

**UNIVERSITY OF MINNESOTA
ROBERT J. JONES URBAN RESEARCH AND OUTREACH-ENGAGEMENT CENTER (UROC)
2023 REQUEST FOR PROPOSALS**

PROPOSAL FACE PAGE

Project Title:

Cookie Cart Reimagined: A Northside, Youth-led Participatory Evaluation

Applicant Name:

Full Name: Nathaniel Stewart, Ph.D.

Title: Assistant Professor

Phone Number: 612-625-3517

E-mail: stewart1@umn.edu

Department: Organizational Leadership, Policy, and Development

College: College of Education and Human Development

Dean: Michael Rodriguez

Dean's e-mail: mcrdz@umn.edu

Proposed Amount: \$14,995

Project Timeline: November 1st, 2023- January 31st, 2025

Research Priority Area(s): Systems and Systemic Racism

Is this a new or ongoing project? New

Executive Summary

The grant proposal, titled "Cookie Cart Reimagined: Youth-Led Anti-Racist Evaluation," aligns with the UROC's critical research area of Systems and Systemic Racism. The project aims to address the systemic barriers faced by Black, Brown, and Indigenous youth in Northside Minneapolis by collaborating with Cookie Cart, a non-profit organization that has been empowering youth since 1988.

The proposal outlines a partnership that emerged when Nate Stewart, a University of Minnesota faculty member, connected with Cynthia Fraction, the Executive Director of Cookie Cart. Both shared a passion for supporting Black and Brown youth and envisioned a collaboration rooted in centering their lived experiences. This commitment to youth empowerment and radical transparency underpins their partnership.

The heart of the project is a youth-led evaluation, with a focus on developing an assessment tool/protocol that amplifies the voices of Cookie Cart's Black and Brown youth. The research will investigate how these youth, particularly in Northside, reconnect with their political voice and power through anti-racist social science education. Importantly, the project's outcomes will be defined and chosen by the youth themselves, following a youth-led participatory methodology that has proven successful in the Northside community.

The grant's plan of work spans three phases that involve a pilot, co-teaching, journal prompt responses, and adult staff interviews. One distinctive aspect of the project is the decision not to collect data directly from the youth, reflecting concerns about potential extraction and oppression from university systems. This emphasizes the project's commitment to respecting the agency and well-being of the youth involved.

In summary, the "Cookie Cart Reimagined" project, as outlined in this grant proposal, represents a collaborative effort to empower Black and Brown youth, address systemic racism, and create an innovative, youth-led evaluation process within the Northside Minneapolis community. It aligns closely with the UROC's focus on Systems and Systemic Racism, promising impactful change for the young participants and their community.

Proposal

Cookie Cart Reimagined: A Northside, Youth-led Participatory Evaluation

1. UROC Critical Research Area: Systems and Systemic Racism

The Cookie Cart Reimagined (CCR) team frames this project within UROC's critical research area, Systems and Systemic Racism. Community-grounded knowledge has illuminated how racist systems are barriers for Black, Brown, and Indigenous youth who call Northside Minneapolis home (Hugill, 2021). Non-profit organizations have worked to redress systems-level racism and neglect through providing youth with opportunities that transcend oppressive systems (Congress et al., 2016). Since 1988, Cookie Cart has been co-creating space for Northside, Black and Brown youth to enter the workforce with a strong sense of creativity and practical leadership experience (Cookie Cart, 2023). The lack of workforce opportunities can be major barriers for youth and families as youth attempt to envision what labor they hope to contribute to their communities. Moreover, there are opportunities at Cookie Cart to think about how curriculum may help students see their work as part of a larger effort to dismantle white supremacy and systemic racism. Our proposed project seeks to co-facilitate a youth-led evaluation project that supports their efforts to meet Cookie Cart's aim to take "action to dismantle systemic racism" (Equity and Opportunity, para 1.) The CCR team will allocate the UROC award toward our efforts to bolster the anti-racist efforts of Northside, Black and Brown youth.

2. Partnership Background:

The impetus for this partnership began when the UROC Executive Director introduced a new UMN faculty member, Nate Stewart, to the Cookie Cart Executive Director, Cynthia Fraction. We met and shared our work to unapologetically pour love and resources into Black and Brown youth. Nate talked about his emerging work with Minneapolis Public Schools' Youth Participatory Evaluation (YPE) program (Stewart et al., 2023) and Cynthia mentioned the team's vision for Cookie Cart Reimagined. Cookie Cart Reimagined hopes to move youth enrichment activities and workforce preparation to consider Science, Technology, Engineering, Arts, and Mathematics (STEM) curriculum that connects students with their already-present brilliance as anti-racist, social scientists. We left energized about a potential collaboration. Next, Cynthia scheduled a meeting with Tanika Reese, the Director of Program. Tanika and Nate committed to a partnership that centers the lived experiences of Black and Brown youth, is radically transparent, and informs shared action.

3. Youth-led Participatory Methodology:

Our youth-led evaluation project will seek to co-create an assessment tool/protocol that will help Cookie Cart leadership center youth voice in the program reimagination process. Moreover, the grant team's research will pose the question: *In what ways are Black and Brown, Cookie Cart-employed youth, particularly in the Northside, (re)connecting with their political voice and power through anti-racist, social science pedagogies?*

The tool's outcomes will be defined and selected by youth. Youth-led participatory projects have been utilized in Northside through UROC's YoUthROC program and MPS' YPE initiative. Thus, we hope to be in conversation with already-existing programs to inform how Cookie Cart might contribute to youth-led scholarship in workforce preparation. In these projects, youth have opportunities to critically analyze educational inequity (Debs et al., 2022), and move knowledge co-creation to action

in their schools and communities (Aldana et al., 2021). Aldana and Richards-Schuster (2021) found that youth-led research can “enable the collective social analysis of the colonial, racist, capitalist structures that shape developmental context and processes to produce liberatory knowledge” (p. 676). Their term “collective social analysis” guides CCR because the grant team hopes to implement changes recommended by youth’s knowledge co-creation.

4. Plan of Work:

Phase I (Pilot): Nate will partner with Tanika to pilot a social science and anti-racist curriculum to co-teach Cookie Cart youth scholars. The curricular outcomes would be for youth to apply their social science learnings to co-create a process and assessment tool that will inform CCR. Nate, a former middle school science teacher in Detroit, currently teaches an equity evaluation course for school leaders and has taught quantitative reasoning at the undergraduate level. Moreover, Tanika has built the current Cookie Cart curriculum. Thus, the grant team will co-plan lessons that are engaging, thought provoking, and connect youth with their brilliance in social investigations.

Phase II (Post-Teaching Journal Prompts): Cookie Cart has agreed to dedicate a portion of the after-school programming to the curriculum. Nate is energized by the opportunity to, as the CfP states, “transform how communities and universities work together” through building relationships with students in a classroom environment. This project is a youth-led program evaluation nested within a research project. Co-teachers will be asked to journal about their observations at the conclusion of each lesson to ensure the Cookie Cart grant team captures the authentic ways teaching and learning manifest in our classroom space. These journal entries will be one of the data points we may use to write reports and manuscripts at the conclusion of the project. Note, we have made a collective decision to not collect data directly from youth because of some university systems’ history of extraction and oppression (Truth Project, 2023).

Phase III (Adult Staff Interviews): An important project component is to invite adult staff to share any relational or conversational phenomena related to youth’s learnings about being social scientists. Thus, we will co-design a conversation interview protocol and invite Cookie Cart staff to share what they have observed in their supervisor role.

Below, is an approximate timeline for project activities:

Approximate Dates	Activities
November-December 2023	<p>Phase I: Pilot</p> <ul style="list-style-type: none"> a. Curriculum development b. Pilot lessons c. Write and submit IRB for the research portion of the project.
January-May 2024	<p>Phase II & III: Co-Teaching & Data Collection</p> <ul style="list-style-type: none"> a. Co-facilitate lessons. b. Participate in UROC grantee cohort. c. Journaling d. Interview Adult Staff

May-August 2024	Phase IV: Co-Authored Reports & Manuscripts a. Analyze Data b. Write final reports. c. Publish two knowledge-dissemination pieces. d. Solidify how this project fits within UROC critical research area, System and Systemic Racism.
November 2024	Phase V: External Grant a. Identify grant agencies to support analysis of the youth-created tool, additional youth projects, and/or CCR Rollout.
January 2025	Phase VI: Final Report a. Submit a final report

References

- Aldana, A., Richards-Schuster, K., & Checkoway, B. (2021a). "Down Woodward": A case study of empowering youth to see and disrupt segregation using photovoice methods. *Journal of Adolescent Research*, 36(1), 34–67.
- Aldana, A., & Richards-Schuster, K. (2021b). Youth-led antiracism research: Making a case for participatory methods and creative strategies in developmental science. *Journal of Adolescent Research*, 36(6), 654–685.
- Debs, M., Makris, M. V., Castillo, E., Rodriguez, A., Smith, A., & Ingall, J. S. (2022). Building civic capacity: The history and landscape of NYC integration activism, 2012–2021. *Teachers College Record*, 124(6).
- Cookie Cart (2023, Oct. 15). About Cookie Cart. <https://cookiecart.org/about/#mission>
- Elaine Congress, D. S. W., Allan Luks, J. D., & Francis Petit, M. B. A. (Eds.). (2016). *Nonprofit management: A social justice approach*. Springer Publishing Company.
- Hugill, D. (2021). *Settler Colonial City: Racism and Inequity in Postwar Minneapolis*. U of Minnesota Press.
- Stewart, N. D. , Reichenberger, J., & Sorrell, Q. (2023). *School Integration Approaches Beyond the White Gaze: Centering Black, Latin*, Asian Pacific Islander Desi American (APIDA), and Indigenous Youth*. *Integration and Equity 2.0: New and Reinvigorated Approaches to School Integration*. American Institutes of Research.
- Truth Project. (2023). *Oshkigin Noojimo'iwe, NaNağgği Wa i Waḡḡ P P Petu U etu Uḡḡ Ihdūwa Ihdūwašš'ake He Oyate Ki 'ake He Oyate Ki 'ake He Oyate Kiḡḡ Zaniwiçaye Kte*. Minnesota Indian Affairs Council.

Proposed Budget & Budget Narrative

Salaries: Total= \$11,573

Nathaniel Stewart, Ph.D., Principal Investigator (Year 1: 15.65% summer effort). Dr. Stewart will be responsible for data collection, analysis, project management, curriculum creation, and co-teaching activities. Dr. Stewart has a 9-month appointment with a current base salary of \$81,080. The budget includes a salary increase of 3% effective 7/1/24 for a total request of \$4,134.

TBN, UMN Graduate Research Assistant (GRA) (Year 1: 50% summer effort). The GRA will assist Dr. Stewart in analyzing data, creating visuals, and preparing the two required manuscripts. The GRA's salary will be \$27.37 per hour with a 3% increase effective 7/1/24 for a total request of \$7,258.

Fringe Benefits: Total= \$3,422

Fringe benefits are calculated based on federally negotiated rate established by agreement between the UMN and its cognizant federal agency, the Department of Health and Human Services. Fringe benefits for Dr. Stewart are calculated at the fiscal year 2024 rate of 37.1% for academic staff members (\$1,600). Fringe benefits for the GRA are calculated at the fiscal year 2024 rate of 25.1% for GRAs (\$1,822).

Biography of Faculty Applicant

Dr. Nathaniel Stewart is a former middle school science teacher and Black liberatory pedagogist, turned educational policy scholar. His knowledge-creation activities explore Black, justice-oriented, and K-12 educators' unique roles as policy activists and Black student agency shepherds. In the classroom, he delivered general science education, and curriculum rooted in the scientific advancements and contributions of him and his students' African ancestors. However, he realized that oppressive educational policy structures suppressed the influence his community had on the educational politics that dictated their lives. Aligned with other Black educators' experiences, he was pushed out of the classroom due to anti-democratic structures. Now, he positions his work to support Black, Brown, and Indigenous-serving, justice-oriented school leaders and educators as they partner to produce knowledge capable of abolishing, dismantling, and transforming oppressive educational policy structures. He situates the collective inquiry guided by critical quantification, anti-colonial epistemologies, and Black Critical Theory, purposed to bolster the political and pedagogical activities of Black educators, school leaders, and our co-conspirators.

Curriculum Vitae

NATHANIEL D. STEWART
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Minneapolis, MN 55455-0226
(612) 625-3517
stewart1@umn.edu

Education

- PhD, The Ohio State University, Columbus, Ohio, United States. May 2022
Educational Studies, Educational Policy
Dissertation/Thesis Title: *An Exploratory Study on the Convergence of Black and Indigenous Educators' Pedagogical and Political Activism: Envisioning Equitable Educational Policy through Conversation, Resistance, and the Pursuit of Thrival*
- MA, The Ohio State University, Columbus, Ohio, United States. May 2020
Educational Studies, Educational Policy
- BA, *Cum laude*, Berea College, Berea, KY, United States. May 2015
African and African American Studies
Minor: Political Science

Licensures and Certifications

Certifications

- Certificate in Effective Instruction: Effective Online Teaching Practices, American Council on Education August 2021-May 2022

Fellowships, Residencies, and Visiting Engagements

Fellowship

- Carmen Starkson Campbell Endowed Fellow (Innovation in Teacher Development) October 2022-Present
University of Minnesota- Twin Cities
The endowed position highlights the College of Education's significant current activities in urban education and formalizes the emphasis on urban education and the history of partnerships with urban schools, especially Minneapolis and St. Paul school districts. This includes the development of creative on-going professional development and renewal activities for experienced teachers; to support teachers as advocates of students and provide them with the ongoing resources needed to ensure student success; facilitate ongoing and new partnerships with schools to support research, share knowledge about best practices, take leadership in linking schools and families in vulnerable communities; and facilitate the development of leadership teams within schools.

Academic Appointments

- University of Minnesota August 2022-present
College of Education and Human Development,
Organizational Leadership, Policy, and Development:
Assistant Professor

Courses Taught:

OLPD 8302: Educational Policy Perspectives

Consulting

Quantitative Evaluator, Non-Profit Organization, Mosaic Education June 1, 2022-Present

Thought Partner, Charter School Authorizer, Innovative Quality August 2023-September 2023

Current Membership in Professional Organizations

American Educational Research Association January 2019-Present

HONORS AND RECOGNITION

External Sources

Outstanding Doctoral Student in Educational Policy, The Ohio State University's Educational Policy Program April 2022

Outstanding Graduate Student Leadership Award (College Level), The Ohio State University's College of Education and Human Ecology April 2022

Outstanding Graduate Student Leadership Award (Department Level), The Ohio State University's Educational Studies Department April 2022

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants, Contract, Awards:

Submitted:

Proposal: Freedom Dreaming: Worldmaking with Black Children

Role: Principal

Status: In Process

Sponsoring Organization: ERIKSON INSTITUTE

Date Submitted: January 24, 2023

Purpose: Research

Proposal: A Critical Quantification of Political and Pedagogical Activism Beliefs

Role: Principal

Status: Submitted

Sponsoring Organization: THE SPENCER FOUNDATION

Date Submitted: June 6, 2023

Purpose: Research

Awarded:

Award: Historicizing Black, Brown and Indigenous Teachers' Sustainment in the Twin Cities

Project Investigator: Stewart, Nathaniel

Sponsoring Organization: College of Education and Human Development & Generation Next

Institution: University of Minnesota

Date Proposal Submitted: December 2022

Funded Amount for Entire Grant period or Proposed Grant Period: \$50,000.00

Award: School Integration Approach(es) Beyond the White Gaze: Centering Black, Latin*, APIDA, and Indigenous Youth

Role: Principal

Sponsoring Organization: AMERICAN INSTITUTES FOR RESEARCH & WILLIAM T GRANT FOUNDATION

Purpose: Research

Funded Amount for Entire Grant Period or Proposed Grant Period: \$66,000.00

Publications

Asterisk() - indicates co-first author*

Underline – indicates student author

Peer-Reviewed Journal Article

Stewart, N. D., & Thompson, L. (2023) Black and Indigenous Solidarity for Justice: Leaning into Our Nuanced Racialized Identities. *Social Sciences*.

Stewart, N. D. (2023). Ethnic Studies Pedagogies as Living Archives in Black and Indigenous Americans' Dual Educational Politics. *Journal of Ethnic Studies Pedagogies*, 1(1).

Stewart, N. D., & Uanhoro, J. Understanding the quantitative debt owed to Africa: A call to action. *Alliance for African Partnership Perspectives*. [Accepted: 2023]

Stewart, N. D., Beard, K., & Kim, M. (2023). Using Quantitative Critical Race Methodology to Explore Teachers' Beliefs: Solidarity in Challenging Racialized Oppression and Critical Pedagogy. *Educational Policy*.

Stewart, N. D., & Goddard, Y. (2023). Discussion Boards as a Pedagogical Tool Engendering Critical Race Conversations: Disrupting Whiteness and Raising Consciousness. *Social Science & Humanities Open*.
<https://www.sciencedirect.com/science/article/pii/S2590291123000311>

Stewart, N. D. Re(connecting) with our ancestral roots: Toward Black educational resistance. *The Negro Educational Review*. [Accepted: 2023]

Stewart, N. D. (2018). Incentive-based integration programs: An alternative approach to equity realization in education. *Georgetown Public Policy Review* (Spring).

Essay

Stewart, N. D., Reichenberger, J. & Sorrell, Q. (2023). School Integration Approaches Beyond the White Gaze: Centering Black, Latin*, Asian Pacific Islander Desi American (APIDA), and Indigenous Youth. *Integration and Equity 2.0: New and Reinvigorated Approaches to School Integration*. American Institutes of Research.

Publications Submitted or in Progress

Asterisk() – indicates co-first author*

Underline – indicates student author

Peer-Reviewed Journal Article

Stewart, N. D., & Goddard, Y. Omission of Justice in Ohio's Teacher Collaboration Policy Mandates: A Racist System in Sheep's Clothing. [Submitted: 2023]

Stewart, N. D. Black Liberatory Educational Policy: A Systematic and Unapologetic Literature Review on the Advancement of Black Teachers' Pedagogies and Practices. [Submitted: 2023]

Book Chapter

Allen, K., Green, M., Turner, C., Turner, M., Ogden, J., & **Stewart, N. D.** Centering Black Children's Worldmaking Visions: Considering what it means to co-facilitate liberatory space to freedom dream with Black children. *Repertoires of Resistance: Pedagogical Dreaming from the Classrooms to the Streets.*: 2023

Invited Presentations, Posters, and Exhibits

Underline – indicates student presenter

Presentation/Talk

Stewart, N. D. "Black Mental Health Prioritization in Systems Not Made for Us: Toward Afro-Indigenous Communal Healing," From Cultural Mismatch to Cultural Health Cultural Health Cultural Health Speaker Series. (March 31, 2023). *Invited.*

Stewart, N. "We all are social scientists," STEM Day Birchview Elementary School. (March 9, 2023). *Invited.*

Stewart, N. "Anti-Colonial Stances in Graduate/Doctoral Studies," OLPD Student Research Conference OLPD. (February 24, 2023). *Invited.*

Stewart, N. "A Spectrum of Black Educational Resistance: Understanding the Nuances in Our Multiplexed Perspectives," MDE Lunch and Learn Series Minnesota Department of Education. (February 21, 2023). *Invited.*

Stewart, N. "Supporting Black Youth," Legacy of Dr. Josie R. Johnson Montessori School Legacy of Dr. Jose R. Johnson Montessori School, Minneapolis, Minnesota. (February 17, 2023). *Invited.*

Stewart, N. "Getting an Education: Important Experiences of Black People While Schooling," CETE Lunch Series Center on Education and Training for Employment, Columbus, Ohio, United States. (December 2022). *Invited.*

Stewart, N. "Getting a Faculty Job: The Job Search," EHE Graduate Student Advisory Council Academic Interview Panel Graduate Student Advisory Council. (November 2022). *Invited.*

Stewart, N. "What's in a Outcome Variable: Interrogating Measurement and Selection through a Critical Quantification Answerability Framework," ICD Lunch Series Institute of Child Development, Minneapolis, Minnesota, United States. (November 2022). *Invited.*

Stewart, N. “Pathways to Graduate School,” Black Men, Models and Mentors Berea College’s African and African American Studies Program, Berea, Kentucky, United States. (September 2022). *Invited*.

Stewart, N., (Facilitator) “John Lewis: Good Trouble,” Juneteenth Celebration of Kentucky’s College of Medicine, Lexington, Kentucky, United States. (June 2022). *Invited*.
URL: <https://medicine.uky.edu/events/juneteenth-film-and-discussion-2022-06-06t12-33-29>

Stewart, N. D. “Black Educational Resistance & Justice Research: Centering Afrocentric Visions in Critical Educational Policy Studies,” Diversity Series Lecture The Ohio State University Educational Studies Diversity Committee. (February 22, 2022). *Invited*.

Stewart, N. D. “Queer Youth, Justice, and Organizing: Power in our Hands,” Queer Youth Summit Kaleidoscope Youth Center. (January 2022). *Invited*.

Presentations, Posters, and Exhibits

Underline – indicates student presenter

Paper

Stewart, N. “Black and Indigenous Freedom Dreaming as a Knowledge Co-Creation Method in Critical Educational Policy Studies,” UCEA Annual Meeting University Council for Educational Administration, Seattle, Washington, United States. (November 2022). *Peer-reviewed/refereed*.

Stewart, N. D., Goddard, Y. “Discussion boards as a pedagogical tool to raise racial consciousness and disrupt whiteness,” AERA Annual Meeting AERA, San Diego, California, United States. (April 2022). *Peer-reviewed/refereed*.

Stewart, N. D., “Interrogating QuantCrit in measurement theory: Illuminating a hidden contradiction,” AERA Annual Meeting AERA, San Francisco, California. (April 2020). *Peer-reviewed/refereed*.

Stewart, N. D. “Teacher collaboration to challenge racial oppression: Mediation analysis of collective agency for racial justice,” AERA Annual Meeting. (April 2020). *Peer-reviewed/refereed*.

Stewart, N. D., Carroll, T. D., Jurbank, J. “Using QuantCrit to reconceptualize black student dropout,” AERA Annual Meeting. (April 2020). *Peer-reviewed/refereed*.

Stewart, N. “The Ohio Improvement Process and racial justice: A pilot case study of top-down collaboration mandates,” AERA Annual Meeting Virtual Conference AERA. (April 2020). *Peer-reviewed/refereed*.

Stewart, N. D. “Community partner-led service-learning: Potential for equity through critical service-learning,” Hayes Graduate Research Forum. (February 28, 2020). *Peer-reviewed/refereed*.

Stewart, N. D. “Black educational resistance: Moving beyond understandings of political acts and moving toward historical understandings of resistance,” Black Issues Conference: Words into Action: Power, Expression, and Activism Bowling Green State University. (February 27, 2020). *Peer-reviewed/refereed*.

Stewart, N. D. “A youth activist project: Promoting collective action and challenging oppression,” Conference of the American Association for Teaching and Curriculum American Association of Teaching and Curriculum (AATC). (October 2019). *Peer-reviewed/refereed*.

Presentation/Talk

Stewart, N. D., Thompson, L. “Building Solidarity at the Intersections of Black and Indigenous Storying,” All-In: Co-Creating Knowledge for Justice Conference University of California-Santa Cruz, Santa Cruz, California, United States. (November 2022). *Peer-reviewed/refereed*.
URL: <https://transform.ucsc.edu/all-in-conference-sessions/>

Stewart, N. “The Anti-Black Criminal Justice System and Implications for Educators and Students,” FEPP Students of Color Meeting. (November 30, 2020).

Symposium

Stewart, N. “The Unapologetic Love of Nuanced Black Joy: Our Relationship Sustain Us,” AERA Annual Meeting American Educational Research Association, Chicago, Illinois, United States. (April 2023). *Peer-reviewed/refereed*.

SERVICE

Service to the Discipline/Profession/Interdisciplinary Area(s)

Member October 2022- Present
Research Focus on Black Education Communication Committee

Reviewer July 2022- August 2023
AERA

UCEA June 2022- July 2023

Service to the University/College/Department

University of Minnesota October 2022- Present
Connector, Black Men Teach Partnership

Member, Black Faculty and Staff Association (BFSA) Membership Committee November 2022- Present

Member, MPS-CEHD PAC October 2022- Present

Public and External Service

Data Review Team, Black Men Teach, Minneapolis Metro Area October 2022- Present

UNIVERSITY OF MINNESOTA

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October 19, 2023

RE: UROC 2023 Research Agenda Grant Competition

I am writing to express my enthusiastic support for the project proposal outlined by Dr. Nate Stewart and Tanika for an investigation related to a co-created social science and anti-racist curriculum, co-teaching, observational journal prompts, and adult staff interviews at Cookie Cart. This innovative initiative reflects an exceptional commitment to fostering critical thinking, promoting social justice, and connecting Northside youth with their already-present brilliance.

Nate's experience as a former middle school science teacher in Detroit, combined with his expertise in equity evaluation and quantitative reasoning, makes him well-suited to support this project. Tanika's role in building the current Cookie Cart curriculum ensures a deep understanding of the organization's mission and needs. Together, they form a formidable team that is well-equipped to co-plan and deliver engaging, thought-provoking lessons that will undoubtedly connect youth with their innate brilliance in the realm of social investigations.

The dedication of a portion of Cookie Cart's after-school programming to this anti-racist social scientist curriculum is not only commendable but also serves as an exemplar of community-university collaboration. The decision to make this project youth-led is particularly insightful, as it not only centers youth perspectives but also highlights the project's commitment to ethical considerations and addresses historical injustices associated with data collection.

The inclusion of observational journal prompts for co-teachers will be a valuable source of qualitative data, providing insight into the authentic dynamics of teaching and learning within the classroom space. These data will be leveraged to craft comprehensive reports and manuscripts to contribute to the broader conversation on inclusive education and community engagement.

In summary, this project embodies core values of our institutional mission, which are rooted in promoting justice, community engagement, and ethical research practices. I wholeheartedly support Nate and Tanika's project and look forward to the transformative outcomes it will generate, both for Cookie Cart and for the broader community. Their commitment to creating an inclusive, equitable, and just learning environment is truly inspiring.

Sincerely,



Michael C. Rodriguez
Dean and Campbell Leadership Chair