

- 1. Title of the community-engaged scholarship project:**
  - a. "The Importance of Using Primary Sources in Kindergarten Curriculum: Infusing Hmong Language, Culture, and Community Resources into the Subjects of Math, Reading, Science, and Social Studies"
  
- 2. The lead faculty member's name, contact information, and department and college affiliation**
  - a. Nicholas D. Hartlep, Ph.D.  
Assistant Professor of Urban Education  
Metropolitan State University  
School of Urban Education  
1450 Energy Park Drive  
Suite 100-B1  
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(651) 999-5936  
[www.nicholashartlep.com](http://www.nicholashartlep.com)
  
- 3. A two-to-three-page narrative**
  - a. See attached
  
- 4. A statement of support, including a *brief* description of involvement in the project, from the lead community (non-academic) collaborator including his or her/their name(s), title(s), organization and contact information (email, phone, address).**
  - a. See attached
  
- 5. A timeline for design, implementation and reporting of findings (see "Expectations..." below).**
  - a. See attached
  
- 6. A signed statement from the faculty applicant's Dean, indicating willingness to assume administration of funds that would be transferred to the department of each awardee according to the budget submitted, subject to consultation with and approval from ICES if any budget adjustments are requested.**
  - a. See attached

### **Goals and Objectives**

The proposed curriculum project builds upon previously published work I have completed from 2013 through 2015 at my previous institution, Illinois State University (ISU). Daniel Scott, a former Master's of History student at ISU and I co-authored a study that was eventually published in book form. The following is a brief description of our 2016 book *Asian/American Curricular Epistemicide: From Being Excluded to Becoming a Model Minority*:

Chinese labor during the California Gold Rush. Japanese internment. Geopolitical segregation. Racial stereotypes. *Asian/American Curricular Epistemicide: From Being Excluded to Becoming a Model Minority* delves into how these events and issues are portrayed—or, in some cases, ignored—in today's K–12 social studies curricula. This content analysis is intended to initiate a broader conversation about the methods behind a curriculum's formation. How is historical information selected, then molded into a particular narrative for public consumption? Through the authors' insightful exploration, educators and citizens alike may better identify how influential entities and agendas shape curricula behind the scenes. The authors hope that the light they bring to bear on this topic will equip readers to conduct their own analysis and to be more aware and constructively critical of our K–12 educational system.<sup>1</sup>

The major finding of the above study was that Asian/Americans are in short supply in K–12 social studies curriculum (and when they are included it is in stereotyped form), and there is an urgent need for Asian/American primary sources to be infused into elementary social studies curriculum. This is what the proposed project aims to accomplish.

### **Proposed Community-Engaged Curriculum Project**

The proposed community-engaged scholarship project seeks to gain new learning by partnering with Community School of Excellence (CSE), a Hmong Language and Culture Charter School in St. Paul and enhance the school's newly adopted kindergarten curriculum by making it more culturally relevant via infusion of primary sources. Last year CSE adopted National Geographic Learning's "Reach for Reading Common Core Program" curriculum (henceforth referred to as *Reach for Reading*). Below is an excerpt taken from the publisher's website describing the curriculum:<sup>2</sup>

*Reach for Reading* is a K–6 reading and language arts program built to meet the demands of the Common Core State Standards. It includes explicit and systematic whole and small group instruction at all grades with engaging reading resources including authentic leveled libraries, motivating main selections, and relevant, meaningful practice. *Reach for Reading* is built around unit themes and Big Ideas with each unit focusing on either a science or social studies topic. Teachers will teach reading strategies and provide students with strategies to access complex text through content-based selections, including National Geographic exclusives.

The proposed community-engaged scholarship project intends to further some work that has already been done by Chue Siong at CSE. Two summers ago Mrs. Siong—the Director of Education Enhancement at CSE—worked on developing supplementary curricular lessons that would extend and enhance the existing CSE curriculum. The activities that Mrs. Siong created have not been fully utilized since last year the school adopted *Reach for Reading*. Mrs. Siong has shared the materials she created for Kindergarten. I plan to begin where Mrs. Siong left off. I will critically analyze the *Reach for Reading* and infuse some of the primary (re)sources that

Mrs. Siong developed and my own, into social studies content of *Reach for Reading*.

**Community Outcomes**

CSE will receive outcomes that are helpful to their school. The primary source curriculum I develop that can be infused into *Reach for Reading* will be given freely to CSE; the school and its staff can use it however they would like. CSE will also receive curriculum (re)sources that will assist in making *Reach for Reading* more culturally relevant for their Hmong and Kareni students. This learning material will be purchased from St. Paul’s very own Hmong Arts, Books & Crafts: The First Hmong Bookstore (easily known as Hmong ABC). Hmong ABC is dedicated to preserving and promoting the Hmong people through its large collections of Hmong arts, books, and crafts (see Table 2).

**Activities.** CSE has already begun undertaking reciprocal activities with me that will assist us both being successful when carrying out the proposed research. On November 8, 2016 I met with Mrs. Siong and two CSE teachers for over 2 hours. We met to discuss the unique needs of the CSE student population. CSE curricular materials were shared with me: I was loaned a copy of the Kindergarten-level *Reach for Reading* as well as e-copies of the activities Mrs. Siong created two summers ago. Mrs. Siong also clarified some aspects of the project in order that the proposed project be “exploratory” in nature. Because CSE is only in its second year of the adopted curriculum, it was decided to focus on Kindergarten first. Ideas were also exchanged and it was recommended that the proposed budget consist of two primary costs: (1) costs associated with conducting and completing the research (e.g., print, copy, and production expenses) and (2) costs associated with purchasing curricular materials that would benefit the students and faculty at CSE (see Table 2). The proposed activities will follow the schedule below (see Table 1).

**Table 1. Proposed Timeline**

Month	Activity	Outcome
Beginning of November 2016	Meet with CSE and Develop Project	<ul style="list-style-type: none"> <li>Support Letter from Chue Siong</li> </ul>
Middle of November 2016	Apply for Small Grant for Community-Engaged Scholarship	
Middle of December 2016	Grant Awardees Announced	
Beginning of January 2017	The Proposed Project Commences 1. Begin reviewing the Kindergarten <i>Reach for Reading</i>	<ul style="list-style-type: none"> <li>Share initial findings with CSE</li> <li>Ask CSE for suggestions/ideas about activities that can be infused into the <i>Reach for Reading</i></li> </ul>
Middle of February 2017	2. Begin developing activities that can be infused into the Kindergarten <i>Reach for Reading</i>	<ul style="list-style-type: none"> <li>Share initial activities with CSE and receive feedback</li> </ul>

Middle of March 2017	3. Revise and draft final document to share with CSE	<ul style="list-style-type: none"> <li>• Revise and finalize write up to share with CSE</li> </ul>
Beginning of April 2017	4. Finish write up	<ul style="list-style-type: none"> <li>• Share what I have learned through the project at the annual President’s Circle for Community Engagement event</li> </ul>
Beginning of May 2017	5. Budgetary Items Related to Grant	<ul style="list-style-type: none"> <li>• Submit expenses and complete paperwork</li> <li>• Check in with Dean Antrop-Gonzalez to ensure funds have been extinguished (see attached letter)</li> </ul>
Beginning of June 2017	6. Documentation Items Related to Grant	<ul style="list-style-type: none"> <li>• Submit a brief written report of accomplishments supported by this funding to the Institute for Community Engagement and Scholarship</li> </ul>

**Table 2. Proposed Budget**

Item	Cost	Description
Purchasing Curriculum Materials for CSE Students and Faculty from Hmong ABC	\$1,500	<ul style="list-style-type: none"> <li>• Mrs. Siong and CSE teachers have informed me that they could benefit from purchasing curriculum materials at Hmong ABC<sup>3</sup></li> </ul>
Printing/Production Costs	\$500	<ul style="list-style-type: none"> <li>• I would like to produce a professional white paper with the findings from this exploratory community-engaged curriculum project</li> </ul>

**Project Description**

Before I share how the activities included in the proposed community-engaged scholarship project address “Nature and Purpose of These Grants,” “Community-Engaged Scholarship Guiding Principles,” and “Funding Parameters” below, I have included a letter written by Mrs. Siong which shares evidence of substantial community involvement in the design, funding, implementation, and direct benefits of the project to CSE.

**“Nature and Purpose of These Grants”**—The project findings are shared with CSE and member-checking with CSE. **“Community-Engaged Scholarship Guiding Principles”**—The proposed project takes place in the CSE community and solicits the feedback of the CSE community. **“Funding Parameters”**—The two budgeted items adhere to the expenditure rules.

## Endnotes

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<sup>1</sup><https://www.sensepublishers.com/catalogs/bookseries/other-books/asian-american-curricular-epistemicide/>

<sup>2</sup><http://ngl.cengage.com/search/productOverview.do?N=+201+4294918395&Ntk=NGL%7CP EPI&Ntt=PRO0000000004%7C90165864112417503721340032773890345310&Ntx>

<sup>3</sup><http://www.hmongabc.com> Hmong ABC is located at 217 Como Avenue, Suite 108, St. Paul, MN 55103.



# COMMUNITY SCHOOL OF EXCELLENCE

*A K-8 Hmong Language & Culture IB World School*

170 Rose Avenue West | Saint Paul, MN 55117

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Nov. 12, 2016

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Community School of Excellence  
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Nicholas D. Hartlep, Ph.D.  
Assistant Professor of Urban Education  
Metropolitan State University  
School of Urban Education  
1450 Energy Park Drive  
Suite 100-B1  
St. Paul, MN 55108:

Dear Dr. Nicholas D. Hartlep:

This letter of support is for the community-engaged scholarship project titled, "The Importance of Using Primary Sources in Kindergarten Curriculum: Infusing Hmong Language, Culture, and Community Resources into the Subjects of Math, Reading, Science, and Social Studies." Community School of Excellence will collaborate with Dr. Nicholas Hartlep to enhance our newly adopted kindergarten curriculum by making it more culturally relevant through the infusion of primary sources.

The proposed community-engaged scholarship project will continue the work that I have started at CSE. I developed supplementary curricular lessons that extended and enhanced the existing CSE curriculum; however, they have not been fully utilized since the school adopted a new reading curriculum called *Reach for Reading*. Dr. Nicholas Hartlep will align the primary sources with our new reading curriculum to make it more meaningful and relevant for our students. I look forward to working with Dr. Hartlep on this project.

Sincerely,

Chue Siong  
Director of Education Enhancement

School of Urban Education

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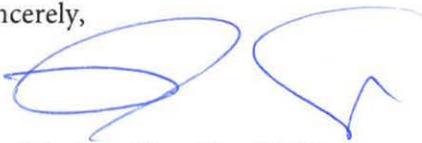
November 7, 2016

René Antrop-González, Ph.D.  
Dean  
Metropolitan State University  
School of Urban Education  
1450 Energy Park Drive  
Suite 100-B6  
St. Paul, MN 55108

Dear Dr. Bantley,

Pending Dr. Hartlep receives a 2017 Community-Engaged Scholarship Small Grant I am providing you with this signed statement indicating my willingness to assume administration of those funds. I understand that they would be transferred to the department according to the budget he submitted, and would be subject to consultation with and approval from ICES if any budget adjustments are requested.

Sincerely,



René Antrop-González, Ph.D.  
Dean  
Metropolitan State University  
School of Urban Education  
1450 Energy Park Drive  
Suite 100-B6  
St. Paul, MN 55108

CC: Nicholas D. Hartlep, Ph.D.  
2017 Community-Engaged Scholarship Small Grant Applicant

Enclosures