

Application
CONSULTANT TO SUPPORT IMPLEMENTATION OF
ETHNIC STUDIES GRADUATION REQUIREMENT

Applicant(s): The Association of Mexican American Educators AMAE will provide Client professional Services. In performance of the Services, AMAE will employ a third-party, the Association of Raza Educators Praxis Group, hereafter referred to as ARE Praxis.

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1. Background Information:

The Association of Mexican American Educators (AMAE) is the oldest Latino educational advocacy organization in California. AMAE was formed in 1965 and quickly grew to establish itself as one of the premiere educational advocacy organizations in the state. AMAE was organized to address the problems facing our students in the schools. Efforts were directed toward the elimination of English only rules, toward scholarships to encourage students to continue their education, and toward a drive to attract more Latinos to educational careers and into positions of leadership and influence. The mission of the Association of Mexican American Educators, Inc., is to ensure equal access to a high-quality education for all students at all levels, advise local/state boards, legislators, administrators, and faculty on educational and financial policy, work in partnership with parents and communities for the benefit

of our students and advocate for ongoing recruitment, retention, support, and development of educators committed to a top quality education in the 21st century. AMAE is a 501(c) (3) non-profit organization. Trademark registered. All rights reserved.

- AMAE maintains a national peer-reviewed journal that is published triannually: <http://amaejournal.utsa.edu/index.php/amae>
- AMAE has an extensive legal case history of advocacy: <https://caselaw.findlaw.com/us-9th-circuit/1180315.html>
- AMAE has decades of history leading professional development and advising local/state boards, legislators, administrators and faculty on educational issues.

Background Information:

ARE Praxis is a project of the Association of Raza Educators (ARE) that began in 2016. ARE members began the project to provide professional development to fellow ethnic studies teachers in order to address the scarcity and poor quality of ethnic studies professional development. ARE Praxis is not organized as a traditional consulting group, as all of its members are active teachers, principals, school board members, or college professors. ARE Praxis therefore collaborates with the Association of Mexican American Educators who are our fiscal sponsors.

- ARE Praxis has led a highly lauded annual Summer Praxis institute each year to assist ethnic studies teachers with curriculum development, pedagogy, and the design of UCOP approved courses.
- In 2017, ARE Praxis worked extensively with the Santa Maria Joint Union High School District to assist their Ethnic and Gender Studies Committee with professional development and the creation of UCOP approved ethnic studies courses.

ARE Praxis has the advantage of being a teacher-led group as its teacher-consultants are directly involved in the practice of teaching ethnic studies to students every day. Furthermore, the teacher-consultants of ARE Praxis have served on the CA Department of Education's Ethnic Studies Curriculum Committee, have extensive experience supporting districts who have adopted an ethnic studies graduation requirement, and have assisted ethnic studies teachers with the writing of successful UCOP approved ethnic studies courses. ARE Praxis is unparalleled in terms of

the breadth of experience that its members have. This is why it can provide services and resources from the perspective of the classroom teacher, the assistant principal, the principal, the School Board member, and the university professor.

2. Statement of Purpose:

ARE Praxis is applying for this consultant contract because we believe that we can assist SBUSD to develop a model ethnic studies graduation requirement that will satisfy the wishes of the school district and the community. As practitioners, we know what kind of professional development services will be of most use to teachers. We are confident that the quality of our professional development will engage and inspire teachers and educators in SBUSD to create and teach rigorous ethnic studies electives and potentially A-F ethnic studies core content offerings. As educators with experience in administration and leadership, we are familiar with the parameters of how to implement these requirements within public school districts. We are familiar with customizing our professional development to meet the needs of the Assistant Superintendent of Secondary Instruction and the varied stakeholder groups. Because we are not organized as a traditional consulting group we do not have a rigid service portfolio, this enables us to customize our professional development services to meet the needs of local communities.

3. Expected Services Narrative:

- a) Needs Assessment/Gap Analysis-ARE Praxis will analyze the work that has already been accomplished and provide feedback on the timeline for the development and implementation of the ethnic studies graduation requirement for 2020-2021. We will analyze the impact that the graduation requirement will have on master schedules, we will offer a variety of options for meeting the requirement so that individual high schools and students can successfully implement the requirement with the least amount of disruption to existing pathways and the maximum amount of benefit. For example, ethnic studies courses that are A-F core courses may be developed or cloned in order to offer students the opportunity to count said courses as core or elective courses. This possibility frees up students to meet the requirement or to pursue further courses of interest in ethnic studies. An ethnic studies statistics class could potentially count as a math class or as a math elective. If

the development of a standard survey course in ethnic studies foundations marks the vision for the graduation requirement, ARE Praxis can assist with the creation of the course, review an existing course model and consult on the development of course content, lesson plans, and unit construction. ARE Praxis understands the short timeline and is uniquely prepared to expedite the work that is needed so that the requirement is met and enhanced in subsequent years.

- b) Community Engagement-ARE Praxis has experience with holding open community meetings with a variety of stakeholders. In 2017, we held an open ethnic studies orientation meeting in Santa Maria. Our teacher consultants, especially our consultants who are school board members, school site administrators, and university professors have experience presenting to the public, school boards, and school districts about the nature of ethnic studies, ethnic studies curriculum, as well as experience with successfully navigating the controversial issues that arise during public meetings. ARE Praxis will take the vision of SBUSD ethnic studies and receive feedback and input from the various stakeholder groups to inform implementation.
- c) Professional Learning Plan-ARE Praxis has experience developing a short-and long-term professional learning plan that builds the capacity of Ethnic Studies Cadre. Our work in Santa Maria encompassed creating a short-and long-term professional learning plan that was comprised of monthly professional development meetings with cadre, coaching, ethnic studies institutes, and organizational planning sessions. ARE praxis will assist with the operational and instructional aspects of the professional learning plan, set goals, and review progress towards those goals and make adjustments as necessary. As ethnic studies practitioners we have a solid foundation in the academic discipline of ethnic studies and a particular strength with ethnic studies pedagogy. ARE Praxis has a bank of signature ethnic studies pedagogical strategies and methodologies that are immediately applicable to the classroom. For example, we have innovated a “layering” method to infuse ethnic studies pedagogy into core content courses as well as signature strategies such as utilizing an ethnic studies matrix to categorize themes in social studies from an ethnic studies perspective.

- d) Instructional Materials Acquisition: ARE Praxis will assist SBUSD in identifying and ultimately approving a diverse set of texts and other materials to support course curriculum. ARE Praxis will present rubrics for the identification of authentic culturally responsive texts, articles, poetry, performance art, plays, artwork, novels, textbooks, and other materials. We will draw from our members experience that was gained from serving on the CA Dept of Education Ethnic Studies Curriculum Committee as well as our members experience identifying high-quality instructional materials for ethnic studies courses that they have developed and submitted for approval by the UCOP.
 - e) Implementation Monitoring-ARE Praxis will assist with the development of a protocol for monitoring the implementation of the ethnic studies graduation requirement. ARE Praxis will develop benchmarks and data sets that will analyze longitudinal data with respect to change in grade point average, attendance, and credit completion for students who meet the graduation requirement.
4. Conflict Resolution Readiness Statement-ARE Praxis sets up norms and protocols to facilitate productive dialogue in open public meetings or during professional development. One example of a protocol that we use is to allow those who are impacted the most by an issue to receive the floor first. This protocol regulates the space of the dialogue and asks those who are most privileged to listen and not take up the space first. This practice can frustrate some people who are used to but perhaps not conscious of how privilege operates in dialogue. The practice also prepares different groups to learn about epistemologies that are different from theirs. When a person becomes frustrated or interprets the protocol as silencing, it is calmly explained that the process is very much like examining primary sources in social studies. We also utilize restorative justice practices such as circles at the beginning and end of our sessions to honor each person's contributions and truths. Navigating the controversial field of ethnic studies will inevitably create discomfort, however the point of a courageous conversation is not to avoid discomfort but to promote new learning. If a conversation cuts, our rule of thumb is that this wound should be sewn back up before the learning concludes. The sewing up should never be done just to make someone feel better but should focus on maintaining each person's dignity and worth. What is most important in these situations is to always offer each participant the opportunity for honest self-reflection and productive conversation.

5. Itemized Budget-

Praxis Ethnic Studies Consulting Service	Proposed Timeline	Course Description	Quantity	Amount
Needs Assessment/Gap Analysis Session 3-4 hours	January 2020	Session designed to study the implementation model and provide feedback as to any gaps in preparation for the implementation of the ethnic studies requirement.	(1) Session 2 Facilitators	3,078.00
Community Meetings 2-3 hours	Two meetings in the Spring of 2020	Informative session to discuss the academic and social benefits of ethnic studies. Session will focus on the implementation of the grad requirement, and a review of ethnic studies curriculum. Solicit stakeholder input to inform the implementation plan.	(2) Sessions 2 Facilitators	6,156.00
Praxis Ethnic Studies Professional Development Consulting 6 hours/session	February-June 2020 4 sessions	Professional development sessions with Ethnic Studies Cadre to explore the development of pedagogies and model curriculum that are aligned to the curricular frameworks and District benchmarks	(4) Sessions 2 Facilitators	12,312.00
Instructional Materials Session 6hr session	Spring 2020 1 session		(1) Session 2 Facilitators	3, 078.00
Praxis Ethnic Studies	January-June 2020	Ethnic studies consultation work and planning to facilitate	Consultation Hours -15hrs	1,500.00

Consultation	Phone calls, conference calls, Google Hangouts, Skype, etc...	service delivery		
Implementation Monitoring	Ongoing 2 sessions	Develop a protocol for monitoring the implementation of the ethnic studies graduation requirement in Fall 2020 and beyond	(2) sessions 1 facilitator	3,078.00
			Subtotal:	\$29, 202.00
			Total:	\$29, 202.00

Client Contact:

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