



California Association for Bilingual Education

DATE: September 8, 2023

TO: Board of Directors
FROM: Edgar Lampkin, Ed.D.
CC: Coordinating Council

SUBJECT: **CABE's LEADERSHIP IN ETHNIC STUDIES ROLLOUT**

I am writing to share CABE's pursuit of Ethnic Studies Certification from the California Department of Education (CDE). This initiative aligns with CABE's mission to advocate for equitable and inclusive education. As you may be aware, the CDE recently introduced a new graduation requirement mandating that all high school students complete a course in Ethnic Studies. This requirement aims to promote cultural awareness, foster inclusivity, and provide students with a comprehensive understanding of the diverse histories and experiences of different ethnic groups in California and the United States. High schools must begin offering Ethnic Studies courses in the 2025-26 school year, and students in the class of 2030 will be the first ones subject to the graduation requirement. It is vital to support schools and local education agencies in implementing the new Ethnic Studies requirement.

Focus on Four Foundational Disciplines

The Ethnic Studies Model Curriculum focuses on the traditional Ethnic Studies found in California higher education, which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies. The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples, which have often been untold in US history courses. Given California's diversity, each community has its own ethnic make-up and each demographic group has its own unique history, struggles, and contributions to our state. The model curriculum includes information on the foundational disciplines in Ethnic Studies, and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom. The adaptations should center on deepening or augmenting rather than scaling down any of the four disciplines.

This new graduation requirement is a step toward rectifying omission of the experiences and cultures of communities within California. The Ethnic Studies course will address institutionalized systems of advantage and address the causes of racism and other forms of bigotry including, but not limited to, anti-Blackness, anti-Indigeneity, xenophobia, antisemitism, and Islamophobia within our culture and governmental policies. Lessons will be rooted in the four foundational disciplines alongside the sample key themes of (1) Identity, (2) History and Movement, (3) Systems of Power, and (4) Social Movements and Equity to make connections to the experiences of all students. School curricula must not only provide content knowledge, but must also equip students with the tools to promote understanding as community members in a changing democratic society.

When schools help students acquire a social consciousness, a conscious awareness of being part of an interrelated community of others, they are better equipped to contribute to the public good and help strengthen democratic institutions. This enables schools to promote understanding and appreciation of their diverse populations. Ethnic Studies will help build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy.

Why CABE's Participation is Crucial:

Expertise in Multilingual and Multicultural Education:

CABE has a rich history of advocating for bilingual and multicultural education. Our expertise in these areas makes us well-positioned to assist in the development and implementation of effective Ethnic Studies programs that reflect the linguistic and cultural diversity of California's student population.

Advocacy for Equitable Education:

Ethnic Studies aligns with our core values of advocating for educational equity. CABE Ethnic Studies curricula will be inclusive, culturally sensitive, and accessible to all students, including English learners and students from historically marginalized communities.

Collaboration and Resource Sharing:

Through our participation in the Ethnic Studies, CABE can establish collaborative partnerships with educators, administrators, and organizations statewide. This will facilitate the sharing of best practices, resources, and strategies to support schools and local education agencies in implementing Ethnic Studies programs effectively.

Amplifying Diverse Voices:

CABE can help amplify the voices and perspectives of linguistically and culturally diverse communities in the development of Ethnic Studies curricula. This ensures that the curriculum is reflective of the unique experiences and histories of California's diverse student population.

Strengthening Our Position as an Education Leader:

By actively engaging in Ethnic Studies, CABE will reinforce its reputation as a leader in promoting equitable education and culturally responsive pedagogy. This will enhance our credibility and influence in shaping educational policies and practices.

Summary:

CABE's participation in the Ethnic Studies aligns with our mission and expertise, allowing us to play a crucial role in ensuring the successful rollout of the new Ethnic Studies graduation requirement in California. By advocating for inclusive and culturally sensitive curriculum development, we can contribute to a more equitable and enriching educational experience for all students in the state.

We look forward to your support and guidance as we embark on this important endeavor.

Appendix A includes the data submitted by CABE to the CDE for Ethnic Studies Train the Trainer certification, outlining CABE's overarching strategy for executing this initiative. The CDE published Ethnic Studies Model Curriculum which is available at

<https://www.cde.ca.gov/ci/cr/cf/documents/ethnicstudiescurriculum.pdf>

Appendix A

ETHNIC STUDIES CERTIFICATION FORM QUESTIONS

Answer the below questions about your next steps for the implementation of Ethnic Studies. This may be in your classroom, at your district or county office, or as a professional learning developer. Answering the below questions is a requirement of receiving certification.

Please provide a brief outline of your next steps toward implementing an Ethnic Studies graduation requirement. (This may be in your classroom, at your school site or district, at the county level, or even as a professional learning provider.)

As a professional learning provider CAFE is well positioned to support the rollout of the Ethnic Studies graduation requirement. Some next steps that CAFE could take to support school districts in implementing the Ethnic Studies are as follows:

Curriculum Development

- Assemble a team of educators, curriculum specialists, and experts in Ethnic Studies to develop culturally relevant and inclusive curriculum materials.
- Collaborate with school districts to identify gaps and needs in the current curriculum and tailor materials accordingly.

Teacher Training and Workshops

- Design a series of workshops that cover topics such as effective teaching strategies for Ethnic Studies, creating inclusive classroom environments, and addressing sensitive issues in the curriculum.
- Offer both in-person and online training sessions to accommodate different learning preferences and geographical locations.

Resource Sharing

- Establish a platform or online repository where educators can access a range of Ethnic Studies resources, including lesson plans, readings, multimedia materials, and assessment tools.
- Curate resources that cater to different age groups, learning levels, and cultural backgrounds.

Collaboration with Community Organizations

- Identify local community organizations and experts in Ethnic Studies, social justice, and cultural awareness to establish partnerships.
- Organize joint events, workshops, and projects that connect students and educators with community members and resources.

Support for English Learners

- Create resources specifically aimed at supporting English learners in their engagement with the Ethnic Studies curriculum.
- Offer training for teachers on strategies for scaffolding content and language learning simultaneously.

Feedback and Continuous Improvement

- Establish a feedback mechanism to gather input from educators, students, and communities about the effectiveness of the provided supports.
- Use feedback to continuously refine and improve the resources, training programs, and initiatives.

By taking these actionable steps, CABE can support school districts in California as they work to successfully implement the Ethnic Studies requirement and create an inclusive, culturally rich educational experience for all students.

What is the timeline for your next steps? Please provide dates if possible.

A general timeline for CABE's next steps is outlined below.

2023-2024

- Curriculum Development: Assemble a team of educators, curriculum specialists, and experts in Ethnic Studies. Increase familiarity with available materials. Begin collaboration with school districts to identify gaps and needs in the current curriculum. Start the process of developing culturally relevant and inclusive curriculum materials.
- Collaboration with Community Organizations: Identify local community organizations and experts in Ethnic Studies, social justice, and cultural awareness. Begin initial discussions and planning for partnerships.

2024-2025

- Curriculum Development: Continue refining curriculum materials based on feedback from school districts and experts. Complete the development of culturally relevant and inclusive curriculum materials. Begin preparing resources for teacher training.
- Teacher Training and Workshops: Design the series of workshops covering teaching strategies, inclusive classrooms, and addressing sensitive issues. Begin rolling out initial workshops on effective teaching strategies, inclusive classrooms, etc. Both in-person and online sessions can start.
- Collaboration with Community Organizations: Organize joint events and workshops with community organizations.
- Resource Sharing: Establish an online repository for educators to access resources related to Ethnic Studies.
- Support for English Learners: Create resources specifically aimed at supporting English learners in their engagement with the Ethnic Studies curriculum.

2025-2026 and beyond

- Teacher Training and Workshops: Continue offering teacher training sessions and workshops. Adapt content and delivery based on feedback and outcomes.
- Resource Sharing: Curate and add resources to the online repository on an ongoing basis.
- Collaboration with Community Organizations: Continue organizing joint events, workshops, and projects with community organizations.
- Feedback and Continuous Improvement: Establish feedback mechanisms to gather input from educators, students, and communities. Use feedback to further refine resources, training programs, and initiatives.

The process should remain flexible and adaptive, responding to the evolving needs of educators, students, and the changing educational landscape.

What partners, either in or outside of your organization, can you identify to help with your implementation next steps? How do you plan to work with these partners?

CABE recognizes the importance of collaboration and partnership. We have identified several key partners, both within and outside of our organization, who can contribute significantly to the successful execution of our initiatives.

Internal Partners

-Professional Development Specialists: Our professional development specialists will be instrumental in designing and delivering teacher training workshops. They will collaborate with the curriculum development team to ensure that the workshops are aligned with the curriculum and provide educators with the necessary skills to effectively teach Ethnic Studies.

-Family and Community Engagement Specialists: Our FACE specialists will be critical in facilitating meaningful connections among schools, families, and the broader community. They will leverage their expertise in building relationships and fostering collaboration to create an inclusive educational environment.

External Partners

-School Districts and County Offices of Education: We will work closely with school districts and county offices of education to understand their specific needs and gaps in implementing the Ethnic Studies requirement. This collaboration will help us tailor our curriculum materials and training programs to meet the unique requirements of each educational institution.

-Community Organizations and Experts: We will engage with local community organizations, experts in Ethnic Studies, social justice, and cultural awareness to establish meaningful partnerships. These partnerships will enable us to organize joint events, workshops, and projects that connect educators and students with community members and resources.

- Educators and Students: Educators and students themselves are crucial partners in this endeavor. Their input, feedback, and insights will guide us in refining our curriculum materials, workshops, and resources. Regular communication with educators and students will help us understand their needs and ensure that our efforts align with their experiences.

Working with Partners

- We will hold regular meetings with the curriculum development team to ensure the curriculum materials are on track and responsive to district needs.

- Professional development specialists will collaborate closely with educators to design workshops that are relevant, engaging, and effective.

- The team will regularly update the online repository based on educator feedback and emerging resources.

- Collaborative planning sessions will be conducted with community organizations and experts to design and implement joint events, workshops, and projects.

- Engagement with school districts, county offices of education, and educators will involve feedback mechanisms to continually improve our supports.

Collaboration is at the heart of our implementation strategy. By working closely with our internal teams, educational institutions, community organizations, and other partners, we aim to create a comprehensive, inclusive, and effective approach to supporting the implementation of the Ethnic Studies requirement.

What further information gathering must you do to implement your next steps? How will you obtain this information?

To implement our next steps, further information gathering is essential. We understand that comprehensive and accurate information is crucial to tailor our efforts, resources, and strategies to meet the specific needs of each school district, county office of education, and the communities they serve. Here are the key areas where we need to gather additional information and how we plan to obtain it:

School District and County Office Needs Assessment

- To ensure our curriculum materials and training programs align with the unique requirements of each school district and county office of education, we need to conduct a needs assessment. This involves understanding their current curriculum, resources, gaps, and specific challenges related to implementing the Ethnic Studies requirement.

Information Gathering Method: We will engage in direct communication with educational leaders, administrators, and educators. These interactions will help us gain insights into their priorities, expectations, and challenges.

Community Demographics and Needs

- Understanding the demographics and cultural backgrounds of the communities that schools serve is crucial for creating culturally relevant and inclusive materials. It's important to consider the specific cultural groups present in each community, as well as their unique histories, experiences, and perspectives.

Information Gathering Method: We will collaborate closely with Family and Community Engagement (FACE) specialists, community organizations, and local experts to conduct community assessments to gather insights and perspectives.

Educator and Student Feedback

- Gathering feedback from educators and students is vital to ensure that our training programs, curriculum materials, and resources meet their needs and are effective in the classroom. We need to understand their experiences, challenges, and suggestions for improvement.

Information Gathering Method: We will engage in regular feedback loops with educators and students. This ongoing communication will help us refine our offerings based on real-world experiences.

Our information gathering efforts will be a collaborative and ongoing process. This iterative approach ensures that our efforts are responsive, relevant, and effective in supporting the successful implementation of the Ethnic Studies requirement.