

**Single Source Grant
Final Report
(9.1.08-6.30.09)**

for the

Minnesota Department of Education



**MINNESOTA
Humanities Center**

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Minnesota Humanities Center
Final Report to the Minnesota Department of Education

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Final Report
September 2008 to June 2009

This report highlights the activities executed from September, 2008 through the end of the end of the grant period, June 30, 2009. This report will highlight the workshops offered by the Minnesota Humanities Center, each workshop's attendance, and student impact

Goals, Activities, and Timeline for proposed series of professional development activities.

Goal One. Increase educator content knowledge about the importance of using culturally relevant materials and resources when teaching immigrant, refugee, and underprivileged students and improve teacher competency in teaching multicultural literature.

MHC Activities and Timeline

From September 2008 through the end of June 2009, the Minnesota Humanities Center held two-day workshops on American Indian Literature, Latino Literature, Somali Immigrant and Refugee Literature, Hmong Immigrant and Refugee Literature and an online workshop on Teaching Multicultural Literature.

These workshops were intended for teachers who want to introduce immigrant writers into their classrooms. Each workshop addressed the English-language literary traditions and contributions of Somali-Americans, Latino-Americans, and Hmong-Americans. These workshops focused on three themes: history of the literary tradition; how literary traditions change based on space and place; and contributions of these traditions to Minnesota and American culture. Participants met in small groups to explore literature and to discuss resources and activities they can use in their classroom.

Latino Literature workshop – January 15 and 16, 2009

Presentation and discussions lead by Louis Gerard Mendoza, associate professor of Chicano Studies, interim chair of the Department of Spanish and Portuguese, and vice provost in the Office for Equity and Diversity at the University of Minnesota.

95% of the teachers indicated that they are better prepared to teach the content.
100% of the teachers said they would recommend this workshop to a colleague.
95% of the teachers rated the workshop as "Good" or "Excellent".

"Wonderful ideas to try out in the classroom."

"The expertise of the presenters was a great strength [of the workshop]."

"I appreciated the respectful nature of adult-oriented pedagogy."

Attendance: 21 Teachers

Somali Immigrant and Refugee Literature workshop – March 2 and 3, 2009

Presentation and discussions lead by Marian Hassan, writer, journalist, and educator. Author of *Dheddheer, A Scary Somali Folktale*.

95% of the teachers indicated that they are better prepared to teach the content.
95% of the teachers would recommend this workshop to a colleague.
100% of the teachers rated this workshop as "Good" or "Excellent".

*"Marian is a very intelligent presenter/facilitator."
"The personal explanations and stories aided my understanding to the cultural material."
"Excellent classroom materials."*

Attendance: 22 Teachers

Hmong Immigrant and Refugee Literature workshop – May 29 and 30, 2009
Presentation and discussions lead by Mai Neng Moua, co-founder and editor of the premier Hmong literary journal, "Paj Ntaub Voice".

92% of the teachers indicated that they are better prepared to teach the content.
100% of the teachers would recommend this workshop to a colleague.
92% of the teachers rated this workshop as "Good" or "Excellent".

*"[The workshop] had a variety of ways to implement into classroom teaching."
"Great resources and inspiring speakers."
"I love the online aspect – having everything we discussed available is INVALUABLE!"*

Attendance: 12 Teachers

American Indian Literature workshop – June 11 and 12, 2009
Presentation and discussions lead by Heid E. Erdrich, member of the Turtle Mountain Band of Ojibwe, author, editor, and four-time Minnesota State Book Award nominee.

95% of the teachers indicated that they are better prepared to teach the content.
100% of the teachers would recommend this workshop to a colleague.
84% of the teachers rated this workshop as "Good" or "Excellent".

Attendance: 38 Teachers

Impact

Total number of teachers: 93 Teachers
Total number of students impacted: 11,625 Students

Goal Two. Increase educator content knowledge about the migration, immigration and the movement of peoples in the 21st century and improve educator competency in providing instruction about immigration and the movement of peoples globally.

MHC Activities and Timeline

From September 2008 through the end of June 2009, the Minnesota Humanities Center held two professional development workshops and one on-line workshop about migration, immigration and the movement of people in the 21st century.

Where is America? Landscapes and Cultures in the 21st Century – February 19 and 20, 2009

This multi-disciplinary and interactive workshop provided an overview of the physical and human geography of the Americas. Regions studied included North America--Minnesota, the United States, Canada, Mexico, and Latin America. Topics addressed during the two-day workshop included how people are affecting the environment, urbanization, physical features, cultural geography, and preservation. Participants explored lesson plans, resources, literature, picture books, maps, music, and classroom ideas specifically for teaching about the Americas in the middle grades, 4 - 8.

100% of the teachers indicated that they are better prepared to teach the content.

100% of the teachers would recommend this workshop to a colleague.
98% of the teachers rated this workshop as “Good” or “Excellent”.

“The knowledge and experience of the speakers was amazing.”
“I appreciated all of the maps/handouts and internet sources provided.”
“Great ideas to implement in the classroom.”

Attendance: 47 Teachers

A Borderlands Society? Building Knowledge and Understanding about Canada and Canada-US Relations – March 9 and 10, 2009

This seminar focused on the geography and culture of Canada in addition to Canada's many and varied relationships with Minnesota and the U.S. To frame the seminar, participants explored the concept of drawing borders and current border issues between the two countries. The seminar continued with the examination of the impact and importance of trade between the U.S. and Canada, which included everything from agricultural products to energy and the issues in the bilateral relationship. Teachers learned how a study of Canada can help students better understand global issues such as climate change, environmental conservation and sustainability, and multiculturalism, including a comparison of Canada-U.S. policies regarding indigenous people and immigration. This seminar helped illuminate how much Canada and the U.S. have in common while highlighting the many differences, and helped educators in guiding their students to better understand North America and many current global issues.

85% of the teachers indicated that they are better prepared to teach the content.
100% of the teachers would recommend this workshop to a colleague.
100% of the teachers rated this workshop as “Good” or “Excellent”.

“[The] wide variety of topics covered kept us engaged.”
“Nice job incorporating teaching materials into workshop.”
“Fun, interesting and useable . . . great information!”

Attendance: 20 Teachers

Migration In and Out of Germany – Canceled

Originally scheduled for the fall of 2008, this workshop was canceled due to illness of the lead scholar. Attempts were made to reschedule the workshop before being cancelled in lieu of an online workshop.

Teaching World Religions in Public Schools – Online Workshop

This online workshop was designed for teachers who must meet the Western Civilizations, Renaissance and Reformation (grades 4-8) or World Civilizations and Religions (grades 9-12) sub-strands of K-12 MN Academic Standards in Social Studies but find themselves struggling with questions and concerns about appropriate content? How do I teach about religion without teaching religion?

Attendance: 12 Teachers

Impact

Total number of teachers: 79

Total number of students impacted: 9,875 Students

Goal Three. Build the capacity of the state's elementary educators in the implementation of humanities content that aligns with Minnesota's social studies and literature standards, improve teacher competency in classroom instruction in the humanities and related disciplines, and build

the capacity of elementary school administrators to support robust humanities programs as part of a school's academic plan.

MHC Activities and Timeline

From September, 2008 through the end of June 2009, the Minnesota Humanities Center conducted eight grade/discipline-specific educator roundtable workshops. These workshops offered teachers opportunities for roundtable professional conversation, content and teacher presentations, and networking. Throughout the day, teachers participated in small group discussions based on literature, student projects, and resource collections.

4th Grade Roundtable
November 12, 2008
Attendance: 26 Teachers

1st Grade Roundtable
January 14, 2009
Attendance: 28 Teachers

5th Grade Roundtable
November 19, 2008
Attendance: 20 Teachers

2nd Grade Roundtable
January 21, 2009
Attendance: 29 Teachers

Kindergarten Roundtable
December 10, 2008
Attendance: 25 Teachers

3rd Grade Roundtable
February 4, 2009
Attendance: 20 Teachers

Music Educators Roundtable
December 10, 2008
Attendance: 10 Teachers

Visual Arts Educators
February 4, 2009
Attendance: 8 Teachers

96% of the teachers indicated that they are better prepared to teach the content.
100% of the teachers would recommend this workshop to a colleague.
92% of the teachers rated this workshop as "Good" or "Excellent".

"I liked having opportunities to share ideas and resources with other teachers."

"Wonderful resources for classroom applications."

"Great hands-on ideas from other working teachers."

"I appreciated the opportunities to search online for classroom materials . . . I have never have time for that!"

Impact

Total Number of Teachers: 166 Teachers

Number of Students Impacted: 4,980 Students

Goal Four. Increase educator awareness statewide about the value and importance of conducting read alouds as part of early literacy instruction and improve teacher competency and skill in conducting reading alouds for their students.

MHC Activities and Timeline

From September, 2008 through the end of June, 2009 the Minnesota Humanities Center held eight Reading Aloud workshops and a Reading is Fundamental workshop for inmates at Oak Park Heights Prison. These workshops offered a research based general overview on best practices and engaging strategies for reading aloud to children. The interactive workshops targeted child care providers, paraprofessional staff, bilingual staff, parents, volunteers and any other individuals interested in gaining basic knowledge about the impact of reading aloud to groups of children.

September 3, 2008
Maple Lake for Wright County
Community Action Staff
Attendance: 41 Participants

October 16, 2008
Education Minnesota Conference
Attendance: 117 Participants

November 6, 2008
Minnesota Humanities Center
Attendance: 25 Participants

November 13, 2008
Oak Park Heights Prison
(Reading Is Fundamental special event)
Attendance: 75 Participants

January 16, 2009
Minneapolis Junior League
Attendance: 11 Participants

January 31, 2009
Minnesota Humanities Center
Attendance: 7 Participants

February 7, 2009
North Branch Community Education
Attendance: 13 Participants

May 5, 2009
Minnesota Humanities Center
Attendance: 16 Participants

*"It was nice to have opportunities to practice reading aloud and listening to others read aloud."
"Helpful tips and handouts, especially how to connect with children while reading aloud."
"Interactive – beyond lectures, actually practicing reading aloud."*

Impact

Total Number of Teachers: 233 Teachers
Total Number of Non-Teachers: 75 Adults
Total Number of Students Impacted: 7,065 Teachers

Evaluation

The Minnesota Humanities Center has retained the services of QED of Menomonie, WI to provide outside evaluation of the Humanities Center's programs and workshops. The primary objective is to provide necessary accountability to the Minnesota Department of Education, documenting specific ways in which materials and new emphases are actually implemented in Minnesota classrooms. An equally important objective is to identify ways in which the professional development offerings of the Humanities Center can be made more useful, accessible and can help to support greater use of Humanities content.

Evaluations will consist of both electronic questionnaires and follow-up focus groups. All outside evaluation will be completed and reported upon by November 15, 2009. A report from QED's evaluations will be made available to the Minnesota Department of Education at that time.

Final Budget Report

Budget Items	Original Budgeted Expenses	Actual Budgeted Expenses
<i>Salaries</i>	\$125,808.20	\$127,515.71
<i>Fringe Benefits</i>	\$39,237.80	\$36,221.08
<i>Consultant/Contract Services</i>	\$40,990.00	\$42,289.98
<i>Communications</i>	\$13,986.00	\$17,585.26
<i>Staff Development/Staff Travel</i>	\$402.00	\$601.90
<i>Workshop & Conference Expenses</i>	\$24,526.00	\$22,120.65
<i>Payments to School Districts</i>	\$0.00	\$0.00
<i>Supplies & Materials</i>	\$8,050.00	\$6,665.42
<i>Indirect Cost (8% Limit for Non-Profits)</i>	\$0.00	\$0.00
<i>Other Expenditures</i>	\$22,000.00	\$22,000.00
Total	\$275,000.00	\$275,000.00