equity \(SCL4E\)](#)
- [826 MSP](#)

Nationwide:

- Washington Ethnic Studies Now
- Liberated Ethnic Studies Model Curriculum
- [Boston Teachers Union \(BTU\) Ethnic Studies Now](#)
- [Education for Liberation Network](#)
- [Ethnic Studies Network of Texas](#)
- [Youth Participatory Action Research Training \(YPAR\) Training](#)
- [Zinn Education Project](#)
- [Teaching Tolerance professional learning](#)

## Organizations that OFFER professional learning (last updated 8/27/2024)

- [Girls Leadership](#)
- [Culturally Responsive Teaching and the Brain](#)
- [National Indian Education Association \(NIEA\)](#)
- [Culturally Responsive Teaching and the Brain](#)

## Which adults in a school community should receive Ethnic Studies professional learning?

There is an urgent need to widen the scope of the adults in a school community that should receive professional development in Ethnic Studies. Classroom teachers will largely be the school staff members tasked with Ethnic studies content, but they are not the only school staff members who would both benefit from foundational training in Ethnic Studies and enrich the professional learning programs in which they participate. Therefore, high-quality Ethnic Studies training must be offered not only to K–12 teachers, but also to school counselors, paraprofessionals, special education specialists, and other education support personnel. Each staff member with their particular expertise will bring an invaluable asset to Minnesota’s programs of professional learning.

To that end, two kinds of professional learning opportunities oriented toward school administrators (including building and district/charters leadership) need to be offered.

- a) access to professional development for administrators, identifying best practices in developing and sustaining Ethnic Studies opportunities within their schools, districts, and charters.
- b) access to professional training oriented toward best practices in evaluating effective Ethnic Studies pedagogy for administrators.

Ethnic studies training demands a more expansive scope of what learning experiences are considered “professional development.” There exist many forms through which teachers can experience high-quality programs of professional learning. While this may include more traditional approaches such as workshops or seminars, there are multitude of ways that teachers can learn from one another, as well as the multitude of partners who can aid in bringing such meetings to fruition. This may include annual opportunities for educators to meet with one another and attend local conferences and/or “unconferences” either at the state level or at a more regional level. Likewise, it is imperative to center the community-based pedagogies from Black, indigenous and other racialized community organizations to serve as professional development opportunities (see resources for organizations)

## Professional Learning Self-Assessment for Students, Educators, Districts and Charters

Successful Ethnic Studies implementation demands a broader perspective to ensure its long-term viability and effectiveness beyond the curriculum and teaching methods. This Ethnic Studies self-assessment, adapted from the [Washington Ethnic Studies Framework](#), serves as a springboard for all stakeholders to understand and

reflect on how social and structural forces at multiple levels impact the classroom experience. By prompting stakeholders to investigate these factors, we can anticipate and overcome challenges, developing targeted strategies to make Ethnic Studies more than just a promise, recognizing that each school's context requires customized approaches.

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Self (Students)	Self (Educator)	Classroom	School / District / Charter	Policy
<p>What resources am I given to continuously reflect on my identities and my relationships to structure and power in order to learn the core tenets of Ethnic Studies?</p>	<p>What resources (e.g. material, intellectual, administrative) do I need to continuously reflect on my identities, my students' identities, and my relationship to structure and power in order to teach Ethnic Studies or lead efforts to ensure its authentic and expansive implementation? How am I proactively seeking out these resources?</p>	<p>How does my classroom reflect ethnic and racial diversity – from the images on the walls to the content of what I teach? What resources and materials do I need to ensure my classroom authentically and expansively reflects the diversity of Black, Indigenous, and racialized communities?</p>	<p>What is the culture around racial equity at my school / district / charter?</p>	<p>Do policies exist that support racial equity at my school/district/charter?</p>
<p>How does Ethnic studies instruction and support help me understand white supremacy as a structural condition? How do I recognize the ways white supremacy shows up in my everyday life (e.g., at home, school, community)</p>	<p>How do I understand white supremacy as a structural condition? How does white supremacy show up in my everyday practice as a teacher/administrator (including building, district, and charter leadership)?</p>	<p>What am I doing to identify and cultivate the gifts Black, Indigenous, and racialized children and youth already bring to the classroom (e.g., community cultural wealth<sup>2</sup>)?</p>	<p>Has my school/district/charter explicitly named goals for working toward racial equity? Do these goals include Ethnic Studies?</p>	<p>Do policies exist that support an adequately funded Ethnic Studies program at my school / district / charter?</p>

Self (Students)	Self (Educator)	Classroom	School / District / Charter	Policy
<p>How does Ethnic Studies instruction give me the tools to challenge white supremacy and its intersection with other forms of oppression?</p>	<p>What can I do daily to challenge white supremacy and its intersection with other forms of oppression?</p>	<p>How is my teaching community-centered? How is it sustaining community practices?</p>	<p>If racial equity practices exist at my school/district/charter, are they optional or mandatory?</p>	<p>Do policies exist that support ongoing professional development in Ethnic Studies for teachers and administrators (including building and district leadership)?</p>
<p>How does Ethnic Studies instruction and support allow me to form an emerging identity as an anti-racist individual and advocate?</p>	<p>What networks of support do I need as an emerging anti-racist educator/administrator (including building and district leadership)?</p>	<p>How am I creating opportunities for Black, Indigenous, and racialized youth, their families, and their communities to hold me accountable for engaging Ethnic Studies authentically and expansively in my classroom?</p>	<p>How is my school/district/charter providing necessary resources (material, intellectual, administrative) and vetted professional development opportunities to enact an Ethnic Studies praxis?</p>	<p>How can I best advocate for policies that will fund and support K-12 Ethnic Studies?</p>

Self (Students)	Self (Educator)	Classroom	School / District / Charter	Policy
<p>How does Ethnic Studies introduce me to networks of support (e.g., community connections, family) to continue learning beyond the classroom?</p>	<p>How can I contribute to the building of learning communities that are needed to sustain and grow Ethnic Studies?</p>	<p>How is my teaching providing the content, resources, and skills for Black, Indigenous, and racialized students to address community concerns, as defined by them?</p>	<p>What ongoing feedback loop is available at my school/district/charter for community input regarding racial (in)equity? Ethnic Studies?</p>	<p>Are racial equity audits being conducted periodically to ensure Ethnic Studies are supported and implemented authentically and expansively?</p>
<p>How does my learning experience in Ethnic Studies help me self-reflect on my connections with people who experience oppression differently and work together outward liberation? To quote Maya Angelou: “no one of us can be free until everybody is free.”</p>	<p>As I develop critical literacies and approaches to Ethnic Studies, how do I remain a perpetual learner committed to ongoing self-reflection? How do I decenter my voice and place students/community voices at the forefront?</p>	<p>How am I disrupting the binary between teacher and student and instead working to co-construct knowledge in my classroom?</p>	<p>How is my school/district/charter shifting power to youth, teachers, and community members to ensure the implementation of Ethnic Studies remains accountable to the movements and communities at the center of Ethnic Studies praxis?</p>	<p>When policymaking takes place, particularly processes that affect the implementation and future of Ethnic Studies, whose voices are being prioritized? Whose voices are being marginalized? How do we ensure BIPOC youth, families, educators, and communities lead?</p>

Self (Students)	Self (Educator)	Classroom	School / District / Charter	Policy
			What is my school/district/charter doing to support Ethnic Studies teachers when they receive pushback or resistance?	Do policies make clear that Ethnic Studies is a pedagogical praxis, one that needs to be implemented across P-12 and content areas? Do these policies refuse to confine Ethnic Studies to a “textbook,” grade level, or subject area?

## Instructional Resources and Materials

### Background

These resources provide counter-narratives to center the untold stories of marginalized communities to legitimize experiences and knowledge in educational settings. This document is a gift of resources that exists as a living document wherever it is housed, to be refined and added to in collaboration with young people, people of color, community members, and people from marginalized communities.

These resources and materials are recommendations: all resources used for Ethnic Studies should reflect the student population and needs while adhering to the tenets of the Ethnic Studies Framework.

Lastly, teachers know how to teach, and students are experts in their own lives. The goal here isn't to prescribe a path but to provide inspiration and opportunities to think critically, question, and reflect to empower teachers and students to use their own inherent genius to create pathways to learning and understanding.

### Community Engagement and Empowerment

We encourage educators to engage with local leadership from the Indigenous, Black Diaspora African American, Latine, Asian American, and new immigrant/refugee communities to share their own stories and knowledge.

\*See “Examples of Community Relations” in the Instructional Application Matrix below.

## **Student Voice and Choice**

Co-creation is a huge piece of Ethnic Studies – providing space for students to share their voices and act on what they say is essential. Students also need the opportunity to choose what they learn, how they learn, and how they share their learning. When we amplify student voices and choices, we are saying that they matter, they are at the center, and we want to walk alongside them in their learning.

## **Pedagogical Practices & Learning Environment: (reflection + action in communities by youth)**

Many pedagogical practices are used in education to facilitate knowledge-building and creation. The practices listed below include common teaching approaches used in Ethnic Studies to develop a learning environment that supports critical thinking skills and calls for action to transform communities. These pedagogies support Ethnic Studies as long as they are aligned with the tenets outlined above. Pedagogical preparation alone does not represent an Ethnic Studies curriculum. Resources for these pedagogical practices are outlined in the Professional Development Recommendations section. This short list is a recommended foundational start for any educator who will be implementing Ethnic Studies in their classroom.

\*See “Examples of Pedagogical Practices and Learning Environments” in the Instructional Application Matrix below.

## **Instructional Resources and Materials Contents**

The instructional resources and materials contents are composed of three parts:

- Instructional application, pedagogical practices, and community relations matrix
- Instructional resources and materials guidelines
- Instructional application examples for teachers

The first section, Instructional Application, Pedagogical Practices, and Community Relations Matrix, exemplifies how the Ethnic Studies tenets guide a classroom lesson; the pedagogical practices support how to facilitate learning and how the community relations are an integral part of the process.

The second section, Instructional Resources and Materials Guidelines, provides educators with questions to help them decide whether the resources for their classes are adequate for an Ethnic Studies class. It is important to remember that in choosing resources, educators may need to find multiple resources to ensure more complete stories.

The last section provides practical examples for teachers at various grade levels: K-2, 3-5, middle school, and high school. The goal of these examples is to show educators how to use a text in support of Ethnic Studies tenets using humanizing pedagogies and a healthy learning environment.



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## Instructional Application, Pedagogical Practices, and Community Relations Matrix

Ethnic Studies Framework Tenets	Examples for Instructional Application	Examples of Pedagogical Practices and Learning Environments	Examples of Community Relations
A. Power analysis of race, racialization, and racial formation	<p>Integrate histories of local BIPOC communities and local histories</p> <p>Identity construction (e.g. identity wheel, community cultural wealth, translanguaging, ancestral knowledge, oral storytelling)</p>	<ul style="list-style-type: none"> <li>• Restorative justice practices</li> <li>• Student-centered pedagogies</li> <li>• Culturally relevant and sustaining practices</li> <li>• Trauma-informed practices</li> <li>• Service learning</li> <li>• Problem/Project-based learning</li> <li>• Youth participatory action research (YPAR)</li> <li>• Drama-based pedagogies</li> <li>• Arts-based practices/instruction and integration</li> <li>• Place-based learning</li> <li>• Translanguaging</li> </ul>	<ul style="list-style-type: none"> <li>• Including families and communities as sources of knowledge</li> <li>• Partnering WITH community members and organizations that represent the teachings of diverse and marginalized communities.</li> <li>• Asset-mapping of the local community</li> <li>• Interconnectedness of learning that occurs in and outside of the classroom.</li> <li>• Collaboration with local leaders and community representatives.</li> </ul>
B. Ethnic Studies in MN should include regional specificity	<p>Analysis of social and human relationships with the natural world through pre-colonial, decolonial and post-colonial lenses (e.g. Rondo reclamation project)</p>		
C. Ethnic Studies explores histories of activism and resistance by racialized populations	<p>Community Walks</p> <p>Four I's of Oppression</p>		
D. Ethnic Studies <i>uncovers, highlights and reclaims histories and narratives</i> that have been erased and/or marginalized by dominant historical narratives.	<p>Counter Storytelling activities</p> <p>Action projects that may include producing podcasts, writing poetry, plays, etc.</p>		

## Instructional Resources and Materials Selection Guidelines

Educators should use the Ethnic Studies tenets to create essential questions when deciding what curricular materials and resources are taught. Lessons should follow the Backwards Design methods to begin with the end in mind before designing courses and selecting materials. Educators should ensure that the text supports the instruction of Ethnic Studies rather than selecting texts in isolation.

This guide should be used by teachers to evaluate resources/materials collectively or over time. For example, many materials could be used throughout a unit that may address some of the tenets of ethnic studies yet complement other materials. If you respond “no” to any of the questions and you still want to use the resource/material, then identify additional resource(s)/material(s) to address the missing elements your selected resource/material doesn’t cover.

Does this Resource/Material Meet the Tenets of the MN Ethnic Studies Framework?	
A. Does the resource/material center the power analysis of race, racialization, and racial formation?	Y / N
B. Does the resource/material include regional specificity to Minnesota?	Y / N
C. Does the resource/material explore histories of activism and resistance by racialized populations?	Y / N
D. Does the resource/material uncover, highlight, and reclaim histories and narratives that dominant narratives have erased and/or marginalized?	Y / N
E. Is the resource/material relevant and contextualized to the contemporary voices, experience, and expertise of the student/school population?	Y / N
F. Does the resource/material make an effort to include the voices, experiences, and expertise of family and community members of the school?	Y / N
<b><u>Selection Notes</u></b>	

## Instructional Application Examples for Teachers

This section has four examples of classroom applications for grade clusters: K-2, 3-5, 6-8, and 9-12 grades. The purpose of this section is to demonstrate how classroom activities are aligned to the Ethnic Studies tenets and framework using humanizing pedagogies and centering local community. Each example includes a short rationale to help educators understand how these pieces work together to implement Ethnic Studies in K-12 settings.

### Rationale for Instructional Application Example K-2

This text is a great opportunity for teachers to acknowledge and uplift the Indigenous community and engage students with the community's cultural wealth they have.

Essential questions can include: What are important parts of my culture? How and why are some cultures centered while others are not? Why is it important to reclaim or practice my culture? How has race impacted what is seen as "cultural?"

Grades: K - 2		
Resource: Book: My Powerful Hair Author: Carole Lindstrom		
ES Framework Tenets	Community	Resources for Instructional Application
A. Ethnic Studies centers a power analysis of race, racialization & racial formation	- Partnering with a local organization to map the Indigenous community pre/post colonialism	-Graphic Organizer: Visual preview through book, read the text aloud, document students' questions in a graphic organizer to be discussed later -Questioning: Have students also think about the questions of: Who does this benefit? Who does this harm? Why is this important? -Annotation: Review questions and try to find clues in the book that speaks to some of the questions. - Demonstrate how annotation could be helpful when reading/analyzing a book  -Discussion: How is this text to the connected to the recent "Crown Act" legislation that specifically addresses histories of discrimination based on racialized hair texture and styles? What are the similarities and differences of these two histories between the Indigenous and Black communities (e.g. cutting the hair of students'

Grades: K - 2

Resource:  
Book: My Powerful Hair  
Author: Carole Lindstrom

ES Framework Tenets	Community	Resources for Instructional Application
		dreadlocks)
B. Ethnic Studies in MN should include regional specificity	- Partnering with a family/community about the Indigenous community in MN and/or region of MN	- Mapping Activity: identifying the different names in Minnesota with Dakota language origins -Linguistic Activity: naming important parts of your culture/community using language, allowing students to teach the class how to say those phrases (can also be in written form, but note some languages are oral languages with no written language - which should be honored as well)
C. Ethnic Studies explores histories of activism and resistance by racialized populations	- Partnering with local Indigenous organizations about their priorities and how the changes they want to see, how they fight for those changes, etc. (e.g. guest speaker)	-Context Building: history of activism in Indigenous community, MN is the birth of the large Indigenous movement we see today -Healing: historical and contemporary examples of linguistic and cultural reclamation (e.g. MN Hmong/Karen/Somali heritage language programs, Indigenous language preservation efforts, etc.)
D. Ethnic Studies uncovers, highlights and reclaims histories and narratives that have been erased and/or marginalized by dominant historical narratives.	-Partnering with an Indigenous community/family member to help lead activities in class (e.g. how hair holds a specific significance to the Indigenous community - what about you?; storytelling of Indigenous youth reclaiming their culture by practicing it, etc.) <i>*note: it's important to not invite Indigenous people to come and discuss only</i>	Circle Activity: Having students share out parts of their culture that showcase something that is important and connects them to their ancestors.  Context Building: negative impact of U.S. colonialism to the Indigenous community, boarding schools, significance of hair to the Indigenous community/culture, significance of hair when boarding schools cut Indigenous children's hair, emphasizing how Indigenous people are still present today and how they honor the importance of their hair  Questioning: Why are these stories important? Why are stories like these still being told/written today? Who (what communities) do these kinds of stories uplift?



**Grades: K - 2**

**Resource:**  
 Book: My Powerful Hair  
 Author: Carole Lindstrom

ES Framework Tenets	Community	Resources for Instructional Application
	<p><i>traumatic parts of their cultural history</i></p> <p>-Counter Storytelling: have students put together a visual art piece with their family about a piece of their cultural heritage and how they practice/preserve it.</p> <p>-Digital Counter Storytelling: students will develop questions in class. Students will record and interview their family members asking about parts of their culture.</p>	<p>What kinds of connections do you have to these stories? What is something in your family, culture, community that has a lot of importance like hair in the Indigenous community?</p> <p>Writing Activity: write about something in your culture, community, family that is important (non-material). Describe how this is important to you.</p> <p>_____ is important to my culture/community/family because _____.</p> <p>It is important to me because _____.</p> <p>Drawing Activity: have students draw something that is important to their culture/community.</p> <p>Oral Storytelling: Share a time when you were very proud of your culture/community. Why? What part of your culture/community made it special?</p>
<b>Pedagogical Practices</b>		
<ul style="list-style-type: none"> <li>● Student-centered pedagogies</li> <li>● Culturally relevant and sustaining practices</li> </ul>		
<b>Pedagogical Practices</b>		
<ul style="list-style-type: none"> <li>● Arts-based practices/instruction and integration</li> <li>● Trauma-informed practices</li> </ul>		

Rationale for Instructional Application Example 3-5

Indigenous Roots is a local organization grounded in community. Their existence, relations, and ways of being are aligned with the ethnic studies framework tenets. When working with community partners and organizations, it is best to have multiple experiences with the organization, rather than a one-time “assembly”, in order to build and sustain relationships and make stronger connections to learning.

Indigenous Roots is an exemplar of communities of color coming together to resist oppression and uplift Black, Indigenous, and other racialized people’s histories, current realities, and narratives. Essential questions could include: *How is art a form of resistance? What is the relationship between community cultural organizations and the neighborhoods and communities they are situated in?*

Grades: 3 - 5

Resource: Indigenous Roots Cultural Arts Center (IRoots)

Link: [Indigenous Roots Website](#)

ES Framework Tenets	Community	Resources for Instructional Application
<p><b>A. Ethnic Studies centers a power analysis of race, racialization &amp; racial formation</b></p>	<p>Solidarity Stories: IRoots shares examples and stories of personal and organizational cross-racial solidarity. Students study other solidarity movements like the Third World Liberation Front and the Delano grape strike. Explore the idea of pitting racialized communities against each other—who does this help/harm? Students work with families and community to learn about solidarity stories close to home.</p>	<p><u>The Need for Organizing</u> Origin Story: IRoots shares their origin story and the need for existing and organizing in a racialized society.</p> <p>Questioning: What is power? Who holds it? How is power distributed? How do institutions, like schools, oppress groups based on race? How do we redistribute power to create equitable, healthy ecosystems?</p> <p>Photovoice: Students use photovoice (a common participatory action research method) by taking pictures of how they feel about school/how they are treated in school/what it’s like to be racialized in school. Students share their photos and analyze for patterns and themes. They discuss impacts and paths of change.</p>
<p><b>B. Ethnic Studies in MN should include regional specificity</b></p>	<p>Home Connection: Students work with their families to map, storytell, write, draw, sing, create movement, or some other form of expression to share about the place(s) where family and ancestors are connected</p>	<p><u>Relationship to Place</u> Experiential Learning: Students visit Indigenous Roots Cultural Arts Center to learn about its history and relationship with their neighborhood and community partners. They then go on a guided walk to learn about the neighborhood and its history, including community murals.</p>

Grades: 3 - 5

Resource: Indigenous Roots Cultural Arts Center (IRoots)

Link: [Indigenous Roots Website](#)

ES Framework Tenets	Community	Resources for Instructional Application
	<p>to and/or displaced from.</p> <p>Community Partners: Work with local partners like <a href="#">MN Humanities Center</a> (specifically <a href="#">Bdote experience</a>) and <a href="#">Philadelphia Community Farm</a> to set up more experiential learning opportunities for students to get connected to the land.</p>	<p>Cause &amp; Effect: Students learn about the devastation, destruction, and displacement in the Rondo neighborhood caused by the I-94 construction, and they learn about the efforts to revive and reclaim the neighborhood (resource: <a href="#">Remembering Rondo Video</a>). Additionally, students can learn about other local instances of destruction by transportation and community response, like the formation of <a href="#">Asian Economic Development Association</a> in response to the Green Line light rail. Also important to place in MN, students learn about and discuss covenants and housing discrimination in MN (resources: <a href="#">Jim Crow of the North Episode</a>, <a href="#">Full Video</a>).</p> <p>Asset Mapping: Students research the history and current reality of their own neighborhood and/or school neighborhood. They explore their neighborhoods and map out community orgs, partners, and other assets</p> <p>Collective Art: Students collectively create a school mural that includes their cultures and relation to place (neighborhood, city, region...).</p>

Grades: 3 - 5

Resource: Indigenous Roots Cultural Arts Center (IRoots)

Link: [Indigenous Roots Website](#)

ES Framework Tenets	Community	Resources for Instructional Application
<p>C. Ethnic Studies explores histories of activism and resistance by racialized populations</p>	<p>Community Collaboration and Art: Students work with community partners to identify an issue that is important to and impacts students and community. Students and community members work together to create and perform dances and other art to demonstrate activism around their identified issue.</p>	<p><u>Dance and Art as Resistance</u>                      Art Engagement: IRoots teaches traditional dancing and talks about how dance is a form of activism and resistance both historically and currently.</p> <p>Compare &amp; Contrast: Students work collaboratively to research other examples of dance as resistance, such as capoeira, frevo, and contemporary protest dancing. They use Venn diagrams or other compare and contrast graphic organizers to examine the similarities and differences between the different dances.</p> <p>Family Heritage Connection: Students go home and talk to family and elders to learn about possible dances of resistance and activism from their own family and culture to share with classmates.</p> <p>Student Choice Creation: Students work together in groups to create, perform, and discuss their own original dances of resistance.</p>
<p>D. Ethnic Studies uncovers, highlights and reclaims histories and narratives that have been erased and/or marginalized by dominant historical narratives.</p>	<p>Families As Experts: Families come in and share parts of their history, culture, and story that are important to them.</p> <p>Community Culture Bearers as School Residents: Culture Bearers from the school's families and community come to the school to share</p>	<p><u>Reclaiming Narratives</u>                      Experiential Learning: IRoots share ceremonies, art, skills, stories, and culture bearers that reclaim histories and narratives of local communities who are Black, Indigenous, or other People of Color.</p> <p>Culture Box: Students create culture boxes where they collect and share cultural artifacts. Artifacts can be tangible items like photos, art, family heirlooms, etc. or intangible things like oral stories, family quotes, etc.</p>

Grades: 3 - 5		
Resource: Indigenous Roots Cultural Arts Center (IRoots) Link: <a href="#">Indigenous Roots Website</a>		
ES Framework Tenets	Community	Resources for Instructional Application
	skills and stories that the students can learn and carry with them.	Community Circle: Students bring in one item/oral piece/person/movement that is important to and highlights their culture. Round 1: Write the name of an elder or ancestor that you appreciate and a value that this elder/ancestor reminds you of—each person shares their person and value and places name/value at the center. Round 2: Each person shares their item/person/oral piece/movement and why it is important to them and their culture. Round 3: What are ways you can continue to share and uplift your culture? What do you wish our class/school did to uplift your culture?
Pedagogical Practices		
<ul style="list-style-type: none"> <li>● Place-based pedagogy</li> <li>● Culturally relevant and sustaining pedagogies</li> </ul>		

**Rationale for Instructional Application Example 6-8:**

Allow students to analyze the formation of racial construction in relation to power and how it affects communities and individuals throughout the U.S. American history to contemporary times.

Essential questions can include: How has race been created and changed over time? How does racial construction affect individuals? How does racial construct impact access to different resources and aspects of social life?



**Resource:** *Stamped: Racism, Antiracism, and You, A Remix*  
**Author:** Ibram X. Kendi

ES Framework Tenets	Community	Resources for Instructional Application
<p><b>A. Ethnic Studies centers a power analysis of race, racialization &amp; racial formation</b></p>	<p>- Visit the Science Museum “Race: Are We So Different?” and discuss how data can be desegregated better and what stories are still missing.</p>	<p>Read Section 1 (chapters 1-4) from <i>Stamped</i> and use graphic organizers to pull the main ideas and facts about the formation of racial constructs. Students can also create an interactive timeline of this history.</p> <p>Other resources to understand racial formation are below.</p> <p>Articles:</p> <ul style="list-style-type: none"> <li>• <a href="#">Historical Foundations of Race</a> (National Museum of African American Culture and History)</li> <li>• <a href="#">Is Race for Real?</a> (PBS article)</li> <li>• <a href="#">What is the Difference between Race &amp; Ethnicity?</a> (LiveScience article)</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">What is the History of Race?</a> (PBS video 6:38mn)</li> <li>• <a href="#">The Origin of Race in the USA</a> (PBS video 9:22 mn)</li> <li>• <a href="#">What is Race?</a> (PBS video 27:8 mn)</li> </ul> <p>Use critical questions to help students understand how the constructs of race have been created over time and the impact on today’s society.</p> <p>Study intersectionality as a follow-up topic to study how power is used based on different identities. Ex: <a href="#">Kimberlé Crenshaw: What is Intersectionality?</a></p> <p>Contextual building: race is socially constructed. Throughout time certain communities and groups were first identified as non-white but later through assimilation were considered white.  Example: Jewish, Irish, Italian community</p> <ul style="list-style-type: none"> <li>• Resource: <a href="#">How Did Jews Become White Folks?</a></li> <li>• Resource: <a href="#">Sinking Roots in Frozen Ground: How Jewish Americans Made a Home in Minnesota and Advanced the</a></li> </ul>

**Resource:** *Stamped: Racism, Antiracism, and You, A Remix*  
**Author:** Ibram X. Kendi

ES Framework Tenets	Community	Resources for Instructional Application
		<p><a href="#">Cause of Civil Rights</a></p>
<p><b>B. Ethnic Studies in MN should include regional specificity</b></p>	<ul style="list-style-type: none"> <li>- Invite elders from the Rondo community to share their stories of the Highway I-94 construction and current advocacy work to reclaim this region/works toward reparations.</li> <li>- Speak with local</li> </ul>	<p>Mapping: Students can explore the <a href="#">Mapping Prejudice website</a> on how racial covenants exist in Minnesota. Have students look into their neighborhoods or the neighborhood of the school.</p> <p>Question: What kinds of impacts did racial covenants have on communities of color vs. white communities when they were created? What kinds of impacts do racial covenants have on communities today? What did people gain as</p>

**Resource:** *Stamped: Racism, Antiracism, and You, A Remix*  
**Author:** Ibram X. Kendi

ES Framework Tenets	Community	Resources for Instructional Application
	<p>organizations like <a href="#">Mapping Prejudice</a> to learn about segregation, redlining, racial covenants, and housing discrimination in MN.</p>	<p>they assimilated and were accepted as white on the racial construction of whiteness?</p> <ul style="list-style-type: none"> <li>● Resources: <ul style="list-style-type: none"> <li>○ <a href="#">Cornerstones: A History of North Minneapolis</a></li> <li>○ <a href="#">Jim Crow of the North</a></li> </ul> </li> </ul> <p>-Experiential Learning: drive around the Twin Cities area to look at the murals and artistic pieces combatting racism</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> <li>● Why would an artist feel compelled to put this artwork out?</li> <li>● What do you think this artwork is conveying?</li> <li>● What kinds of impact do these artistic pieces have on the community? Which communities?</li> <li>● How can art be a form of community building?</li> <li>● Can art be a form of healing? In what ways?</li> <li>● What voices are being uplifted through this artistic piece? Why?</li> </ul>
<p><b>C. Ethnic Studies explores histories of activism and resistance by racialized populations</b></p>	<ul style="list-style-type: none"> <li>- Explore George Floyd Square</li> <li>- Invite artists who created murals and artistic pieces to combat racism in MN and across the country</li> </ul>	<p>-Read chapter 22 to learn about Black Power as resistance, and compare and contrast to current resistance movements.</p> <p>- Students study how different groups fought against racial covenants</p> <p>Resource: <a href="#">‘Whiteness in Plain View’ An Interview with Chad Montrie</a></p>
<p><b>D. Ethnic Studies uncovers, highlights and reclaims histories and</b></p>	<ul style="list-style-type: none"> <li>- Partner with members of your community to hear the immigration</li> </ul>	<p>Oral history: Interview members of your family to map, write, or draw your family’s story of connection to Minnesota- whether your family</p>

**Resource:** *Stamped: Racism, Antiracism, and You, A Remix*  
**Author:** Ibram X. Kendi

ES Framework Tenets	Community	Resources for Instructional Application
<p>narratives that have been erased and/or marginalized by dominant historical narratives.</p>	<p>stories of their families (in person, virtual, or recorded)</p> <ul style="list-style-type: none"> <li>- Partner with students' families, especially wise elders.</li> <li>- Exploring meaning through art</li> <li>- Invite school and community members to attend a student showcase of this work.</li> </ul>	<p>came here as immigrants, were indigenous, or relocated to Minnesota from elsewhere in the US. In a partner pair/share contrast your family's story with the racialized groups in Minnesota.</p> <p>Create art, photovoice projects, or other art-based project that represents the stories from the oral history work.</p> <p>Put together a community event to showcase student work.</p>
<p><b>Pedagogical Practices</b></p>		
<ul style="list-style-type: none"> <li>● Restorative justice practices</li> <li>● Student-centered pedagogies</li> <li>● Culturally relevant and sustaining practices</li> <li>● Trauma-informed practices</li> <li>● Service learning</li> <li>● Problem/Project-based learning</li> <li>● Youth participatory action research (YPAR)</li> <li>● Drama-based pedagogies</li> <li>● Arts-based practices/instruction and integration</li> <li>● Place-based learning</li> <li>● Translanguaging</li> </ul>		

**Rationale for Instructional Application Example 9-12:**

The lynchings in Duluth were a formative event that shaped racial relations in Northern Minnesota and the narratives of these events were not known to the majority of the people in Duluth, let alone the rest of Minnesota. This topic can teach students not just about the lynchings, but how different individuals in the community have made efforts towards healing harm (both historical and current) and creating community

resilience. Essential questions can include: How did Northeast Minnesota experience racial tensions in the past? What efforts have happened since the Duluth Lynchings to foster community healing and resilience?

<p><b>Resource:</b> Podcast- The Duluth Lynchings  <b>Link:</b> <a href="https://www.duluthnewstribune.com/news/podcast-the-duluth-lynchings">https://www.duluthnewstribune.com/news/podcast-the-duluth-lynchings</a>  <b>Author:</b> Duluth News Tribune</p>		
ES Framework Tenets	Community	Resources for Instructional Application
<p><b>A. Ethnic Studies centers a power analysis of race, racialization &amp; racial formation</b></p>	<p>A local [news] organization that produced a podcast regarding the topic</p>	<p><b>Primary/Secondary Resource Analysis:</b> While at the Duluth News Tribune students engage and analyze primary source documents such as newspapers</p> <p><b>Add'l Resource - <a href="#">Duluth Lynchings: 100 Years Later (TPT)</a></b></p>
<p><b>B. Ethnic Studies in MN should include regional specificity</b></p>	<p>Including families and communities as sources of knowledge</p>	<p><b>Field Trip:</b> Site Visit to the <a href="#">Clayton, Jackson, McGhie Memorial</a></p>
<p><b>C. Ethnic Studies explores histories of activism and resistance by racialized populations</b></p>	<p>Partnering WITH community members and organizations that represent the teachings of diverse and marginalized communities.</p>	<p><b>Community/Activism</b> (movement, organization) involved in the process of creating a visual memorial site.</p>
<p><b>D. Ethnic Studies uncovers, highlights and reclaims histories and narratives that have been erased and/or marginalized by dominant historical narratives.</b></p>	<p>A local [news] organization that produced a podcast regarding the topic</p>	<p><b>Inquiry:</b> A visit to the news station (information source); students create questions about how to engage in the process of investigating lynching in Duluth and the narrative they were seeking to uncover.</p>
<p><b>Pedagogical Practices</b></p>		
<ul style="list-style-type: none"> <li>● Placed-Based Learning</li> <li>● Culturally responding and sustaining pedagogies</li> </ul>		



## Grant Criteria

Complete this form with recommendations for implementing an Ethnic Studies grant.

### Introduction, Purpose, and Outcomes

#### Potential Names of the Grant

- Minnesota 5-12 Ethnic Studies Course Innovation Grant
- Ethnic Studies 5-12 Courses: Community-Centered Knowledge Grant

#### Purpose and Outcome of the Grant Opportunity

The purpose of the grant.

Provide support to “develop, evaluate, and implement ethnic studies courses” [HF 2497.5 section 64, subdivision 14](#). All proposed grant projects must support the implementation of [Minnesota’s Ethnic Studies Framework](#) and the [core tenets of ethnic studies in Minnesota](#) developed by the Ethnic Studies Working Group.

In 2023, Minnesota passed legislation (statute 120B.251) requiring all school districts and charters to offer Ethnic Studies coursework and K-8 instruction, set for full implementation in the 2026-27 school year. Requests for funding to support the design of high school Ethnic Studies courses will receive priority over requests for funding to build out a K-8 Ethnic Studies program. Requests to support the design of 5-8 Ethnic Studies courses will also be considered.

#### Who will be invited to apply?

The Minnesota Department of Education (MDE) makes this funding available to school districts, charter schools, tribal contract schools, intermediate school districts, and [cooperative units](#) to apply as an inter-district collaborative, singular district/entity, or singular school building within a district. A singular school and a school district cannot both apply. The grant will provide three levels of support:

- Grant requests of up to 100k to support inter-district collaboration to design or implement ethnic studies course(s)
- Grant requests of up to 50k to support district-level applicants
- Grant requests of up to 20k to support school-level applicants, which could support individual or teams of educators working with their building administration

#### General outcomes expected.

Grant applicants will:

- Demonstrate how the proposed project will incorporate [Minnesota’s core tenets of ethnic studies](#) to build one or more Ethnic Studies courses in grades 5-12.

- Use the grant guidelines and the [MN Ethnic Studies Framework Self-Assessment](#) to outline how the school or district plans to develop and sustain their approach to Ethnic Studies over a three-to five-year period.
- Complete the [MN Ethnic Studies Framework Self-Assessment](#) prior to or during the grant period.

**Identify who or what groups are expected to benefit from this initiative.**

All students and youth benefit from Ethnic Studies because it's centered on the histories, culture, and experiences of themselves and those around them and empowers students and youth to create and advocate for change. "We deserve to get an education that will not only show us one path but multiple paths and perspectives that represent the truth of what the world looks like: a diverse range of cultures and communities. Ethnic studies will allow us to learn all of the untold histories that we may have missed." ([MN Ethnic Studies Framework: Student Quote](#))

## **Project Information and Background**

Ethnic Studies, as defined by [Minnesota Statutes 2023, section 120B.25](#), as the interdisciplinary study of race, ethnicity, and indigeneity. It focuses on the experiences of people of color and examines the impact of race and racism on society and the stratification of various groups, including those protected under Minnesota law.

In 2023, Minnesota passed legislation (statute 120B.251) requiring all school districts and charters to offer Ethnic Studies coursework and K-8 instruction, set for full implementation in the 2026-27 school year. This aligns with the 2021 K-12 Academic Standards in Social Studies, marking a historic moment in Minnesota's education system by providing comprehensive Ethnic Studies education for the first time.

Ethnic Studies equips students with the skills to explore how power dynamics shape historical and contemporary society at various levels. Educators are encouraged to approach Ethnic Studies with creativity and fidelity to its core tenets.

The [Minnesota's Ethnic Studies Framework](#) guides the integration of Ethnic Studies into K-12 education, supporting both existing programs and new initiatives. Implementing Ethnic Studies statewide may present challenges, but this framework provides essential guidance. As more Minnesotans receive this education, opportunities to improve and expand K-12 Ethnic Studies offerings will grow, benefiting future generations.

### **Ethnic Studies Course Guidance**

An ethnic studies course may focus specifically on a particular group of national or ethnic origin. See [Minnesota Statutes 2022, section 120B.251, subdivision 2](#). There is no increase in graduation credit, but credit equivalency may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards in the subject for which students are being granted credit. It may also fulfill an elective credit if the course meets applicable local standards or other local requirements. See [Minnesota Statutes 2022, section 120B.024, subdivision 2 \(g\)](#).

For additional guidance, please see:

- [MN Ethnic Studies Framework: Guidance for Ethnic Studies Implementation](#)

- [MN Ethnic Studies Framework: Guidance on 5-8 Ethnic Studies](#)
- [MDE: Ethnic Studies webpage](#)
- [MDE Ethnic Studies Course Guidance](#)
- [2023 Legislative Impacts on Minnesota Social Studies Education](#)

### **Acknowledgments**

This first round of funding is a critical part of the support needed to aid districts in the design, implementation, and evaluation of legislatively required ethnic studies courses. We express our gratitude to the legislators and supporters who have made this funding possible, laying the groundwork for future funding and support for Ethnic Studies initiatives in Minnesota.

### **Sample Activities that Align with the Purpose of Funding**

What are some examples of allowable activities or deliverables that align with the funding's purpose?

- Align current Ethnic Studies courses to the [Minnesota's Ethnic Studies Framework](#) and [Minnesota's core tenets of ethnic studies](#) or develop new [Integrative Ethnic Studies courses](#) or [Group-focused Ethnic Studies courses](#) for grades 5-8 or 9-12. Activities may include things like:
  - Developing curricular materials and/or instructional strategies to meet the delivery of Ethnic Studies courses.
  - Developing co-teaching models that include inter-disciplinary expertise and/or racial/ethnic diversity
  - Creating or expanding number of sites offering Ethnic Studies courses; number of sections increased or maintained; course offerings are more diverse and representative of the student population
  - Shifting Ethnic Studies course development and course instructors beyond Social Studies into other subject areas and/or interdisciplinary approaches.
- Use the [MN Ethnic Studies Framework Self-Assessment](#) to conduct activities like:
  - Evaluation of the depth of Ethnic Studies curricula and instruction that elementary students receive prior to enrollment in secondary Ethnic Studies courses.
  - Establishing a collection of anonymous student feedback to inform course development at the building and/or district level.
- Provide opportunities for students to share their learning from Ethnic Studies courses with each other or a broader public (such as a student showcase of learning).
- Use [Ethnic Studies Professional Learning Recommendations](#) to offer professional development to district/building staff charged with designing and/or delivering Ethnic Studies courses. This may include expanding the scope of adults in a school community who receive professional development in ethnic studies.

### **Would not fund things like:**

Any activities that do not directly support the design, implementation, or evaluation of Ethnic Studies courses and the core tenets of Ethnic Studies outlined in the Minnesota Ethnic Studies Framework, including:

- Implementation of the 2021 Social Studies Standards and Benchmarks apart from the design, evaluation, and implementation of Ethnic Studies course(s)

- Creation of an Ethnic Studies course for grades K-4
- Creation of an Ethnic Studies course that does not align with the [Minnesota's Ethnic Studies Framework](#) or the definition of Ethnic Studies, <https://www.revisor.mn.gov/statutes/cite/120B.251> for example, a course that is centered on gender and sexuality.

## Specific Program Expectations

Identify specific expectations that go beyond the general expectations and are specific to the program (e.g. grantees must meet with the MDE program team every month, or every quarter; grantees must participate in an end-of-grant period presentation on the success and challenges of the grant)

### *About Grant Period and Funding Distribution*

The grant period should be a minimum of 12 months. Grantee may select one of the following options:

- The grant period begins in FY25 (prior to June 30, 2025), mid-term report (due January, 2026) and the final report is due at the end of FY26 (June 30, 2026).
- Financial reimbursement request due quarterly.
- The grant period begins July 1, 2026, to align with the school year and concludes at the end of SY26-27.

### *Expectations:*

- **Collaboration and Sharing:** Grantees are encouraged to collaborate with other districts and share resources, strategies, and best practices. This collaboration can occur during the quarterly gatherings or through other established networks facilitated by MDE.
- **Importance of Youth and Community Co-Creation:** Empowering youth and community members with decision-making power in ethnic studies ensures their unique perspectives shape inclusive and impactful curricula. This collaborative approach prevents districts from using funds solely for top-down planning, fostering community ownership and initiative. It enriches education, strengthens community bonds, and promotes social justice. This grant will support a participatory framework where student and community voices drive the development and implementation of ethnic studies programs.
- **Quarterly Check-In:** Grantees must participate in at least one mandatory check-in during the course of their grant period. Grantee check-ins will be hosted once a quarter with at least one representative from MDE and at least two members of the Ethnic Studies Advisory Board. Grantee check-ins will provide a platform for grantees to learn from each other about what is working in other districts/settings and gain insights on broader trends and learning from the field. MDE's role in convening grantees is to provide support for knowledge co-construction and shared learning.
- **Regular Reporting:** Grantees will submit reports detailing their progress, challenges, and outcomes related to the grant on a trimester or bi-annual basis. These reports will help MDE monitor the effectiveness of the grant and provide additional support where needed.
- **End-of-Grant Convening:** At an MDE end-of-grant convening, grantees will share their learnings and implementations resulting from the grant funding. This presentation will include both successes and challenges encountered during the grant period.



## Eligibility Criteria

Enter the minimum eligibility criteria for the grant.

The grant welcomes applications from **Minnesota school districts, charter schools, tribal schools, intermediate school districts, and cooperative units** interested in designing, evaluating, and implementing ethnic studies courses at the secondary level. The funding request must include developing the legislatively mandated high school ethnic studies course and/or an elective 5-8 Ethnic Studies course.

Individuals and organizations outside the above list are not eligible to apply for this round of funding

The ESWG recommends that MDE consider the following for future requests to the legislature:

- Include the option for school LEAs (Local Education Agency) to collaborate with community organizations and/or offer funding to nonprofits with expertise in ethnic studies and its implementation to create materials and professional development in partnership with a LEA..
- Request additional funding to partner with an organization to distribute teacher mini-grants that support classroom implementation once Ethnic Studies course(s) are in place by their school and LEA.
- Request additional funding to support the development of interdisciplinary Ethnic Studies curricula and instruction at the elementary and middle school level.

## Data Points

Applicants should collect and report the following data points to demonstrate how funds are being used and their impact on students:

1. Quantitative Data: (Application)
  - Basic information:
    - Name of the county, district, and school
    - Application type
  - Breakdown of students: (Application)
    - Multilingual rate
    - Free and reduced lunch percentage
  - Teacher and Staff demographics: (Application & Report)
    - Keep a record of professional development sessions attended, resources purchased, and new Ethnic Studies courses created
    - Number of teachers receiving professional development for ethnic studies
  - Ethnic Studies Courses and Student Outcomes:(Application & Report)
    - Number of students enrolled in the Ethnic Studies course
    - Number of Ethnic Studies courses offered
    - Changes in students' attendance and academic performance (performance if applicable)
2. Qualitative Data: (Report)
  - Applicants could use traditional methods such as case studies, one-on-one interviews, open-ended questions, and focus groups. We encourage creative ways of representing data, such as quotes from interactions or conversations with students, video testimonials on how this has impacted the education process, and art-based creative reflection that could connect to students' ways of knowing.

- Student Feedback:
  - Collect student perspectives on the courses through questionnaires
  - Record quotes from conversations and interactions with students
  - Invite students to create portfolios sharing how ethnic studies have impacted their education
- Teacher Feedback:
  - Reflective journals from teachers on the course implementation process
  - Teacher observations on changes in student engagement and understanding
- Community Member Feedback:
  - Opinions from parents or community members on the impact of the courses
- Data Collection Reflecting Multiple Voices:
  - Collect feedback from students of diverse backgrounds
  - Include opinions from students across different grade levels and courses
  - Gather diverse perspectives from teachers, administrators, and community members

## Priority Points

<b>4 points</b>	Priority points will be given to rural (those outside of the 7 county metro area districts) inter-district collaborations to increase the adoption of Ethnic Studies in all regions of the state.
<b>3 points</b>	Priority points will be awarded to applicants and school districts that currently do not have a 9-12 Ethnic Studies course.
<b>2 points</b>	Priority points will be awarded for applicants that offer Ethnic Studies courses in schools or districts with a graduation rate of less than and/or a 3-year trend of declining student attendance using the Minnesota report Card.
<b>1 point</b>	Priority point will be awarded to applicants designing a new or aligning a current 9-12 (high school) Ethnic Studies course to the <a href="#">Minnesota's Ethnic Studies Framework</a>

Requests for funding to support the design of high school Ethnic Studies courses will receive priority over requests for funding to build out a K-8 Ethnic Studies program until additional funding can be secured from the state. The reasoning is that the 2021 MN Social Studies Standards with the fifth strand for Ethnic Studies is required to be taught by a licensed Social Studies teacher, and therefore, the funding to fulfill that requirement is on the Social Studies content area, not the Ethnic Studies content area that is multi-disciplinary and not attached to a specific content area.

## Application Narrative Questions

These are the categories most often used in the application for MDE grants. The workgroup is tasked with identifying what would make a successful answer for each category.

### Category 1: Executive Summary

This application component **briefly** describes the project as it aligns with the purpose of this funding. The summary should identify the following:



- The need for the funding.
- Which population(s) will benefit.
- The primary project goals and activities are measurable and attainable and align with the purpose of the funding.
- Expected outcomes.

**A successful answer looks like:**

- Utilizing the self-assessment tool for schools to guide what they want to do with the funds
- Explaining how your use of funds will align with the core tenets in the framework
- Explaining how this work accomplishes 1-3 (or more) of the core tenets in the framework
- Will demonstrate how the proposed grant project fits into a larger effort by the LEA to implement Ethnic Studies
- Demonstration of an interdisciplinary approach to Ethnic Studies course design and implementation
- Meaningful and ongoing collaboration between communities, students, and educators throughout the project
- Ongoing engagement between district or building administration and Ethnic Studies course designers and instructors to inform design and implementation

### **Category 2: Statement of Need**

Describe the need for this funding and identify the targeted group(s) who will benefit from the project. Provide data that supports how the need was determined. Include the following:

- Describe the need for this funding to...
- Describe how your organization will serve diverse populations, populations experiencing inequities or disparities, or...
- Describe barriers that present challenges for this group and support the need for this type of grant funding.
- Provide data and other information that supports your determination of the need.
- Provide other supporting information.

**A successful answer looks like:**

- Engagement (how will funds be used to increase the number of students taking ES courses and/or the number of overview and/or culturally specific courses available within districts)
- Co-creation (demonstrate working with youth and racial/ethnic communities to co-create, assess, and/or implement ES course)
- Sustainability (how will the funds be used to propel forward/grow the creation and/or continuation of ES)

### **Category 3: Equity, Diversity, and Inclusion**

*Note: Per state grant-making policy, diverse populations include:*

- Racial and ethnic communities, including American Indians
- LGBTQ+ communities
- Disability status

- Veterans
- Geographic diversity within and across Minnesota—including outstate Minnesota vs. metropolitan areas

**Describe your current approaches to supporting diverse students/participants in successfully participating in and meeting the program's goals. Include:**

- To what extent is your current programming serving diverse students/participants?
- What supports already exist or will be put in place to ensure that all students/participants have access to the services provided by this grant funding?

**A successful answer looks like:**

- Applicant demonstrating knowledge of the difference between Ethnic Studies as defined by Minnesota Statutes 2023, section 120B.25 and the diverse populations outlined state grant-making policy
- Providing evidence that course(s) will be made available, actively promoted, and accessible to students. This may include ensuring the courses are listed in the school's course catalog and meeting a minimum enrollment threshold of 15 students.

#### **Category 4: Capacity of the Applicant Organization**

Describe your organization's capacity for and commitment to administering the project successfully. Identify the following:

##### **Program Experience**

- Identify any previous experience implementing programs similar to the purpose of this grant funding.
- What are your methods to ensure your approaches are inclusive and consider the needs of diverse populations targeted?

##### **Staffing**

- Identify the primary project staff (employees) funded with the grant and their role in this project.
- Identify any staff not funded with the grant that may have a contributing role in the project.

##### **Partnerships**

- Indicate your intent to subcontract with any outside professionals using the grant funds rather than your employees. Identify the services to be performed and the qualifications expected of the subcontractors. Subcontractors delivering Ethnic Studies professional development, course or materials design, etc. should deploy the qualifications outlined in the Ethnic Studies framework.
  - For example, as districts and charters plan professional learning opportunities for their Ethnic Studies teachers, they should always examine how the organizations they partner with align with the Minnesota definition of Ethnic Studies and center Ethnic Studies core tenets.

- Identify any external partners (not paid subcontractors) who may contribute to the project's enhancement and identify their contribution.
- External partners (not paid subcontractors) that may contribute to the project; identify their contribution.

**A successful answer looks like:**

- Clearly outlining the roles and contributions of both subcontracted professionals and external partners, ensuring transparency in selection and procurement processes.
- Data, testimonials, or case studies can be used to support the applicant's claims and showcase the applicant's track record.
- Highlights the qualifications and experience of both funded and contributing staff members.
- Funds are allocated to provide pay to youth and community members/organizations to aid in the design, evaluation, and implementation of Ethnic Studies courses.

### **Category 5: Community and/or Family Engagement and Outreach**

**If community organization members and/or families are directly involved in the initiative or activities, describe the following:**

- Why is their involvement important to this initiative?
- Your communication and outreach strategies and methods to family or community members and how you will ensure your communication methods are inclusive and culturally appropriate.

**A successful answer looks like:**

- Direct involvement of community members ensures that Ethnic Studies initiatives respect and incorporate their cultural values, traditions, and perspectives.
- Outreach to address the specific needs of students and their communities, which may include:
  - Newsletters, flyers, presentations
  - communication/outreach resources are in multiple languages
  - different forms of communication (email, phone calls, 1:1, etc.)

These strategies aim to engage community members and families effectively in developing and implementing ethnic studies courses.

### **Category 6: Project Goals, Activities, Strategies, Outcomes and Estimated Timelines**

Outline your goals and the activities and strategies that you will use to achieve the expected outcomes of the grant. Describe how these goals, activities, and strategies are aligned with the purpose of this grant opportunity for the population(s) expected to benefit from the project. Make sure your goals and activities are specific, measurable, attainable, relevant, and time-bound (SMART). Provide estimated timelines for the completion of each goal.

Clearly describe the overarching goals of this grant. Applicants should include 1-3 goals in the SMARTE Format.

**Goal 1:**

- SMARTE (Specific, Measurable, Attainable, Relevant, Timebound, Equity Focused)

#### Activity 1:

- Expected Outcome and Benefiting Party:
- Person Responsible for Activity:
- Estimated Timeline:

The following prompts serve as guidance for applicants.

- **Specific:** Who is involved? What do you want to accomplish? How did you identify this goal? Why do you want to accomplish this?
- **Measurable:** How will you measure progress?
- **Attainable:** Is this feasible? What steps will need to take place? What resources are needed?
- **Relevant:** Is this a worthwhile goal? Does it address the root cause of the problems you've identified?
- **Timebound:** What is the timeframe? What are key deadlines to be mindful of?
- **Equity Focused:** How will you center educational equity throughout?

An example SMARTE response looks like:

#### Goal 1: Cultural representation in the curriculum

- **Specific:** Include teachers, students, and people from the community in an inclusive curriculum that incorporates ethnic studies and diverse cultural perspectives.
- **Measurable:** Progress will be measured by the number of new curriculums developed and the improvement of engagement for underrepresented students. Another way to measure progress is to get feedback from teachers, students, etc., through surveys.
- **Attainable:** Steps may include researching successful ethnic studies programs, creating a curriculum development team, and piloting units in classrooms. The resources needed to have funding would be team members, academic and cultural experts, and classroom implementation resources.
- **Relevant:** This goal addresses the need for a more inclusive education that reflects students' diverse backgrounds. It aims to improve student engagement and academic performance.
- **Time Bound:** Curriculum development within 12-15 months. Once the curriculum is developed, test out pilot implementation.
- **Equity-Focused:** This approach centers educational equity by directly involving diverse voices in curriculum development and focusing on units that reflect the experiences/ histories of all students.

#### Activity 1: Curriculum development team (research and formation)

- **Expected Outcome and Benefiting Party:** A curriculum that is designed to benefit students by providing a more engaging and relatable experience while still being educational and aiming to improve academic performance for underrepresented students.
- **Person Responsible for Activity:** Project coordinator along with the support of community leaders and educational consultants.
- **Estimated Timeline:** Three months to research and form a curriculum development group, nine months for curriculum development, and three months for pilot implementation

#### Goal 2: Make sure teachers are trained to teach ethnic studies effectively and productively



- **Specific:** Include multicultural education specialists, other ethnic studies teachers, and educational consultants through workshops and meetings to improve how multicultural education is taught and ensure that teachers consider various teaching methods for their students.
- **Measurable:** Progress will be measured through the number of students participating and engaging with the topic/ unit being taught. I also think that it's important to use student feedback through anonymous surveys to give teachers direct feedback so then these teachers can gather the feedback from their students and find ways to improve their teaching methods.
- **Recommendation:** When creating student feedback surveys, please make sure to allow students to keep their anonymity so they don't feel like they have to hide how they truly feel about their teacher, their teaching, or the fear of the teacher hating them, resulting in a lower grade.
- **Attainable:** The resources needed to make effective teaching possible, such as training, etc.
- **Relevant:** This goal is salient to the working group to make sure ethnic studies are being taught in ways that encourage student engagement in the classroom. By prioritizing teacher training or Professional Development in diverse pedagogical approaches, the objective is to empower teachers to implement methods that benefit all students, consequently increasing student engagement in the classroom while promoting a deeper understanding of ethnic studies.
- **Time-bound:** 3- 6 months during the school year, along with summer training preparing for the next school year.
- **Equity-Focused:** This goal gives an approach to a safe + educational environment within ethnic studies where student voice is valued. There are many ways to incorporate student voice and perspective into the curriculum development process such as, student surveys, student-led presentations, portfolio reviews, etc.

#### Activity 1: Educator training/PD

- **Expected Outcome and Benefiting Party:** The outcome should be an increase in teacher confidence in their ability to teach ethnic studies, an increase in student participation in the classroom, and a positive impact on school culture. This benefits students taking the class and encourages more students to sign up, which is a win-win.
- **Person Responsible for Activity:** School administrators, ethnic studies advising board, etc.
- **Estimated Timeline:** 9-12 months

A successful answer looks like:

#### Scoring Criteria Score

- **Unacceptable:** Goals are not included or, if included, lack significant detail.
- **Marginal/Basic:** The goals may not be written in SMARTER goal format. The goals are very limited in specificity and depth that would demonstrate the capacity to deliver on the objectives and desired outcomes of the project; The response does not indicate a thoughtful and planned approach; many clarifications are necessary.
- **Proficient:** For the most part, goals are written in SMARTER goal format. While the response attempts to address the criteria listed above, the goal is not detailed, complete, and clear. Minor clarifications may be needed, but I would consider offering this applicant a grant.
- **Exemplary:** Goals are written in SMARTER goal format, clearly and strongly responding to the criteria for each element listed above. Overall, it is clear that the grant goals align to the intention of the funding and center equity.

## Category 7: Evaluation Plan

The state of Minnesota is committed to funding services that produce measurable results, outcome and/or product for the targeted population identified in your application and the people of Minnesota. Evaluations help demonstrate a project's effectiveness and provide information for future improvements. Evaluations use quantitative data and qualitative data, and sometimes, interviews. Grantees must have a plan to collect data to measure the effectiveness of the strategies outlined in the grant application. Please describe your plan to evaluate the impact of this grant funding. Please include: Your evaluation plan should:

The questions the evaluation will answer.

- A description of the process and method for data collection
- Identify who will conduct the evaluation or evaluations (employed staff or subcontractors)

A successful answer looks like:

- How many students want to enroll in the ethnic studies course?
- How many teachers are qualified to teach it?
- Should ethnic studies become a graduation requirement?
- What will reporting look like for schools and nonprofits?
  - Reporting should be streamlined, MDE could provide a template reporting document, MDE could provide technical assistance for school coordinators.

### Scoring Guidance – Evaluation Plan Scoring Criteria Score

- **Unacceptable:** The narrative response is present but lacks significant detail. The response does not adequately demonstrate the applicant's understanding of the data that needs to be collected nor describe the methods involved in collecting the data.
- **Marginal/Basic:** The narrative responds to some of the criteria for this section and demonstrates a strategy for collecting relevant information. Overall, the response could be clearer and more complete. It does not indicate a thoughtful and planned approach to evaluation, and many clarifications are necessary.
- **Proficient:** The narrative mostly responds to all criteria for this section and provides an adequate response. Overall, the response demonstrates a good understanding of the data to be collected. The response includes some information on the data collection methods and approaches to ensure that the evaluation will be culturally relevant. Some of the narratives could be more detailed, complete, and clear. Minor clarifications may be needed.
- **Exemplary:** The narrative clearly and strongly responds to the criteria for this section. Overall, it is clear that the approach to evaluation will help support the grantee in monitoring and improving the implementation of grant goals and the overall impact of the program. The approach to evaluation is clearly culturally relevant, and there is an intentional plan to use evaluation data to ensure that those most impacted by exclusionary discipline are being served equitably.

## Category 8: Excel Budget with Descriptions



Complete the Excel budget. Specify the grant amount requested. Detail all *necessary and reasonable* expenditures anticipated during the project period that align with the project goals and activities, using the budget codes available.

- **Necessary** means it is important to the success of the project.
- **Reasonable** means you are paying fair market price for the item or services.

Your budget narrative must include:

- Sufficient narrative description for each budget line-item entry.

You must also ensure:

- There is sufficient narrative description for budget line-item entries.
- Reviewers are able to determine if the budget aligns with the project activities and primary purpose of the funding.
- The budget estimates for employee and proposed contractor services appear to correspond with reasonable approximations of the activities to be performed.
- The budget planned expenses appear **necessary and reasonable** for the success and purpose of the project.

A successful answer looks like:

#### Scoring Guidance – Excel Budget with Descriptions Scoring Criteria Score

- **Unacceptable:** Justification narratives are not provided for most budget items, and/or the budget items do not align with the project plan and timeline. Thus, it is not possible to determine whether the proposed expenditures are necessary and reasonable.
- **Marginal/Basic:** Justification narratives for some budget items are provided, and some appear to be reasonable, necessary, allocable, and eligible/allowable. However, narratives for some seem incomplete or strong enough to determine reasonableness or necessity.
- **Proficient:** Justification narratives are provided for most budget items, which seem necessary and reasonable. However, descriptions could have been clearer and more complete, and some minor clarifications may be needed.
- **Exemplary:** Justification narratives are provided for all budget items that appear reasonable, necessary, allocable, and eligible/allowable. The descriptions are clear. I see no need for clarifications.

#### Narrative Category Ranking

Provide a recommendation on which categories should receive the most points. A suggestion is to rank the categories in order from which should receive the most points to the least points.

Category	Points Awarded (100 points total)
Category 1: Executive Summary	5 points
Category 2: Statement of Need	30 points
Category 3: Diversity and Equity	5 points
Category 4: Capacity of the Applicant Organization	10 points
Category 5: Community and/or Family Engagement and Outreach	15 points
Category 6: Project Goals, Activities, Strategies, Outcomes and Estimated Timelines	20 points
Category 7: Evaluation Plan	10 points
Category 8: Excel Budget with Descriptions	5 points

[Reviewer Rubric 5-12 Ethnic Studies Grant](#)

**Additional Future Recommendations to MDE**

- Grants should be assessed by 3-4 independent review panels including a member from each of the following categories; Ethnic Studies Advisory Group, youth, and racially diverse community members.
- Allow applicants to submit in multiple formats, for example, video submissions.
- Make the grant application available in multiple languages such as Oromo, Hmong, Karen, Ojibwe, Somali, Arabic, Spanish, and Hindi.

**Funding Recommendations**

- MDE should merge FY24 and FY25 grant funds into one grant of \$1.33 million to encumber funds prior to the end of the biennium.
- Grant applications should be released to the public no later than January 2025 in order to seek applications prior to the end of the biennium so the Commissioner has data to bring forth to the legislature to inform funding requests for the next biennium.
- MDE should continue to receive to 5% of the appropriation to facilitate grant administration as legislated to support payment for independent grant reviewers

- The exact funding caps and allocation of funds between these three levels are areas where we seek public feedback. An initial recommendation is that MDE award at least one inter-district collaboration award, at least four district-level awards, and at least five school-level awards

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