

BLACK HISTORY 365

The Distance to the Classroom

Moving State Policy into Classroom Practice

A Commissioned, Field-Based Research and Implementation Whitepaper

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About This
Whitepaper

The Distance to the Classroom: Moving State Policy into Classroom Practice is a commissioned, field-based research and implementation Whitepaper developed from BH365's documented 2020–2026 implementation experience. The study examines how state-level Ethnic Studies policies, standards, courses, and academic frameworks move from State Education Agency expectations into district curriculum, professional learning, instruction, and student experience. The work is situated within the broader field of K–12 social studies education, where Ethnic Studies is recognized as part of the discipline and where curriculum resources and professional learning are central to supporting educators in bringing this content into practice (National Council for the Social Studies, 2024).

The Whitepaper establishes the research rationale and initial field evidence underlying the BH365 Policy-to-Practice Bridge for Ethnic Studies, a framework formalized through this study to organize the conditions and capabilities required to move Ethnic Studies policy into district and classroom practice. The accompanying appendices provide operational tools for its five capabilities: Research, Synthesis, Guidance, Implementation, and the Enabling Environment. These tools are designed to work in conjunction with BH365 Black History and Latin History curriculum resources, which provide the content foundation for implementation.

The current study is descriptive and associational and does not make causal claims or claims of national representativeness. It establishes the baseline for the planned 2026–2029 longitudinal study.

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Executive Summary / Abstract

The Distance to the Classroom: Moving State Policy into Classroom Practice

State-level Ethnic Studies policies, standards, courses, and academic frameworks have expanded considerably across the United States. The policy foundation is increasingly present. The central question is what happens next: how those expectations move from State Education Agencies through district curriculum, professional learning, implementation systems, instruction, and ultimately student experience.

This Whitepaper examines that distance using BH365's 2020–2026 field experience as an implementation base. The BH365 quantitative evidence includes 346 organizational purchasing relationships, 317 K–12 education organizations and sites across 36 states and Washington, D.C., 2,649 purchasing engagements, 41,102 books and curriculum units placed into circulation, 1,571 professional-learning participations, and 6,829 educator and student participations in specialized implementation activities. A state-by-state cross-reference with Committee of 100's national policy analysis found that 30 of BH365's 37 documented U.S. jurisdictions, or 81.1 percent, also fall within the 38 jurisdictions identified as having enacted Ethnic Studies curriculum statutes, Ethnic Studies academic standards, or both (Committee of 100, 2026).

This geographic intersection places a substantial portion of BH365's field experience within jurisdictions where a state-level policy or standards foundation for Ethnic Studies instruction had already been established. Qualitative evidence from district interviews and cases in Brooklyn North High Schools, Minneapolis Public Schools, and Peoria Public School District 150 in Illinois further illustrates how curriculum placement, internal ownership, professional learning, leadership, and student access shape what happens after adoption.

Across these sources, a consistent finding emerges: policy can establish the expectation, but implementation infrastructure determines the distance to the classroom. In response, the Whitepaper develops the BH365 Policy-to-Practice Bridge for Ethnic Studies, an implementation framework for districts using BH365 curriculum resources. The Bridge is organized around five interconnected capabilities: Research, Synthesis, Guidance, Implementation, and an Enabling Environment. The appendices in this Whitepaper translate those capabilities into operational tools for policy research, curriculum synthesis and mapping, district curriculum audit, professional-learning planning, and continued study. BH365 Black History and Latin History curriculum resources provide the content foundation for that work.

The current study is descriptive and associational and does not make causal claims or claims of national representativeness. It establishes an initial field base for the planned 2026–2029 longitudinal study, which will examine how the five capabilities function across district contexts and how implementation conditions relate to leader, teacher, and student efficacy over time.

Why This Paper, and Why Now

State-level policy on Ethnic Studies has moved farther than classroom or district level practice in many parts of the country. As of July 2026, 38 states have adopted K–12 social studies or history content standards addressing the histories, experiences, or contributions of non-White populations, while 26 states have enacted statutes containing Ethnic Studies requirements (Committee of 100, 2026). These state-level policy structures create a substantial national foundation for districts to translate inclusive-history expectations into curriculum, instruction, professional learning, and classroom practice.

What remains less certain is what happens after the policy is written. Committee of 100 identified implementation as a critical area for further study, calling for deeper examination of where and how well curriculum requirements are carried out in practice, including the courses offered, students reached, content taught, and ultimately what students learn (Committee of 100, 2023, p. 18). The need for curriculum and implementation support is also reflected within the social studies profession. In 2024, the National Council for the Social Studies adopted Resolution 24-02-05 supporting Ethnic Studies education in K–12 schools, identifying Ethnic Studies as vital to robust social studies education and calling for expanded access to curriculum resources, professional development, and educator support (National Council for the Social Studies, 2024).



State Education Agencies can establish standards, authorize courses, and define academic expectations, but those actions do not determine how districts organize curriculum, how teachers are prepared, how instructional materials are selected, or what students ultimately experience in classrooms. The distance between policy and practice is therefore an implementation problem (Honig, 2006). This Whitepaper examines that distance by asking how state expectations move through district systems, curriculum design, standards alignment, professional learning, implementation support, and instructional practice.

BH365 provides a useful field base for examining that question because its work has unfolded across the same six-year period in which Ethnic Studies policy has continued to expand. From 2020 through 2026,

BH365's reported data established substantial reach, but reach alone does not answer the implementation question. A curriculum can be purchased without being fully integrated into instruction, placed into a program without reaching all intended students, or introduced without the professional learning and organizational support needed to sustain it. The more important question is what closes the distance between acquisition and classroom use.

That question becomes more urgent as districts work within different state requirements, local conditions, staffing structures, professional learning systems, and levels of internal capacity. The same policy can produce very different implementation experiences depending on how curriculum is aligned, where it is placed, who leads the work, how educators are supported, and whether the district has a structure for reviewing evidence and improving practice over time (Spillane, 2004). The challenge is therefore not simply whether Ethnic Studies is permitted or required, but whether the infrastructure exists to carry those expectations into sustained teaching and learning.



This Whitepaper approaches that challenge through the Education Knowledge Bridge framework (Education.org, 2021) and adapts its five capabilities—Research, Synthesis, Guidance, Implementation, and an Enabling Environment—to the specific problem of Ethnic Studies implementation. The resulting BH365 Policy-to-Practice Bridge for Ethnic Studies, formalized through this study, provides an implementation framework for examining where the process begins, where it can break down, and what conditions help move policy into curriculum, instruction, and student experience. That is why this paper is timely. The policy foundation has expanded, and the next question is whether the systems needed to carry it into classrooms are keeping pace.

Conceptual Framework

Analysis of BH365's field experience revealed a recurring implementation problem: moving from state expectation to classroom practice requires more than any single policy, curriculum, or professional-learning decision, a pattern consistent with prior research on instructional policy (Cohen & Hill, 2001; Cohen et al., 2007).

Across the records, interviews, curriculum-alignment work, and implementation evidence examined in this study, five interconnected functions repeatedly surfaced. Education.org's Education Knowledge Bridge provided a useful structure for organizing those findings.

Education.org's analysis drew on interviews with education leaders, reviews of organizations and major reports, and cross-sector examination of how knowledge moves into practice. Its central finding was straightforward: education often lacks the infrastructure needed to move what is already known into consistent practice. Adapted to the specific problem of Ethnic Studies implementation, its five capabilities—Research, Synthesis, Guidance, Implementation, and an Enabling Environment—became the foundation of the BH365 Policy-to-Practice Bridge for Ethnic Studies (Education.org, 2021).

The same problem appears in Ethnic Studies. A state can adopt standards, approve a course, or establish a statutory requirement and still leave a district with the harder questions. What belongs in the curriculum? Where does it fit? How should it be taught? Who prepares the teachers? What happens when leadership changes or staff turns over? Policy opens the door. It does not carry the work across the threshold. The distance to the classroom is made up of a series of decisions and particular dynamics, and each one can either move implementation forward or stop it short.

The Bridge provides a structured vehicle for closing the distance between state policy and classroom practice for districts using BH365 curriculum resources. Research establishes what the state has required, authorized, or made possible. Synthesis organizes and maps the curriculum to standards, grade levels, courses, and instructional sequences. Guidance examines written and enacted curriculum to identify gaps and determine appropriate placement. Implementation develops the people, professional learning, leadership, time, and organizational capacity required to carry that placement into practice. The Enabling Environment connects and sustains those functions through leadership, research, institutional relationships, community participation, and continuous evidence.

The value of the conceptual framework is that it translates the findings of this study into an implementation framework that school districts can use to move from state policy toward classroom practice. The full framework is presented in the accompanying appendices, which translate the five capabilities into tools for policy research, curriculum synthesis and mapping, district diagnosis, implementation planning, and continued study. These tools are designed to work with the BH365 Black History and Latin History curriculum resources, which provide the content foundation for implementation. The Policy-to-Practice Bridge therefore provides a structure for examining the full distance between expectation and experience—and for identifying what has to be in place if that distance is going to close.

Where the Work Came From

BH365 began in a fourth-grade classroom in Rochester, New York, when nine-year-old Walter Milton Jr., wearing his only suit, arrived at school eager for a lesson his teacher had promised on Black history. Instead, he was shown a filmstrip of an enslaved man being whipped. He recalls the experience as producing a mix of shame, humiliation, and anger. His mother's response, that one day he would tell the world who "we really are", became an assignment he carried through fifteen years as a superintendent and eventually into the founding of BH365.

That origin helps explain the editorial decision that still distinguishes the curriculum. Dr. Milton describes the work as truth-centric above anything else. In practice, that has meant building a 1,248-page flagship text that begins in ancient Africa and extends through the murder of George Floyd, placing Black history inside the American story rather than at its margins. The name on the cover is *Black History*, but the subtitle—*An Inclusive Account of American History*—comes closer to the underlying idea. The catalog has since expanded into Latin history, a Caribbean text, and a women's studies text in development, each grounded in the belief that students understand history more fully when the people, places, and experiences within it are connected rather than taught in isolation.



Evidence Base and Scope

The evidence base for this Whitepaper combines quantitative and qualitative records from BH365's 2020–2026 field experience. Quantitative sources include organizational and purchasing records, curriculum-distribution data, curriculum-alignment documents, professional-learning records, and specialized implementation activity. These records document 346 organizational purchasing relationships, 317 K–12 education organizations and sites across 36 states and Washington, D.C., 2,649 purchasing engagements, 41,102 books and curriculum units placed into circulation, 1,571 professional-learning participations, and 6,829 educator and student participations in specialized implementation activities. Qualitative evidence includes interviews with BH365 leadership and district personnel, along with implementation cases from Brooklyn North High Schools, Minneapolis Public Schools, and Peoria Public School District 150. Together, these sources allow the study to examine both the scale of BH365's field activity and the conditions that shaped what happened after curriculum entered district systems.



The geographic reach of this evidence also intersects substantially with the broader Ethnic Studies policy environment documented nationally. Committee of 100 identified states with enacted Ethnic Studies curriculum statutes and states with academic standards that include Ethnic Studies; when those two categories are cross-referenced and duplicates removed, they represent 37 states and Washington, D.C.—38 jurisdictions (Committee of 100, 2023, p. 16). Committee of 100 Whitepaper A state-by-state comparison with BH365's records shows that 30 of BH365's 37 documented U.S. jurisdictions, or 81.1 percent, fall within that established statute-and-standards footprint. Viewed from the policy side, BH365 has documented organizational activity in 30 of the 38 jurisdictions, or 78.9 percent, identified through those two Committee of 100 categories. This intersection does not establish that state policy caused BH365 adoption; it does, however, situate a substantial portion of BH365's documented field experience within jurisdictions where state-level statutes or academic standards had already established a policy foundation for Ethnic Studies-related instruction.

This is a baseline study. The evidence is descriptive and associational and does not support causal claims or claims of national representativeness. Its purpose is to identify recurring implementation conditions, examine how policy, curriculum, professional learning, leadership, and student access interact in practice, and establish a documented starting point for the emerging Policy-to-Practice Bridge. The planned 2026–2029 longitudinal study will extend that baseline by examining the Bridge across participating districts and studying leader efficacy, teacher efficacy, and student efficacy within this time period.

From Evidence to Application

The evidence examined in this study did not point to a single intervention. It pointed to a sequence of implementation problems that districts have to solve if state expectations are going to reach classrooms. Adopted policy has to first be understood, interpreted, and implemented strategically (Spillane, 2004). Curriculum has to be organized and mapped. District practice has to be examined. Educators and leaders have to be prepared to carry the work forward. And the relationships, evidence, and institutional conditions that sustain implementation have to continue beyond initial adoption.

The five sections that follow examine those functions through the BH365 Policy-to-Practice Bridge for Ethnic Studies: Research, Synthesis, Guidance, Implementation, and an Enabling Environment. Each section draws on the field evidence collected in this study, relevant external research, and the applied structures that emerged from BH365's 2020–2026 implementation experience. Together, they show how the distance from state policy to classroom practice can be examined as a connected process instead of a series of isolated decisions.



Research: Know Your State's Policy on Ethnic Studies

The first implementation error is often a policy error. Districts act on what they believe the state permits, requires, recommends, or may scrutinize, and those assumptions are not always the same as the written policy (Spillane et al., 2002). The national policy record shows that Ethnic Studies appears through multiple forms of state action, including statutes, academic standards, approved or authorized courses, recommendations, and locally determined curriculum structures. Those forms do not carry the same authority, and states differ in the degree to which standards and curriculum decisions are controlled at the state or local level (Committee of 100, 2026).

The interviews conducted for this study show why that distinction matters. Uncertainty about what a state has actually established can create hesitation before implementation begins and can make the work appear more discretionary or restricted than the written policy supports, a pattern also documented in national survey research on teachers' responses to curricula restrictions (Woo et al., 2023). Knowing the policy means reading past the headline and determining what the state has required, what it has authorized, what it has recommended, and where local curriculum decisions remain. That clarity gives districts a more durable starting point for deciding where Black History and Latin History already belong within required instruction and where additional curriculum or support may be needed.

Research, then, is not a preliminary literature review before the real implementation work begins. It is the first implementation decision. A district that understands its state policy can separate actual requirements from perceived restrictions and establish the academic foundation for the decisions that follow. Once that foundation is clear, the next problem is one of Synthesis: how to organize and map the people, events, ideas, and experiences represented across those expectations into a coherent course of study.

The ***Research Tool: Know Your State's Policy on Ethnic Studies*** is available in Appendix A, where districts can use the research tool to determine what their state has required, authorized, recommended, or left to local control and to establish the policy foundation for the curriculum and implementation decisions that follow.

Synthesis: Connecting the Dots

Knowing what the state requires is only the beginning. The next problem is coherence. A curriculum can include Black History and Latin History and still leave students with a fragmented understanding if those histories appear only as isolated people, commemorative months, or disconnected episodes (Banks, 1989; Brown & Brown, 2010). Synthesis asks a different question: how do the people, institutions, movements, ideas, and experiences within American History fit together in a way that helps students understand the nation as a whole?

BH365 describes this work as Connecting the Dots. The phrase is simple, but the curricular problem is not. Students need to see how slavery connects to law, economics, geography, citizenship, migration, culture, resistance, and political development; how Reconstruction connects to later struggles over rights and representation; and how Latin American histories intersect with U.S. expansion, labor, migration, diplomacy, and identity. These relationships have to develop across time and become embedded within the course, shaping its content and instruction as implementation deepens.

That approach reflects the intentional design of the BH365 curriculum. Dr. Milton, its chief author, uses the metaphor of Black history being "inside the stadium" to challenge its treatment as peripheral to the broader American narrative. The curriculum therefore positions Black History and Latin History within the central chronology and development of the United States, where people, institutions, movements, experiences, and historical developments are examined as integral parts of the nation's history, not as separate or supplemental content.

That authorial intent became evident during this study and was structurally expressed through the development of the eight BH365 inquiry lenses—Origins, Systems, Freedom, Community, Justice, Economics, Influence, and Place. These lenses form the conceptual backbone of the BH365 curriculum and are a defining feature of its curricular architecture. They provide more than categories for organizing historical content. They establish a recurring conceptual structure through which students can examine people, events, institutions, movements, and historical developments across time, grade levels, and courses. The same concepts



can therefore be encountered with increasing depth and complexity as students progress through school, allowing learning to build coherently across grade levels instead of being experienced as disconnected topics or isolated historical events (Bruner, 1960).

The lenses also guide the architecture of the BH365 National and State Crosswalks. Vertically, the eight concepts cascade across grade levels as historical knowledge, inquiry, and analysis increase in complexity. Horizontally, they connect BH365 content within a grade or course to standards, units of study, pacing, instructional priorities, and assessment. This creates continuity between what students encounter over time and what teachers are responsible for teaching within a particular course. The strength of that structure lies in its coherence. A district is not simply locating individual Black History or Latin History topics within disjointed standards. It is able to trace recurring historical concepts across its instructional program and examine how those concepts develop, intersect, and contribute to a fuller understanding of American History.

This study found that the BH365 National Crosswalk provides the structure through which that lens-based architecture can be mapped across K–8 Social Studies and high-school United States History. The State Crosswalks extend the same architecture into specific state contexts by examining how the eight lenses and corresponding BH365 Black History and Latin History content align with state standards, instructional priorities, courses, and grade-level expectations. The result is a documented line of connection from the organizing concepts of the BH365 curriculum to the standards and instructional structures districts are responsible for teaching.

The ***Synthesis Tool: Connect and Map the Curriculum*** is available in Appendix B, where districts can use the eight inquiry lenses and BH365 National and State Crosswalks to examine how curriculum is organized, aligned, and mapped within their instructional program.



Guidance: Audit Before You Act

The need for Guidance emerged directly from the qualitative evidence examined in this study. Interviews with BH365 leadership and district personnel identified course placement, professional learning, internal ownership, scheduling, staffing, and student access as conditions shaping what happened after the curriculum was adopted. In one district, BH365 curriculum had been deliberately selected, funded, supported through professional learning, and incorporated into the academic program, yet course structure and counseling practices sharply limited the number of students who could access it. Purchasing records could establish where the curriculum entered an organization, but they could not establish where it was placed, how consistently it was taught, or which students ultimately experienced it. The finding was clear: purchase is not placement, and placement is not enrollment.

That finding is consistent with a broader body of curriculum research distinguishing written or intended curriculum from enacted curriculum. Remillard (2018) describes curriculum materials as representations of intended instructional activity that are interpreted as teachers use them in practice. The Council of Chief State School Officers' Survey of Enacted Curriculum project similarly demonstrated the value of collecting systematic evidence about what is actually taught and comparing it with standards and intended curriculum (Blank et al., 2001). Research by Kurz et al. (2010) further examined intended, planned, and enacted curriculum as distinct sources of evidence in studying alignment and students' opportunity to learn.

Together, this literature supports a central premise of Guidance: the presence of content in curriculum documents does not establish its presence in classroom experience.

The District Curriculum Audit was developed during this study to address that problem as the operational tool for Guidance within the BH365 Policy-to-Practice Bridge. The Audit begins by examining the written curriculum, including standards, curriculum maps, scope and sequence, course documents, unit plans, and adopted materials, and then examines the enacted curriculum to determine what educators are actually teaching and what students are experiencing. The comparison is diagnostic. If representative content is absent from the written curriculum, the evidence points toward curriculum placement or infusion. If the content is formally present but inconsistently enacted, the problem may involve professional learning, instructional support, time, or implementation. If a course exists but students cannot readily access it, course placement, scheduling, credit, or counseling practices become part of the diagnosis (Tyson, 2011). The Audit is therefore designed to locate where the distance to the classroom actually occurs before determining what response is warranted.

The Audit organizes that inquiry into four phases: audit the written curriculum, audit the enacted curriculum, design the infusion, and train the system. The first two phases establish the evidence. The third

uses that evidence to determine where Black History and Latin History content should be strengthened or placed. The fourth identifies the professional-learning and organizational conditions required to support that recommendation. This sequence matters because different gaps require different responses. Additional curriculum does not solve an enactment problem, and professional learning does not solve a course-access problem. The value of the Audit is its ability to distinguish those conditions before the district moves into implementation.

The ***Guidance Tool: Audit Your District/School Before You Act*** is available in Appendix C, where districts can use the four-phase District Curriculum Audit to compare written and enacted curriculum, identify where the distance to the classroom occurs, determine evidence-based curriculum placement, and establish the professional-learning and implementation needs that follow.



Implementation: Build the Capacity to Carry It Into Practice

The need for professional learning does not begin with the curriculum. It begins with the conditions under which the curriculum has to be implemented. Interviews conducted for this study identified several conditions that shaped whether adoption moved toward classroom practice: visible district commitment, internal ownership, protected time, educator readiness, continued support, and structures that allowed students to access the curriculum. Where those conditions were weak or uneven, implementation became more fragile. Where they were deliberately developed, professional learning served as a mechanism for building the capacity needed to carry the curriculum into practice.



The qualitative evidence also showed that implementation develops over time. In one adopting district, state legislation created the opening for year-round Black History instruction, a district committee was formed to study available curricula, and BH365 was subsequently selected. Initial professional learning, however, did not resolve every implementation challenge. Some educators who remained resistant after the initial training responded differently after later exposure to the curriculum and the broader professional-learning community. That evidence does not establish causation, but it reinforces a recurring finding from the interviews: educator learning and organizational adoption can require repeated exposure, reflection, reinforcement, and support rather than a single professional-development event (Darling-Hammond et al., 2017).

The quantitative record supports the conclusion that BH365 implementation activity extended beyond curriculum acquisition. From 2021 through 2026, BH365 documented 1,571 professional-learning participations across Textbook Facilitator Training, implementation check-ins, and tailored professional development, together with 6,829 educator and student participation in specialized implementation activities. These records do not establish implementation quality or impact, but they demonstrate sustained activity beyond curriculum distribution and into educator development, implementation support, and student-facing experiences.

The cases examined in this study also showed that the same professional-learning structure was not used across districts. Brooklyn North High Schools initially prepared 83 educators through Textbook Facilitator Training and later committed 34 teacher leaders to a two-day Training of Trainers. The significance of that sequence was the transfer of capacity: the district was developing educators who could extend onboarding and implementation support internally. That developing structure was followed by student-facing experiences representing at least 650 documented student participations. The pattern is consistent with Suhrheinrich's (2015) findings that locally developed trainers can prepare teachers, assess implementation, provide feedback, and maintain implementation skills over time.

Minneapolis Public Schools reflected a different implementation condition. Following preparation of 64 educators through K–12 Textbook Facilitator Training, the district continued its relationship with BH365 through implementation check-ins and tailored professional development, generating 80 additional professional-learning participations. Here, specialized curriculum expertise remained part of the implementation process as educators moved from initial preparation toward classroom use. That structure is consistent with Garet et al. (2001), who found stronger associations with teacher learning and classroom practice when professional development incorporated content focus, active learning, coherence, collective participation, and duration. Peoria Public School District 150, by contrast, expanded from initial facilitator training and implementation check-ins into a four-half-day *From Cultural Competence to Cultural Humility* series involving 302 participants. Its implementation response emphasized deeper reflection, feedback, and individualized development, an approach supported by Kraft et al.'s (2018) meta-analysis of teacher coaching.

Across the three cases, the central finding was fit. Brooklyn North developed internal capacity. Minneapolis sustained access to curriculum-specific expertise. Peoria moved toward deeper coaching.

The professional-learning response changed because the organizational conditions changed. The study therefore did not point toward one preferred implementation model. It indicated that professional learning functions most usefully when its structure corresponds to the capacity, needs, and implementation problem of the district.

Professional learning is part of BH365 curriculum adoption from the outset. District purchases have typically included complimentary onboarding through Textbook Facilitator Training, with implementation check-ins and tailored professional development delivered by BH365's instructional team. The Activation, Integration, and Demonstration architecture described below does not replace those



offerings. It organizes them according to the patterns observed across districts, so that the professional-learning structure a district selects corresponds to its capacity and implementation problem.

Those field patterns were formalized during this study as the Implementation capability of the BH365 Policy-to-Practice Bridge and organized through a professional-learning architecture of Activation, Integration, and Demonstration. Activation establishes the common foundation through educator onboarding, curriculum orientation, instructional resources, and initial preparation for classroom use. Integration reflects differences in district capacity through three approaches that emerged from the field: Internal Capacity-Building, Curriculum-Sustaining, and Intensive Coaching. These approaches are not levels of quality or success; they represent different responses to different organizational conditions. Demonstration completes the sequence by identifying evidence that implementation has become observable through educator practice, instructional artifacts, curriculum-connected student experiences, student access, leadership activity, and continued implementation evidence.

This distinction is important because implementation cannot be inferred from adoption or training participation alone (Fixsen et al., 2005). Guidance can identify the gap and recommend the placement, but Implementation must establish who owns the work, what professional-learning structure fits the need, what support must continue, and what evidence will show that the curriculum is actually reaching educators and students. Implementation is where the bridge either holds or fails.

The ***Implementation Tool: Professional Learning that Builds Capacity*** is available in Appendix D, where districts can determine the capacity, support, professional-learning structure, and evidence needed to carry recommended curriculum placement into sustained classroom practice.



Enabling Environment: Sustain, Study, and Improve

The BH365 Policy-to-Practice Bridge does not end when the curriculum reaches the classroom. Its long-term strength depends on the broader environment of leadership, policy, community, research, relationships, and shared responsibility that surrounds and sustains implementation. Standards, curriculum alignment, professional learning, and district implementation structures provide essential foundations, but lasting progress also depends on the conditions that allow those efforts to continue, deepen, and improve over time (Bryk et al., 2015; Irby, 2021).

These findings established the Enabling Environment as the fifth capability of the BH365 Policy-to-Practice Bridge. This environment extends beyond the school system itself. State education agencies, policymakers, curriculum specialists, superintendents, college/university leaders and professors, elected leaders, researchers, community leaders, advocates, and other partners all influence the conditions in which inclusive history education is understood, supported, implemented, and sustained. Their participation helps connect policy decisions, instructional priorities, public understanding, research, and local implementation.

Communities are equally important to this environment. Families, churches and faith communities, civic organizations, cultural institutions, and community-based organizations contribute knowledge, relationships, trust, continuity, and lived experience that schools cannot generate alone (Khalifa, 2018). Students move between classrooms, homes, neighborhoods, and communities, and each of these spaces can contribute to how history is understood and valued. An enabling environment recognizes that sustained implementation is strengthened when schools and communities share responsibility for supporting student learning and preserving the relationships that make that work possible (Green, 2017; Ishimaru, 2019).



SPOTLIGHT:

Brooklyn North High Schools | The BH365 Model in Practice

Establishing the Conditions for Implementation

Brooklyn North High Schools provides a strong case of implementation coherence across district leadership, professional learning, internal capacity development, and student demonstration. The district began using BH365 in 2020 within the decentralized decision-making structure of New York City Public Schools, where district leadership encouraged principals to expand African American history through course structures aligned with the needs of their schools, including standalone courses and integration within U.S. History, AP African American Studies, AP Seminar, and honors coursework. Before purchase, the BH365 text was reviewed by the NYC Department of Education's central textbook review unit, which approved it for purchase as both a textbook and a trade book.

District leadership approached the adoption as a response to an identified curricular gap. A former superintendent of Brooklyn North High Schools, who brought BH365 into the district, described the decision as "grounded in the importance of the work itself," noting that the curriculum filled a gap in existing instructional materials and that most school leaders received it with enthusiasm. That account aligns with the experience described by a Brooklyn North district leader, who observed that principals were already offering or developing African American history courses without a dedicated curriculum or textbook. The initial principal review provided further evidence of school-level receptivity.

According to district leadership, only one of the principals who reviewed the text before purchase raised concerns; the others responded favorably and recommended adoption. That receptivity translated into substantial school-level participation. According to a key Brooklyn North district leader, approximately 35 of the district's then-45 high schools purchased BH365. Viewed together, these perspectives from two levels of district leadership suggest that adoption was driven by an identified instructional need and reinforced by school-level demand. Within the Policy-to-Practice Bridge, these conditions establish an important foundation for moving curriculum from district decision-making into sustained implementation.

That approval created multiple pathways for schools to acquire and use the curriculum, including classroom instruction and library circulation. The initiative launched virtually during the pandemic with participation from a member of the New York State Board of Regents and a future NYCPS chancellor,



establishing visible leadership support at the outset. Sustained curriculum implementation depends heavily on district and school leaders who remain actively engaged in how curriculum is introduced, supported, strengthened through professional learning, and translated into authentic teaching and learning experiences.

Building Educator Readiness

With those leadership and organizational conditions established, the documented implementation record shows how adoption developed into a sustained structure for educator preparation, capacity-building, instructional support, and student learning. Across 2021–2024, that architecture began with educator readiness as its foundation, reflected in 83 documented Textbook Facilitator Training participations, where educators were prepared with the content knowledge, curriculum understanding, instructional resources, expectations, and practical guidance needed to begin implementing the curriculum with consistency and confidence. Eighteen ongoing implementation check-in participations then provided a structure for reinforcing that foundation as teachers moved into practice, creating continuity between initial preparation, instructional application, and the deeper levels of capacity development that followed.

Transferring Capacity Into the District

The next stage of the implementation architecture centered on transferring capacity into the district itself. Brooklyn North developed 34 teacher leaders through Training of Trainers, equivalent to approximately 41% of the facilitator-training participation count, preparing educators to extend BH365 onboarding and implementation support through local instructional leadership. This transfer of knowledge and responsibility created an internal mechanism for preparing additional educators, preserving curriculum knowledge, and sustaining implementation across successive school years. The evidence illustrates a central feature of the BH365 model: professional learning functions as a capacity-building mechanism through which districts develop the people, knowledge, and leadership structures required to carry curriculum implementation forward locally.

Connecting Professional Learning to Student Demonstration

That developing educator capacity created a direct pathway into student teaching and learning. BH365 provided project-development support for 29 educators, helping teachers translate curriculum learning into student work that could be developed, presented, and shared. The implementation progressed into a 90-participant Project Exposition, a districtwide Virtual Juneteenth Celebration involving 400 students, and a Barclays Center Juneteenth experience involving 250 students. These culminating experiences make the implementation pathway visible at the student level by connecting educator preparation and instructional application with opportunities for students to interpret content, produce work, communicate their learning, and participate in shared public experiences. The Brooklyn North case establishes a clear throughline from adult learning to student experience, illustrating how professional learning can function as an operational bridge between curriculum adoption and observable student engagement.



Sustaining the Implementation Cycle

To continue the momentum established through educator preparation, teacher-leader development, and student culminating experiences, Brooklyn North leadership incorporates annual review into its implementation cycle. Interviews with district personnel indicate that this process is used to examine curriculum use across participating schools, identify current instructional needs, and determine where educators would benefit from refresher professional learning, technical assistance, or additional implementation support. This recurring review has helped shape the pattern of continued training documented throughout the partnership and provides a structured basis for sustaining implementation as staffing, instructional priorities, and school-level needs evolve.

That cycle will continue during the 2026–2027 school year through planned BH365 implementation check-ins and continued professional-learning support. Together, these activities extend the Brooklyn North implementation cycle by using evidence from current practice to inform subsequent professional learning, technical assistance, curriculum planning, and district-level decision-making.

Local Context Shapes BH365 Curriculum Development

Many schools that adopted the curriculum continue to use it six years later. The sustained relationship generated information about emerging instructional needs within the district. Brooklyn North leadership encouraged BH365 to develop a broader collection of texts that schools could use independently or combine within an Ethnic Studies course according to local context. The district's substantial population of students with Caribbean heritage contributed to growing interest among principals in a dedicated Caribbean history resource. In response to this

identified need, BH365 is currently developing a Caribbean History textbook scheduled for public release in 2027. Sustained implementation can therefore generate actionable evidence that informs curriculum development itself.

The Brooklyn North experience reflects a reciprocal relationship between district implementation and curriculum development. Student demographics, educator experience, and district priorities provide evidence of emerging instructional needs, while BH365 uses that evidence to expand the resources available to schools. Implementation becomes a source of continuous learning that can shape future curriculum development and strengthen alignment between instructional resources and the communities they are designed to serve.

> **"So many of our kids are either Caribbean background or have parents who are Caribbean… [Principals know] they have the students in their schools that most likely would be attracted to a course on Caribbean history or Caribbean culture. And there's no book out there for that."**
>
> — District leader, Brooklyn North High Schools, NYCPS

The Policy-to-Practice Bridge

The analytical significance of Brooklyn North lies in what the case reveals about the conditions required for policy to reach classroom practice and remain active over time. The district's sustained commitment gave policy direction an organizational pathway through leadership, school-level participation, educator preparation, and continued review, while BH365 fortified that pathway with the curriculum, professional learning, capacity-building, technical assistance, and implementation structures needed to support enactment.

Viewed together, the evidence positions the Policy-to-Practice Bridge as a shared implementation process in which district commitment creates the conditions for transfer and BH365 provides the infrastructure that helps carry that commitment into sustained instructional practice. Brooklyn North offers an illustrative course of action for districts seeking to move policy into practice: establish leadership ownership, prepare educators for implementation, develop local capacity to sustain the work, create opportunities for students to demonstrate learning, and institutionalize an evidence-informed implementation cycle that continuously strengthens practice, expands capacity, and keeps policy connected to student learning.



Advancing the Evidence Base Through Longitudinal Study

The Brooklyn North case demonstrates the value of examining policy-to-practice implementation across time, organizational levels, and stages of development. The next phase of the BH365 Policy-to-Practice Bridge therefore becomes a shared undertaking through the planned 2026–2029 longitudinal study. Building from the current baseline and existing district experiences such as Brooklyn North High Schools, the study will examine how leadership, implementation practices, professional learning, institutional and community relationships, and evidence-informed decision-making develop over time and relate to leader, teacher, and student efficacy.

The longitudinal design will provide an opportunity to study how districts and their partners learn through implementation, build and preserve organizational capacity, respond to changing conditions, and use emerging evidence to strengthen practice. Following these processes across multiple years will allow the study to examine the relationships among policy, curriculum, leadership, professional learning, community participation, implementation, and student experience as they develop within different local contexts. In this way, the next phase extends the Policy-to-Practice Bridge from a documented implementation framework into a continuing research agenda focused on understanding how effective practice is developed, sustained, adapted, and strengthened over time.

BH365 extends an open invitation to individuals and organizations interested in strengthening the connection between education policy and classroom practice to express interest in participating in the planned 2026–2029 longitudinal study of the Policy-to-Practice Bridge for Ethnic Studies. Participants will contribute to a growing body of evidence examining how the conditions surrounding policy implementation interact and evolve across educational systems and communities. Information about the planned study and the formal process for expressing interest in participation are provided in Appendix E.



Closing the Distance

The expansion of Ethnic Studies policy across the country has settled one question while bringing another into sharper focus. In many states, expectations for students to encounter a fuller and more complete account of American history are already reflected in statute, standards, or approved courses. The challenge now centers on what it takes for districts to carry those expectations into classrooms and sustain them over time, including the infrastructure, capacity, and institutional commitment that implementation requires. Evidence from BH365's 2020–2026 field experience suggests that closing this distance requires a series of deliberate and connected decisions: understanding the policy, mapping the curriculum, examining what is actually taught, building educator and organizational capacity, and sustaining the conditions that allow implementation to continue. Taken together, these findings point toward a coherent implementation system in which policy, curriculum, professional learning, leadership, and evidence from practice work collectively to move educational intent into student experience.



Therefore, the BH365 Policy-to-Practice Bridge offers a working framework for organizing that process, grounded in evidence already visible across BH365's 2020–2026 field experience and positioned for continued examination through the planned 2026–2029 longitudinal study. This next phase also responds to a broader professional need identified by the National Council for the Social Studies, which has called for expanded access to Ethnic Studies curriculum resources, professional development, and educator support (National Council for the Social Studies, 2024).

Addressing that need will require continued study, shared learning, and participation across educational contexts. That work will continue through the planned 2026–2029 longitudinal study, extending the evidence base and providing an opportunity to examine how the BH365 Policy-to-Practice Bridge develops as implementation continues. Appendix E provides additional information about the study and participation process, while Appendix F situates the BH365 Policy-to-Practice Bridge within the broader research on evidence use, knowledge mobilization, and policy implementation and explains how the longitudinal study is designed to contribute to that growing body of work.

At the center of that work remains the student experience. BH365 itself began in a single fourth-grade classroom in Rochester, where a lesson intended to teach instead caused harm, and that origin remains an enduring measure for the work ahead. The ultimate test of Ethnic Studies policy is found in what students encounter in their classrooms, what educators are prepared to help them understand, and whether those experiences deepen students' understanding of history, themselves, and, as BH365 CEO Dr. Walter Milton, Jr. describes it, "who we really are."

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How to Use

the BH365 Policy-to-Practice Bridge Appendices

The following appendices translate the five capabilities of the BH365 Policy-to-Practice Bridge into practical tools for moving from policy to classroom practice. Begin with Appendix A: Research to establish the state policy foundation. Use Appendix B: Synthesis to connect and map curriculum to standards, courses, and instructional sequences. Appendix C: Guidance uses the District Curriculum Audit to compare written and enacted curriculum and determine what response should follow. Appendix D: Implementation helps identify the professional-learning and support approach needed to carry that recommendation into practice.

The tools are designed as a connected sequence, with the findings from each stage informing the next. They may also be revisited as policy, curriculum, leadership, staffing, or implementation conditions change. Appendix E: Enabling Environment extends the work by providing an open invitation to express interest in the planned 2026–2029 longitudinal study.



APPENDIX A

Research Tool: Know Your State's Policy on Ethnic Studies

Purpose: Establish what your state has required, authorized, recommended, or left to local control regarding Ethnic Studies with the objective of developing a documented policy foundation for the curriculum and implementation decisions that follow.

A.1. Start With the National Research Resource

Use the Committee of 100's national policy resource to identify state statutes, legislation, and content standards related to Ethnic Studies | Updated July 23, 2026

A fuller version of this tool with guidance and additional resources is available at ***BH365.org under "Whitepaper."***

A.2. State Policy Research Protocol

Research Question	Evidence to Examine	District Record
What has the state established?	SEA academic standards, statutes, approved courses, curriculum frameworks, statewide initiatives	Identify applicable policy, standard, framework, statute, or course
What authority does it carry?	Statutory language, SEA guidance, course approval language, curriculum-control provisions	Classify as required, authorized, recommended, approved, or locally determined
Where do Ethnic Studies appear?	Social Studies/History standards, course standards, statutes, frameworks, approved courses	Record grade bands, courses, standards/ codes, and requirements
Where are the existing curricular entry points?	Required K–8 Social Studies, U.S. History, American History, civics, geography, economics, and related courses	Identify courses and grade levels in which state expectations already occur
What requires further examination?	Comparison of policy expectations with current district curriculum	Record unresolved questions, apparent gaps, and areas requiring curriculum review

A.3. Research Stage Output:

What has our state established, what does that require or make possible for our district, and what curriculum and resources should we examine next?

A.4. BH365 Policy-to-Field Cross-Reference

Table A.4: BH365 Policy-to-Field Cross-Reference by State and Jurisdiction

This table cross-references Committee of 100's identification of jurisdictions with statutes requiring Ethnic Studies curriculum (Category 4) and/or academic standards that include Ethnic Studies (Category 5) with BH365's documented 2020–2026 organizational purchasing activity.

38 Policy/Standards Jurisdictions	37 BH365 Jurisdictions	30 Overlapping Jurisdictions	81.1% of BH365 Geographic Footprint

State / Jurisdiction	Category 4: Statute Requiring Ethnic Studies Curriculum	Category 5: Academic Standards Including Ethnic Studies	BH365 Documented Activity 2020–2026	Policy-to-Field Overlap
Alabama		x	x	x
Alaska				
Arizona		x		
Arkansas			x	
California	x	x	x	x
Colorado	x		x	x
Connecticut	x	x		
Delaware	x		x	x
Florida	x	x	x	x
Georgia		x	x	x
Hawaii				
Idaho		x		
Illinois	x		x	x
Indiana		x	x	x
Iowa			x	
Kansas			x	
Kentucky			x	
Louisiana		x	x	x
Maine	x		x	x
Maryland			x	
Massachusetts		x	x	x
Michigan		x	x	x
Minnesota		x	x	x
Mississippi				
Missouri		x	x	x

Montana				
Nebraska	x		x	x
Nevada	x	x	x	x
New Hampshire		x	x	x
New Jersey	x	x	x	x
New Mexico	x	x	x	x
New York		x	x	x
North Carolina	x	x	x	x
North Dakota				
Ohio	x		x	x
Oklahoma	x	x	x	x
Oregon	x	x	x	x
Pennsylvania			x	
Rhode Island	x	x		
South Carolina	x	x		
South Dakota		x		
Tennessee	x	x	x	x
Texas	x	x	x	x
Utah	x			
Vermont			x	
Virginia		x	x	x
Washington		x	x	x
West Virginia		x		
Wisconsin	x		x	x
Wyoming				
Washington, D.C.		x	x	x

Note. An "X" in Categories 4 or 5 reflects Committee of 100's 2023 classification of the jurisdiction. An "X" under BH365 Documented Activity reflects a documented organizational purchasing relationship in BH365's reconciled 2020–2026 records. Policy-to-Field Overlap identifies jurisdictions appearing in BH365's documented footprint and in at least one of Committee of 100's Categories 4 or 5. Thirty of BH365's 37 documented U.S. jurisdictions meet this criterion, representing 81.1% of BH365's geographic footprint; conversely, BH365 has documented activity in 78.9% of the 38 jurisdictions identified through Committee of 100 Categories 4 and 5.

Sources: Committee of 100. (2023). AAPI and Ethnic Studies Requirements for K-12 Students in America's Public Schools, Table 2, p. 16; BH365 reconciled organizational purchasing records, 2020–2026.

APPENDIX B

Synthesis Tool: Connect and Map the Curriculum

Purpose: Examine how existing standards and grade levels in Social Studies/History connect to BH365 curriculum with the objective of engaging students in an inclusive account of American History.

B.1. Start With the BH365 National & State Crosswalks

Use the BH365 National K-12 Crosswalk for United States History & Social Studies that horizontally and vertically articulates the standards students cover in grades K-12.

A fuller version of this tool with guidance and additional resources is available at ***BH365.org under "Whitepaper."***

B.2. Use the Eight BH365 Inquiry Lenses

Inquiry Lens	Curricular Focus	Essential Question
Origins	Beginnings, identity, cultural foundations, and historical roots	Who are the people, where does their history begin, and what cultures and identities shaped their development?
Systems	Laws, institutions, structures, and organized practices	What political, economic, legal, social, and geographic systems shaped their historical experience?
Freedom	Liberty, rights, resistance, agency, and self-determination	How have freedom, rights, citizenship, equality, and belonging developed and been contested?
Community	Families, institutions, relationships, organizations, and collective life	How have people organized, established institutions, built communities, and sustained identity?
Justice	Equality, rights, access, fairness, and the pursuit of change	How have individuals and communities exercised agency, pursued justice, and influenced civic and political life?
Economics	Labor, trade, resources, wealth, production, and economic systems	How have labor, markets, ownership, wealth, entrepreneurship, policy, and economic opportunity shaped their experience?
Influence	People, ideas, culture, organizations, and contributions	How have communities shaped cultural expression, representation, institutions, markets, and society?
Place	Geography, migration, settlement, region, movement, and location	How have geography, local context, migration, borders, and diaspora shaped historical experience and identity?

B.3. Synthesis Stage Output:

How do Black History and Latin History connect to the standards, courses, grade levels, and instructional sequences we already teach, and where should BH365 curriculum be mapped to strengthen that coherence?

APPENDIX C
Guidance Tool: Audit Your District/School Before You Act

Purpose: Examine what the district has formally established and what students are actually experiencing with the objective of identifying the distance between the written curriculum and the enacted curriculum so that the district's next action is based on district- and school-level evidence.

C.1. Start With the District Curriculum Audit

Below, use the BH365 District Curriculum Audit Tool to examine the written and enacted curriculum. For a complete curriculum audit, email Dr. Kris DeFilippis, Clinical Assistant Professor and Program Director of Educational Leadership at NYU Steinhardt.

Existing BH365 clients may click the QR code to complete the NYU survey, which supports an internal review of BH365 curriculum implementation, access, and use.

C.2. Four-Phase District Curriculum Audit

Phase	Audit Focus	Central Question	Intended Output
Phase 1: Audit the Written Curriculum	Examine standards, curriculum maps, scope and sequence, course documents, unit plans, and adopted materials	What is present on paper?	Written-curriculum findings
Phase 2: Audit the Enacted Curriculum	Examine what educators are actually teaching and what students are experiencing	What is actually being taught?	Written-to-enacted comparison
Phase 3: Design the Infusion	Use the evidence to determine where Black History and Latin History content should be strengthened or placed	What fills the gap?	Curriculum placement recommendation
Phase 4: Train the System	Identify the educator and organizational learning required to support the recommended placement	What will make it stick?	Professional-learning and implementation needs

C.3. Guidance Stage Output

What does the evidence reveal about the gap between our written and enacted curriculum, and what curriculum placement and professional-learning response should follow?

APPENDIX D
Implementation Tool: Professional Learning that Builds Capacity

Purpose: Determine what people, professional learning, leadership, time, and ongoing support are needed to carry that recommendation into classroom practice with the objective of selecting an implementation approach that matches the district's capacity and identified needs.

D.1. Start With the Guidance Recommendation

Use the BH365 Implementation Approach Tool to identify the professional learning, leadership, and ongoing support needed to carry the curriculum recommendation into sustained classroom practice.

A fuller version of this tool with guidance and additional resources is available at ***BH365.org under "Whitepaper."***

D.2. Select the Integration Approach

Integration Approach	Best Fit	Guiding Question	BH365 Support
Internal Capacity-Building	Districts prepared to develop their own teacher leaders or trainers	Do we have internal leaders who can be prepared to lead and sustain implementation?	Training of Trainers, facilitator development, internal implementation leadership
Curriculum-Sustaining	Districts that benefit from continued access to specialized BH365 curriculum expertise	Do our educators need continued access to BH365 curriculum expertise as implementation develops?	Ongoing check-ins, tailored professional learning, instructional support
Intensive Coaching	Districts requiring deeper, individualized support to build educator capacity and develop a sustained culture for Ethnic Studies	Do our educators or teams need individualized coaching, reflection, feedback, and extended development to strengthen Ethnic Studies practice?	Extended professional learning, reflection, assessment, feedback, and coaching

D.3. Implementation Stage Output:

What implementation approach will provide the people, professional learning, leadership, and ongoing support needed to carry our curriculum recommendation into sustained classroom practice?

APPENDIX E

Enabling Environment: Join the Three-Year Longitudinal Study

Purpose: BH365 invites individuals and organizations to express interest in the planned 2026–2029 longitudinal study of the Policy-to-Practice Bridge for Ethnic Studies.

E.1. About the Planned Study

The planned 2026–2029 longitudinal study will extend the baseline established in this Whitepaper by examining how the Bridge functions over time and across different educational and community contexts.

E.2. Express Interest in Participating

Information	What to Provide
Name	Full name
Title / Role	Your current role or relationship to the work
Organization / Affiliation	School district, school, college/university, organization, community group, church/faith community, or other affiliation, if applicable
City / State	Location
Email	Preferred email address
Phone	Optional contact number
Interest in the Study	Briefly describe why you are interested in participating in or contributing to the study
Connection to Ethnic Studies	Briefly describe your experience, involvement, interest, or perspective related to Ethnic Studies, curriculum, education, or community learning
Potential Area of Participation	Describe how you or your organization may be interested in contributing—for example, implementation experience, educator perspective, student perspective, family/ community perspective, research collaboration, leadership, or another area
Current or Planned Implementation	If applicable, briefly describe any current or planned Ethnic Studies, Black History, Latin History, or related curriculum work

E.3. Email the Lead Researcher:

Kris DeFilippis, Ed.D. | Clinical Assistant Professor and Program Director of Educational Leadership | Administration, Leadership, and Technology | NYU Steinhardt | kris.defilippis@nyu.edu

APPENDIX F
BH365's Contribution to a Growing Body of Research

F.1. Education.org and the Education Knowledge Bridge

Education.org focuses on strengthening the connection between evidence, education policy, and implementation. Its work addresses what it describes as the "knowing-doing gap"—the distance between what research and evidence make known and what ultimately reaches education systems, practitioners, and learners. In 2021, Education.org published *Calling for an Education Knowledge Bridge: A White Paper to Advance Evidence Use in Education,* proposing a stronger infrastructure for moving knowledge from research and evidence into policy and practice.

The Education Knowledge Bridge was developed from a substantial evidence base. Education.org conducted a critical comparison of how the education and health sectors use evidence, completed 80 interviews and informal discussions with leading global knowledge actors, developed case studies, and reviewed more than 45 organizations, 80 major reports, and eight collaborative knowledge initiatives in education. The resulting analysis identified the need for stronger connections among the production of knowledge, synthesis of evidence, development of usable guidance, implementation, and the conditions necessary to sustain evidence-informed practice (Education.org, 2021).

F.2. Recognition and Continued Relevance

The Education Knowledge Bridge has remained part of the broader international discussion on evidence use and knowledge mobilization in education. The Organisation for Economic Co-operation and Development (OECD) cited Education.org's work in its 2023 examination of research engagement, including its analysis of gaps in education evidence synthesis, and again in its 2025 research on knowledge mobilization and the organizations that connect research, policy, and practice (OECD, 2023, 2025). The United Nations Educational, Scientific and Cultural Organization (UNESCO) also includes *Calling for an Education Knowledge Bridge* among its resources supporting evidence-based education policy, planning, and implementation (UNESCO, n.d.).

F.3. From Conceptual Framework to BH365 Adaptation

The Education Knowledge Bridge provided the conceptual structure for organizing findings from BH365's documented 2020–2026 field experience. The present study adapts five interconnected capabilities—Research, Synthesis, Guidance, Implementation, and an Enabling Environment—to the specific challenge of moving Ethnic Studies policy and standards into district curriculum, professional learning, implementation systems, classroom instruction, and student experience. The resulting BH365 Policy-to-Practice Bridge for

Ethnic Studies operationalizes those capabilities through state policy research, National and State Crosswalks, curriculum auditing, differentiated professional learning and implementation support, and an enabling environment for continued study. Education.org therefore provides the conceptual foundation, while the BH365 Bridge represents the field-based adaptation developed through this study for the U.S. Ethnic Studies implementation context.

F.4. Extending the Research Through the 2026–2029 Longitudinal Study

The planned 2026–2029 longitudinal study represents the next phase of this work and is designed to contribute to the growing body of research on evidence use, knowledge mobilization, and policy implementation. By examining how the BH365 Policy-to-Practice Bridge functions over time across participating U.S. educational settings, the study will generate longitudinal evidence about how Research, Synthesis, Guidance, Implementation, and an Enabling Environment operate within differing district and community conditions. It will also examine how implementation practices, professional learning, leadership, institutional and community relationships, and continued evidence relate to leader, teacher, and student efficacy over time. In this way, the current Whitepaper establishes the field-based foundation, while the longitudinal study is designed to extend that foundation through continued systematic study of the movement from policy to classroom practice.


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