

The *RACE* in Greater Minnesota Project: Creating Capacity for Understanding Race

Summative Evaluation Report

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With assistance from Tony Williams
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Photograph 1. The installation of RACE at the Apache Mall in Rochester, Minnesota.

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Abstract

The *Expanding the Reach: Creating Capacity for Understanding RACE* project was funded through the Institute of Museum and Library Services' (IMLS) Museums for America program to develop site-specific programming to complement the development and installation of three small footprint exhibitions of *RACE: Are We So Different?* in three communities in Minnesota. The goal of the project was to prompt community conversations around topics of race, racism, equity, and the nation's history, as well as local histories concerning race. Our evaluation questions were: 1) What impact did having the RACE exhibit and associated program have on prompting conversation about race and racism, (a) within institutions and (b) within communities?; and (because we hoped this project would increase both the Science Museum's and local partners' capacities for engaging collectively in this work): 2) What supports did local organizations find valuable from SMM in developing their site-specific programming? Additionally, we were curious about: 3) In what ways did this collaboration lead to plans for sustained efforts around the exhibit and programming led by the local sites?

In our analysis, we found:

Finding 1. The RACE exhibitions and associated programs increased and improved conversations about race in greater Minnesota.

Finding 2. Project participants appreciated being able to host the exhibition locally, develop their own interventions through the micro-grant process, and work in partnership with the Science Museum.

Finding 3. The collaboration between communities, individuals, organizations and the Science Museum of Minnesota have strengthened the capacity for racial justice work within local organizations, as well as supported actions to reduce bias and oppression in local systems.

These findings, and the quality and variety of data that we drew from to make these conclusions, both reinforce the need for continued community conversations and collaborations around topics of race, racism, and equity, as well as support the internal and external efforts of the museum to become a better collaborative partner in complex social/educational initiatives in communities outside of our usual geographic sphere of influence.

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Introduction

The *Expanding the Reach: Creating Capacity for Understanding RACE* project was funded through the Institute of Museum and Library Services' (IMLS) Museums for America program to develop site-specific programming to complement the development and installation of three small footprint (~450 ft²) exhibitions of *RACE: Are We So Different?* in three communities in Minnesota. Together, the exhibitions and programming were designed with the hope of prompting community conversations around difficult-to-address topics of race, racism, equity, and the nation's history. Each community hosted the exhibition for at least six months and developed and participated in related programming as part of the project. The exhibition hosting organizations – the Hjemkomst Center in Moorhead, the Rochester Public Library and the Diversity Council in Rochester, and Minnesota West Community and Technical College in Worthington– coordinated with local program developers, led their own programming, welcomed their communities into the exhibition, and coordinated with the Science Museum in countless ways to ensure project success. A local advisory council in each community supported the work of the project through community connections, determining microgrant award criteria, and facilitating the localized work of the project. Additionally, the Science Museum of Minnesota (SMM) presented multi-day institutes about race with local leaders in each community representing the private sector, local government, community organizations, and more. This summative evaluation report shares broad findings from field notes, surveys, and interviews with project participants, as well as survey results from exhibition visitors.

Project Deliverables

This project supported the creation and distribution of three 450 ft² exhibitions based on the 5,000 ft² *RACE: Are We So Different?* Exhibition, that was developed at the Science Museum of Minnesota, but has traveled to over 50 museums and science centers nationally. Each of the three small footprint exhibitions is mostly drawn from successful components from the larger exhibition with one component of local content, crafted specifically for its hosting community. In order to support key local leaders who promote social and racial equity in their communities, as well as align with the networks of such leaders, we recruited, convened, and supported community advisory councils in Worthington, Moorhead, and Rochester. These advisory council met 3-4 times throughout the project and informed key decisions (e.g. microgrant awards).



Photograph 2. A small footprint exhibition in Worthington, MN.

The IDEAL Center at the Science Museum of Minnesota collaborated with local partners to host a Race Institute in each of the three communities, as well. A brief description of the institute, provided by the IDEAL Center, is excerpted here:

“Using the *RACE: Are We So Different?* exhibit as a starting place, the Race Institute will explore the complexities of race within communities through immersive, powerful, multi-sensory experiences. This is a challenging institute and will call on you to examine your own biases, reflect on your personal and professional practices, and make connections between these biases, practices, and civic engagement within your community. During this institute, we will focus content on the ways in which race and other aspects of identity are created, reinforced, and employed to perpetuate inequality... You will develop skills around seeing multiple perspectives, developing and maintaining norms, and fostering productive group behaviors.”

Based on advice from each hosting community's advisory council, race institutes invited many local stakeholders and change makers in their communities to attend, including administrators and educators from public school and higher educational institutions, local officials, representatives from key regional

employers, grassroots activists, students, and non-profit leaders. Race Institutes lasted 3 days and were attended by 51 participants. We intentionally designed the Race Institutes to include a spectrum of identities in order to spark community conversations about race.

The project awarded 19 microgrants to support the development of programming by local collaborators in the three communities, awards ranging from \$500 to \$3,000. This microgrant-funded work engaged community members in conversations about race through the development of videos and exhibition panels, as well as through opportunities to join workshops, book groups, performances, or field trips related to race. The project team contracted with community engagement consultants, *Coupla Capricorns*, to introduce the microgrant process and spark innovation around program development through Spark workshops in each community. See Appendix A for a list of the microgrants awarded at the time of this report.

A final project convening, to which all project participants were invited, took place in August 2019. The convening was designed, once again, by *Coupla Capricorns*, with the intention of bolstering support for project participants to continue to do work in their communities around race, racism, and racial justice.

Evaluation Questions

The project team had several goals in distributing the exhibitions and collaborating with local sites to host programming around race. These included the initial goals proposed in the original grant application: 1) utilizing a freely accessible exhibit and museum-led and supported programming to spark learning conversations about race and racism and 2) redistributing institutional resources in equitable ways to, as best as possible, center the needs of the community. Yet there were also emergent project values: encouraging broader understanding of and conversation about the consequences and impacts of racism and systemic oppression, and engaging participants in thinking about how race and affect the way they experience the world because of their relationships with systems of oppression and interpersonal racism. We created the evaluation questions to speak to the project goals; they are:

1. What impact did having the *RACE* exhibit and associated program have on prompting conversation about race and racism, (a) within institutions and (b) within communities?
2. What supports did local organizations find valuable from SMM in developing their site-specific programming?
 - a. In what ways did this collaboration lead to plans for sustained efforts around the exhibit and programming led by the local sites?

In order to evaluate our progress towards these project goals, evaluators completed a summative evaluation including some data from all aspects of the project. Additionally, because the project values informed the development of the project timelines, relationships, activities, and programming, as well as the evaluation methodology and analyses, evaluators completed some formative evaluation work to document and inform the community-based approach taken by the SMM project team.

Evaluation Methods

Fieldnotes, Participant Observation, and Archival Documents

Throughout the project, the evaluation team attended workshops, events, exhibitions, and other moments of programming while observing and taking fieldnotes (where appropriate) in an effort to understand more about the engagement of communities with the project and to contextualize our other results. Archival documents, such as Race Institute participants' end-of-day reflections, program flyers, and news reports were also used for contextualization. For more on the ethnographic approach taken by evaluators in this project, please see Appendix B.

Surveys

We did some limited post survey data collection with visitors to the *RACE* exhibition installations at the Apache Mall in Rochester, MN and the Hjemkomst Center in Moorhead, MN in November and December of 2018. In a summative evaluation of the larger *RACE: Are we so different?* exhibition at SMM in 2007, Korn et al. conducted fifty follow-up interviews with people a few weeks after they had visited the exhibition. Korn et al. shared that “most interviewees” had talked about discussing race or racism since visiting the exhibition and many encouraged others to see it. In order to see if the small footprint exhibitions were likely to have similar impacts within their communities, we collected 34 intercept surveys with adult visitors as they exited the exhibitions in Rochester and Moorhead, Minnesota.

In total, there were five Spark workshops led by *Coupla Capricorns* where project participants and SMM worked together to start thinking about ideas for micro-grant submissions. An online post survey was administered on an ongoing basis to project participants from October 20th, 2018 to March 13th, 2019; twenty-six responses were collected.

At the end of the project convening in August 2019, paper and digital convening experience surveys were administered to the participants who were present, and were sent electronically to participants who had left. Of 24 participants, we collected 21 survey responses.

At the end of the project, we sent online post experience surveys to ninety-one people who were directly involved in *Expanding our Reach*, representing participants from race institutes, our advisory council members in each community, collaborators at hosting institutions, and micro-grant awardees. There was a high response rate for online surveys (41%) with thirty-eight respondents during its administration from August 25th to September 6th, 2019.

Microgrant Reports

Nineteen microgrants were awarded during the Spring of 2019 and those funded reported holding workshops, reading circles, talks, art projects, and conversations in their communities that touched over 500 people directly, in addition to exhibit panels, video, resources, and art that will continue to be available to community members after the project. Eighteen of the nineteen awardees reported on their projects to the Science Museum by September, 2019. Of these, sixteen utilized the specific prompts sent to them by the project team; these responses are included in this report.

Interviews

The evaluation team conducted 29 interviews with project participants, and 9 interviews with community members not directly involved in the project to address each of the evaluation questions above. Interviews with participants were developed as journey maps, with some control of the course of the interview given over to participants. Interviews also attempted to capture concrete plans and/or dreams for future work with Worthington, Rochester, and Moorhead. The interview data from project participant supports the analysis in this report; the community member interview data has been used to support executive summaries about this project.

In order to conduct some formative evaluation of the community-engaged approach taken up by the SMM project team and external consultants *Coupla Capricorns*, evaluators conducted 9 interviews with project team members and engaged the team in reflection about the collaboration with both internal (SMM) and external partners.

More about our sampling and terms

We use several terms to refer to the audiences described above that we want to make sure feel clear throughout the report:

Project participants: Includes participants from Race Institutes, Spark workshops, advisory council members, collaborators at hosting institutions, and microgrant awardees. Anyone who was directly involved in the planning or implementation of the grant, as well as participants who engaged in deeper programming (Race Institutes). Overall, they had a deeper connection to the project.

Microgrant awardees: These include only people who were awarded a microgrant to do race-related project work in their communities. A specific subset of project participants.

Community members: People not connected to the project planning or implementation. People in the community who visited the exhibition or participated in programming and had a lighter connection to the project.

Understanding race-related conversations in three Minnesota communities

Community demographics

Project communities included Rochester, Worthington, and Moorhead, Minnesota, and were selected because of prior relationships with the Science Museum. School district leaders from Worthington had previously participated in the IDEAL Center's Race Institutes, we had some relationships with teachers in Fargo-Moorhead who had previously hosted Science Museum Educational Programming, and leaders from Rochester had been clamoring to get a permanent copy of the *RACE* exhibit ever since they hosted a full-scale copy in 2007.

It's important to note that though this project engaged similarly with three communities in Greater Minnesota, there was no "one size fits all" project plan that addressed all of the nuances of the complex social and political contexts we encountered. Worthington, Rochester, and Moorhead are vastly different communities in almost every way imaginable - size, demographics, economic drivers, racial inequality, and more. For example, in comparing the racial/ethnic diversity of each community to Greater Minnesota, Worthington is much more diverse than greater Minnesota, Rochester is slightly more diverse, and Moorhead has more people identifying as "white alone" (see Table 1; American Community Survey, 2017).

Table 1. 2017 Race/ethnicity demographics across Minnesota and in three communities*

	Minnesota State	Moorhead	Rochester	Worthington
White	81%	87%	76%	40%
Black or African	6%	3%	7%	7%
Asian	5%	1%	7%	10%
Hispanic or Latino	5%	5%	6%	41%
Two or more races	3%	2%	3%	1%
American Indian, Alaska Native	1%	1%	<1%	1%
Some other race	<1%	0%	<1%	0%

Native Hawaiian, Pacific Islander	0%	0%	0%	0%
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*Information presented in this table is from the American Community Survey, 2017.

The communities also have very different histories of immigration (see Table 2; American Community Survey, 2017):

Table 2. 2017 percentage of foreign-born people living in Minnesota, three communities *

	Minnesota State	Moorhead	Rochester	Worthington
Foreign-born population	8%	6%	14%	32%
Not naturalized citizens	50%	62%	53%	72%
Naturalized citizens	50%	38%	47%	28%

*Information presented in this table is from the American Community Survey, 2017.

Community dynamics

In order to understand the summative evaluation findings, and to be able to contextualize the interview responses, it may be helpful to know more about each community and about recent events that took place within the communities that were at the top of people’s minds as we spoke to them about the impact of the *RACE* exhibit and associated programming on conversations in their communities.

Rochester

Rochester is Minnesota's third-largest city (107,000), primarily built up around the Mayo Clinic, an internationally renowned hospital and destination medical center that employs around a third of the city (Mayo Clinic, 2016). The city (and the staff of this major employer) population is about 90% white, with much of its racial justice infrastructure within or orbiting around the clinic. Rochester has a large number of community organizations, and many of them articulate racial equity as a component of their work. Rochester Public Library, Mayo Clinic, and an organization called Diversity Council were one of the first locations to host the full-sized RACE exhibit in 2007, and were happy to welcome it again.

Waves of immigration to Rochester in the late 20th century have shaped the diversity of this city, which is a point of pride for most of the project participants we heard from, and includes Vietnamese, Hmong, Somali, Bosnian, East African, Mexican, Indian, and Chinese populations (McGill, 2004). Rochester has many supportive organizations that provide services for immigrant populations, such as the Intercultural Mutual Assistance Association, that reports that the most recent immigrant populations are from Iraq, Syria, and Myanmar (Steiner, 2019). The Mayo Clinic was also often cited in conversations as a driver of racial/ethnic diversity in Rochester.

In Rochester, many of our discussions around race circled back to the need for mitigation of racism in schools and among youth. Enrollment in Rochester Public Schools shows greater racial/ethnic diversity than the regional population; in October 2018, student enrollment by race/ethnicity was noted as follows: American Indian <1%, Asian 10%, Black 14%, Hawaiian <1%, Hispanic 10%, Multi-racial 6%, White 59%, with a total enrollment of 18,162 students (Rochester Public Schools, 2019). Recently, Rochester Public Schools were required to review their Student Behavior Handbook after a Title VI compliance review from the US Department of Education’s Office of Civil Rights found that their disciplinary actions disproportionately affected students of color (OCR, 2015). Specifically, the review found that in the

2013-2014 school year, black students comprised 13.7% of students in the district, but received 39.2% of disciplinary measures. (OCR, 2015). The OCR review resulted in the district implementing its positive behavior intervention system (PBIS) during the next school year, 2014-15. This system uses restorative justice methods, peer mediation, peer/faculty mentoring programs, restitution, and similar measures rather than the traditional discipline the district had been using.

Moorhead

Moorhead is the smaller of two cities that comprise the urban area of Fargo-Moorhead (160,000), a region that sits across the border between Minnesota and North Dakota. Although Moorhead is still about 90% white, there's been a growing proportion of people of color in the population for decades. At present, most of the racial equity infrastructure that exists there is located in local colleges and universities, along with a small number of community organizations. That said, racial justice capacity is in a continual state of growth.

Fargo-Moorhead has experienced an influx of recent immigration, driven in part by the refugee resettlement activities of Lutheran Social Services of North Dakota. Newer immigrants coming from Iraq, Sudan, Somalia, Ghana, Rwanda, and Pakistan, have joined settlers that have longer patterns of residence in the upper Midwest, from Scandinavian and European origins. Recent immigrants often move from Fargo to Moorhead due to the better social services in Minnesota, and this has created some racial and cultural tensions between the immigrants and the local population, which is largely white (Lussenhop, 2017). To diffuse these tensions, many groups, including some organizations represented by our micrograntees such as the YWCA (see Appendix A), as well as other groups (e.g. Narrative 4) are actively working within this community to diffuse racial and ethnic tensions and promote collective engagement across race.

Worthington

Worthington is a small prairie community (pop. 15,000), whose primary employer is its pork meatpacking plant, situated in Nobles County, the Minnesota county with the largest portion of its population coming from outside of Minnesota. Over 2,000 people in Worthington work in the JBS USA plant (JBS, 2019). This is a large portion of the city population of 13,247, making it an important contributor to the dynamics of the city (US Census Bureau, 2017). The majority of immigrants in Worthington are from Mexico and the Americas (Liuzzi, 2016). Even with almost 60% of its population identifying as being from groups we term non-white or people of color, most positions of institutional power in the community are still occupied by white people. As such, most of the racial equity leadership is happening at the grassroots, rather than institutional level. This presents both incredible challenges and incredible opportunities for racial justice work.

In Worthington, there was one notable event that respondents mentioned frequently. Students and businesses participated in a National “Day Without Immigrants” to protest President Donald Trump’s immigration policies (Baca, 2017). Students and employees protested by not attending work or school and local businesses stayed closed as a part of the protest. Students marched on a major local street during the school day (Baca, 2017).

Evaluation Results

Finding 1. The RACE exhibitions and associated programs increased and improved conversations about race in greater Minnesota.

Most community members reported that they felt more comfortable talking about race and racism after seeing the exhibition.

Almost two-thirds (62%) of visitors we surveyed after stopping at the exhibitions in Rochester and Moorhead shared that they would “participate more in conversations about race” and half reflected that they “felt more comfortable talking about power and privilege” (see Table 3). About half also noted that they had “more tools” to engage in conversations about race and racism, and two-fifths felt more comfortable overall “talking about race and racism”.

Table 3. “As a result of visiting the RACE exhibition...” (n=34)

	Agree	Somewhat agree	Somewhat disagree	Disagree
I think I will participate more in conversations about race, even if they are challenging.	62%	38%	-	-
I feel more comfortable talking about power and privilege.	50%	44%	3%	3%
I have more tools to facilitate conversations about race and racism.	47%	47%	3%	3%
I feel more comfortable talking about race and racism.	38%	56%	3%	3%

Project participants reported talking more about race than usual because of the project.

When we asked grant awardees, advisory council members, collaborators at host institutions, and workshop attendees, “Have you talked to other people about the *RACE* exhibit and/or programs happening because of the *Race in Greater Minnesota* (RiGMN) project?”, 97% (n=38) responded that they had. When asked, “How did the *RACE* exhibit and/or *Race in Greater Minnesota* (RiGMN) project impact how often you talk about race with others?”, 91% indicated that they spoke about it more often than they usually did (see Table 4).

Table 4. “How did the RACE exhibit and/or Race in Greater Minnesota project impact how often you talk about race with others?” (n=35)

Percentage of respondents	
Much more than usual	51%

A little more than usual	40%
No change	9%
A little less than usual	-
Much less than usual	-

Project participants reported talking to close to 700 community members about race.

We asked project participants who had indicated that they had had conversations to estimate about how many people they had spoken with about the *RACE* exhibition or project programs, using four pre-chosen response ranges. Over a third (36%) of the respondents indicated they had talked to between one and ten people, a quarter indicated they had spoken with 11-25 people, about one in five talked with 26-50 people, and one in five talked about the *RACE* exhibit and project programs with 51 or more people (see Table 5). If we add *just the minimum responses from the survey* to create an overall estimate of people reached by project participants, we come up with close to 700 people.

Table 5. "Approximately how many individuals did you talk to about the RACE exhibit and project programs?" (n=36)

	Number of respondents	Range of total people reached by respondents
1-10 people	13	13 - 130
11-25 people	9	99 - 225
26-50 people	6	156 - 300
51 or more people	8	408 or more
Minimum total people reached by survey respondents		676+
Minimum average people reached per respondent		18+

This was calculated by multiplying the number of respondents by the lowest number in each possible range, and then adding them together to come up with an estimate. If we average the minimum numbers reached by survey respondents, we also conclude that each project participant on average had conversations about race or racism with 18 or more other people during the project. Considering that only 41% of project participants responded to the online survey, the impact of project participants having conversations in their communities about race is likely to be much higher.

Most project participants talked about race with others either face-to-face or over the phone.

Table 6. “How did you talk about the RACE exhibition/programming with others?” (n=36*)

	Percentage of respondents
In person / over-the-phone	94%
By email or written communication	47%
Through social media	28%
Another way	17%

*Percentages add up to over 100%, because respondents could select more than one choice from the list of possibilities. Five people shared that they had used “another way” to communicate, as well, seeing more formal ways of presenting and sharing as falling under this category:

Responses from people who talked with others in “another way”. (n=5)

- We shared information about the *RACE* exhibit and our project with participants at our local International Festival and encouraged them to participate in the discussion through art activities and story-telling.
- I set up a booth at [my employer].
- Three of us gave an hour-long presentation to our coworkers on what the workshop was like and a few things we learned.
- As a part of my presentations.
- Flyers.

Most project participants shared that their personal growth through the project would lead to changes in their organizations or communities in the future.

When asked how their involvement with the project helped to address any racial, equity, or diversity initiatives in their organizations, most post experience survey respondents (54%) talked about their personal growth in understanding, confidence, or experience talking about race (see a selection of coded responses below; for the full set of responses, see Appendix C). Many of these responses credited the IDEAL center’s Race Institute for prompting a changed approach to participants’ work in community organizations. Almost half of the respondents (46%) shared different actions they or their organizations might take to change their work internally. Finally, one in five respondents (17%) shared that their organizations were inspired or supported in being able to reach more people than they had before around these topics, and one in ten respondents’ comments were more general and included under the theme “other comments”.

A selection of responses to the prompt “How has your involvement in this project helped to address any racial/equity/diversity initiatives within community organization(s) you work with?” (n=35*):

54% (19) Personal growth that will support community organizations

- Having training in how to have tough, honest conversations has helped facilitate those conversations, making for more open conversation. I see this impacting our organization in many ways, growing understanding and just talking more mindfully.*
- I have felt more empowered to bring up these topics. I used to do this, but I quit doing it to some extent because of the way others responded. I am glad I can reference this exhibit and workshop in conversations.
- It gave me a different point of view about the nature of race (racism before race) and help me get an understanding of how systems truly impact how we live.
- It has helped me see that there is quite a bit of "fakeequity" within the school district I work in. There is a lot of talk about equity and what needs to be done, but nothing usually gets done.

46% (16) Actions being taken within organizations because of their involvement

- Opened up communication and gave time and space to discuss needs that we might not have otherwise taken.
- As an ally, it's helped me see unknown racial biases that exist in our processes and help to advocate for change.*
- I work as a multicultural advisor. Being a part of the Race Institute provided me with the tools (background, language, how to improve group processes, etcetera) to talk about race with my peers in a constructive way. Providing these tools has allowed me to have more productive conversations.*

17% (6) Organizations or Individuals expanding who or how many are reached because of involvement

- We have pushed out into a regional collaboration around an initiative that was happening in our region only. We have had a great response!
- After attending the Race Institute, I volunteered to talk with [a youth group] about Native American history and myself as an enrolled tribal member... My colleagues and I worked in discussions about several stereotypes, one of which was portrayal of Native Americans in old western movies... I am now listed as a regional [advisor], so that I can have more discussions around race and the many stereotypes given to Native Americans. I'm also serving on a committee at my workplace to discuss homelessness with all staff. We are watching training videos [and] facilitating divisional discussion groups.*

11% (4) Other comments

- I was surprised and saddened about the amount of overt and non-overt racism still present in town politics.
- The *Race in Minnesota* project has made the topic relevant and given a platform and a base to work from.

Micro-grant awardees felt that the project provided opportunities to broaden and improve conversations about race and that more conversations within communities and organizations were planned and likely to occur.

Micro-grant awardees were asked to report about how conversations about race and racism may have changed since the *RACE* exhibition arrived at their town. Most respondents shared that conversations about race would continue or increase, and many went on to talk about the improvements in the quality of those conversations. For example, five respondents shared that a broader representation of the community

got involved with programming or the exhibition than may have been seen before at similar programming, four respondents wrote that community members had a more informed understanding of race and racism, and four shared that conversations were better because of the way that people were approaching them (for example, respondents reported fewer micro-aggressions, feeling more comfortable talking to unfamiliar people about the topic, etc...). See below for excerpted comments; the full list of responses is provided in Appendix C.

A selection of responses to the prompt “Have you noticed others having different conversations about race and racism than before the RACE exhibit came to your town?” (n=16*):

*Responses often fit more than one theme and are followed by an asterisk if they are coded into more than one category.

56% (9) Conversations about race will likely continue

- My students took their experience from the *RACE* Exhibit at [our location] and then went out to take their own photos. I challenged the kids to step outside their comfort zone, to meet and photograph people they did not know. They reported that they were afraid and timid at first, but afterwards found it exciting and fun meeting new people! Some said they feel they will now be more likely to talk to people they do not know, because of this positive experience. My students and I feel there is still work to be done. We believe, some of the older generation still living in [our area] have a harder time with acceptance and change. They come from a time when they lived through a different way of thinking and dealing with Race and Racism. We came to an agreement that it is difficult to change the minds of those who struggle with the acceptance of others, we can however do our best to continue to help educate those who hold biases or talk negatively about anyone. We can set good examples by being all inclusive and continue the conversation surrounding race and racism.*
- At the close of our sessions, individuals were encouraged to take with them what they saw, felt and learned to keep the conversation going in the community.
- I am noticing district level leadership being more intentional about how we address inequities and being more and more willing to make policy changes. Overall, I have hope that the presence of the *RACE* exhibit in [our town] has helped to make issues of racism more visible and less daunting to talk about.
- I am less shy about raising the topic and letting people know that not only am I aware of racism and bias, but I am committed to confronting it (in a good way).

44% (7) Community members developed a better understanding about race and racism

- My [college-level] class went to the [exhibit host location] on one of our class days (2 hours & 45 minutes) to check out the *RACE* Exhibit, which was planned by my... professor as we finished covering race as a biological concept. My professor also handed out sheets that expanded student's thinking and knowledge on race and racism.
- I have most certainly noticed different conversations about race. The people with whom I work seem to be more open to the social nature of racism and the reality of how deeply structures of oppression impact the day to day experiences of so many of our students. I've heard people say things like, “I went to the *RACE* Exhibit and WOW! I had no idea just how deep this problem is!” Or, “I thought racism was a thing of the past, but now I know better.” *
- Yes. The racism in [our town] was sad and surprising. It helped me and others see that we have a long way to go regarding our differences, especially about race and ethnicity.
- I do believe the *RACE* Exhibit and the work we did with our project has made a difference. For those who took time to see and experience the exhibit: the data, statistics, videos, interactive stations and photographs shared was an eye-opening experience for the visitors at [our location].*

44% (7) The ways community members engaged in conversations around race and racism improved

- Comments on the survey we conducted [after our microgrant project] express that people felt comfortable having conversations with others, even strangers, about race and racism. This is a change.
- The biggest change I have noticed has been with my ability/opportunity to partner with people and organizations I had previously had difficulty connecting and building trust with. I have noticed that most organizations target only their people group and, in the past, it has been difficult to connect and collaborate with them. Recently, I am noticing a change in that. They have been more open to connecting with me/us and to partnership opportunities. I don't know if that is because I have changed, or the situation has changed, or both. However, it is a sign of progress, that the work we are doing is reaching, connecting and growing our community closer to unity.
- We all work with people from all ethnicities, sexual orientations, and so forth, on a daily basis. It seems to me that we need to talk to each other about racism and bias and learn from each other together, in a safe and secure environment.

31% (5) A broad demographic of the community seemed to engage in the programming and exhibition

- I will say that I was impressed by the efforts of [our] students to attend an event that was semi-political and talk about race and racism; something that is often avoided. A large portion of our audience were white students, a population that was a minority in the few events that revolved around politics or racism. I truly believe that the ethics workshop was a big step forward into integrating talks on race and racism within a secluded health sciences university.
- This microgrant and partnership was a boost to spur the committee on. We also attracted new committee members through the events you made it possible for us to hold.

13% (2) No perceived changes in conversations around race or racism

- Not yet, but I imagine change is on the horizon!
- We haven't noticed any discernible changes in the area since the *RACE* exhibit came here, but know too that things take time and that it's hard to know how the effects of the discussion surface over time.

Micro-grants impacted conversations in communities by providing multiple opportunities to engage.

In the micro-grant reports, awardees were asked to share “how did this project impact conversations about race and racism in your community?” Most awardees (56%) expressed excitement around the opportunities to have these conversations in their community - something that may not normally happen. A quarter of the respondents shared how important it was to learn about or hear directly from others about how racism has affected people in the community. Two respondents shared examples of how the experience will support taking positive actions around race and racism in their workplaces. Finally, two respondents shared stories or ideas that conflicted with the explicitly anti-racist values of the project; one shared a concern about messaging inclusion instead of talking about the negative aspects of racism and another shared the idea that color does not matter in interactions between people who are different from one another. Although these responses differ from the perspectives shared by other participants, it is important to note that even with the high level of engagement and participation in this project as a microgrant awardee, participants are at different places in terms of incorporating anti-racist ideas into their perspectives. And regardless of perspective, these responses indicate the success on the overall outcomes of the project – that folks in these communities are prompted to have conversations about race and racism, and that local organizations are supported in new/additional

ways. Below are excerpts from the full responses; complete responses to the prompt can be found in Appendix B.

A selection of responses to “How did this project impact conversations about race and racism in your community?” (n=16*):

*Responses often fit more than one theme and are followed by an asterisk if they are coded into more than one category.

56% (9) The project provided opportunities to talk about race and racism

- The experience gave opportunity for people of various ethnic cultures to hear one another’s stories. Presenters eventually shared honestly their challenges and pains in confronting discrimination.*
- The one thing that sticks to mind is when the event was over and we, organizers, were commended for organizing an event that neither students or faculty has ever seen around campus before.
- A lot of kids didn’t expect to have an opportunity to talk about this topic and have authentic and open conversations about it in such a way. So, when they had the chance, they were very willing to talk. Our youth got to hear about race from their peers, which I think makes it easier for them to continue conversations about it themselves. Gives them not only a better understanding, but also [makes talking about race] less taboo.
- It impacted the race conversation in [our community] by creating a space to actually hold a conversation, to give community members the opportunity to ask questions and to listen to different viewpoints.

25% (4) The project supported the broader community in learning about and from people who have experienced race and racism in the community

- This project emphasized the importance of embracing and learning about one’s history and furthermore, how seemingly mundane rituals and processes such as folk music and culture have impacted the modern society we live in today. This challenged youth to understand how, for example, the East-African Krar instrument inspired the creation of the modern-day violin.
- It involved community members who may not typically be given a voice and an opportunity to speak about pressing issues on race, racism, mental health, and other factors in the community.*

13% (2) The project provided support for people to take action in their workplace

- Each of the participants has followed up to share that they intend to use the experiences and knowledge gained from the conversation in their work environment. Two of the participants were supervisors and oversee either programming for underrepresented communities or employees and shared the many ways in which they’ll be able to apply some of the skills. Most importantly, participants expressed that they see the importance of anti-racism training and identity development workshops.

13% (2) Two participants shared ideas and stories which may conflict with what the project intended for participants.

- Racism is still a difficult topic to address, when it is defined as such. However, when I suggest cultural inclusion or cultural cohesiveness, focusing more on the positive direction we want to go, people more readily embrace such topics. Focusing on the negative past seems to lead people to become angry, bitter and frustrated, on both sides of the spectrum. Both sides are tired of being judged as the “bad people”. This is not to erase or forget history, but rather to focus our minds on the hope that is ahead. When people are connected through positive interactions and have a unified vision of better together, meaningful relationships are developed. When these relationships become strong, vulnerability emerges and sensitive issues have opportunity to be not only addressed, but heard, respected and dealt with. When people genuinely care about one

another, they are willing to stand up and take action for worthy causes. When division is the focus, one side gets angry, the other side gets closed off and it's difficult to move forward. When unity is the focus, many more people are ready to climb on board and support the cause and volunteer services. I have had much more success in connecting and recruiting others by focusing on uniting cultures.

- As a lifetime resident of [our town], I shared the story about one of my childhood friends who was African-American and how we were very close, color didn't matter. People seemed surprised by this. It was hard for some people to imagine [our town] as a diverse city, back in the late 60's. I remember experiencing diversity as a child in a positive way, we were friends and that's all that mattered. Kids today say the same thing.

Project participants intended to have more conversations about race.

Project participants who attended Spark workshops led by *Coupla Capricorns* were asked how likely they were to have a conversation about race before and after the workshop. Most respondents reflected that they were either “somewhat likely” or “very likely” to have a conversation both before and after their experiences with the workshops, but there was still an increase in the number of respondents saying they were “very likely” to do so, from 73% to 88% afterwards (see Table 7).

Table 7. “How likely were you to have a conversation about race...?” (n=26)

	Before Workshop	After Workshop
Very likely	73%	88%
Somewhat likely	15%	8%
Neither likely nor unlikely	12%	4%
Somewhat unlikely	-	-
Not at all likely	-	-

Project participants who were interviewed were more varied in their perception of the impact of the Race exhibit on changing public discourse around race.

35% (10) of project participants felt that the exhibit created space for conversations, and that this was beneficial to the community

- And the voices that pulled these events together are voices that we've not experienced in the past, and they've taken some risk on in pulling together these voices, and holding these dialogues and talking about race and talking about privilege and talking about policy.
- It's been really amazing having these conversations and just hearing about the work and the passion that it'll bring to the things they're doing. It gives me hope for our world.

25% (7) of project participants felt that hosting the exhibit did not go far enough to shift the community conversation around race

- So, exercises like this, projects like this, definitely creates an awareness, but again, it don't solve the problem. But it's a great first step to start the dialogue. And then, go a little deeper.
- And so, I don't know if it's changed. I mean, the ways that we – it might have started the conversation, but I don't know if it's changed the way that we are as a community around these things.

14% (2) of project participants felt that SMM could have done more to spark conversation in the community

- There is an offer from the science museum that they would like to make available some additional companion funds to help support the moving costs, and to create variations of the closer-to-home panel. So, one of the criticisms, constructive criticisms, was it would have been nice if some of the data was a little closer to home, i.e. the community.

Finding 2. Project participants appreciated being able to host the exhibition locally, develop their own interventions through the micro-grant process, and work in partnership with the Science Museum.

Project participants felt “very supported” by the Science Museum of Minnesota to talk about race

When asked how well SMM supported participants to talk about race during the course of the project in the post experience survey, almost all (95%) responded that they felt either “very” or “somewhat” supported (see Table 8). One person responded that they felt “somewhat unsupported” and another indicated they felt “very unsupported”.

Table 8. “How well did the Science Museum of Minnesota support you to talk about race during this project?” (n=37*)

I felt...	Percentage of respondents
...very supported.	84%
...somewhat supported.	11%
...somewhat unsupported.	3%
...very unsupported.	3%

*Due to rounding, percentages add up to slightly above 100%.

We always want to better understand the context of more critical responses, so we explored how those who chose “unsupported” responded to other questions in the post experience survey. The person who gave the “somewhat unsupported” ranking indicated that they talked a little more than usual about race, that their involvement “opened up communication and gave time and space to discuss needs that we might not have otherwise taken” for their organization, and that their involvement consisted of a micro-grant award. The person who gave the “very unsupported” ranking was a member of an advisory council, provided one suggestion for how we could improve by giving “maybe just way more publicity” for the exhibition and programming, and shared, “I loved [the experience]. I learned a lot and I definitely want to be more involved!”.

Project participants had suggestions for tweaks to existing support structures and are hoping for additional community-based work like this

When asked for feedback on how SMM could improve the experience, two out of five respondents (38%) shared positive moments from their participation or offered no suggestions. Almost a third (31%) talked about various ideas, from SMM leveraging its resources to better support marketing efforts to tweaking the format of existent programming. About one in ten shared the need for more community-based work like this, another one in ten shared wanting support for continued networking around the topic, and two

respondents shared the desire for more interpersonal support during project meetings or events. The suggestions and comments are provided here in their entirety.

A selection of responses to the prompt “If you have any feedback for us on how we could improve the experience, please share here” (n=26):

38% (10) No suggestions

- I think that everything was executed perfectly!
- None, the experience was the most meaningful one I have had when talking about race.
- We had a great experience and are thrilled to hear the *RACE* exhibit will remain in Worthington as a permanent exhibit. It will be a great educational tool and will continue to help those who visit see the history of race in our region.

31% (8) Assorted ideas for changes to existing support approaches

- Maybe just way more publicity.
- Have the team from the cities spend more time in the community, so they can get a real sense of what this town is like.
- Having people on-site to lead the exhibit when there is a big group of people attending at the same time.
- We need to be better prepared to share the exhibit with others in the region. (e.g. programming guide, set-up and take down instructions, etc.).
- More of the decision makers in the community need to be involved.
- Written summary of the project.
- More communication between the advisory board with the exhibit hosting organization.

12% (3) More community-based work like this

- I'd love to see an expansion with more offerings to additional communities that may be struggling with changing communities.
- Have the workshop again in Fargo-Moorhead so more people can attend. Maybe cover a little more on race on the third day of the workshop before going on to class issues and/or keep discussion of race going till the end of the workshop.
- My only feedback is that I wish we could have a larger exhibit, and it would be lovely to offer the Race Institute to more community members.

12% (3) Topical learning community – support for extending relationships beyond project

- You did a great job! The only thing that comes to mind is having an online chat space for [project] participants to connect, collaborate openly and further our work together. However, thank you for the contact list, that helps!
- It would be nice to somehow stay connected locally with those who attended... create a local ongoing association?
- Build up local networks first before starting a statewide network. There were people from my community who I never met until the *RACE* celebration, and I work at one of the host sites! In my opinion, it would be more beneficial to me to know the people doing this work in my own community rather than communities across greater MN.

8% (2) More interpersonal support during project work, events

- I would have appreciated more ways to get to know people at the final weekend - maybe an activity where you have to speak to everyone and find out something about them? I am bad at "networking" but like talking to people. Having a reason to chat everyone up would have been helpful to me.

- There were some instances where the facilitators could have done more to address problematic statements/actions from other participants. There was a situation where an individual called out another participant's parent (who was not present), and was pointing aggressively at that person. I felt uncomfortable, and was waiting for the facilitators to intervene, since the individual was a powerful individual in the community. They didn't do anything about it, and I think they should have.

We also asked project participants during interviews about their experiences working directly with SMM as a collaborative partner. Interviewees were generally very positive about the role of SMM in convening challenging conversations and learning around race. Most interviewees stated that the project ushered in a transformational moment for them personally, that the project staff from the museum were authentically engaged with their community, and that SMM was a responsive and strong partner. The following are excerpted responses from these interviews:

55% (16) of project participants interviewed had something positive to say about the Science Museum as a partner.

- I can see you guys are genuine. I perceive you as genuine. I just really don't stick around, or I don't like to contribute to anything that I think would be predatory on disadvantaged populations or that would cause further harm. Because sometimes when people are trying to do good, they do harm because they just don't do it the right way. They do it – but I think the selection of the advisory board was great. It's very diverse and thoughtful. Yeah, it seems like genuine work, genuine interest.
- When I started going to the meetings for the science museum about the RACE exhibit, I was really tired. I said I don't know how long I can keep this up. Does every day have to be a fight? There's got to be a better way to look at this. That's what that seminar [Race Institute] did for me. It gave me another way to look at things. They probably don't know. They probably don't understand...I feel like you're stealing from me. I was able to say that. I don't think I could've said that at that time, in the moment when it's happening, without that seminar.
- But from my perspective, the collaboration with the science museum was phenomenal. I saw responsiveness, I saw willingness to be reflective, I saw resilience in regards to understanding some messaging and potential changes to the exhibit. I saw some nudging from the science museum staff to encourage us to think about it a little bit differently.
- I want to like, really commend the ways that the Science Museum has even tried to get out of the metro area of the central location and really try and tap into these areas. At least even if we're not having the conversations the ways that we need to, making people engage with it in some capacity and start having some of those conversations – so, I mean, I think that's – that's something to be proud of and something that I'm really glad that you guys were able to do.

20% (6) of project participants interviewed had some suggestions for how SMM could be a better partner

- I think that was important that you guys did have the advisory council, and then, tapped into the community partners. I think that those people should have been at the beginning ask for the process rather than towards the end.
- So here's one of the bummers is we wanted to keep using that play and once [the exhibit] left the community we were told we couldn't use it anymore.

Finding 3. The collaboration between communities, individuals, organizations and the Science Museum of Minnesota have strengthened the capacity for racial justice work within local organizations, as well as supported actions to reduce bias and oppression in local systems.

Microgrant awardees valued SMM’s organized opportunities and staff support during their collaborative relationship.

We asked microgrant awardees to share what supports from SMM were most helpful to them. Three collaborators shared that attending SMM-facilitated workshops and get-togethers, such as the kick-off and wrap-up celebrations, brainstorming workshops, or Race Institute, and having funding for microgrants were most helpful because they helped to build understanding and excitement about the goals of the project. Three also shared that having a collaborative relationship with the staff at SMM was helpful; they appreciated having a supportive “ally”, talking through ideas, getting suggestions around event planning, and having SMM staff attend their events, putting more personal time into relationships even when it was unexpected. Finally, two respondents shared that having the opportunity to pursue microgrants was the most helpful; one wrote about gaining confidence through this award and another shared the importance of having communities decide how best to approach issues around racial identity through these opportunities. A selection of their responses are found below, with complete responses available in Appendix C.

A selection of responses to, “What supports provided by the Science Museum were most helpful to you?” (n=16*):

*Responses often fit more than one theme and are followed by an asterisk if they are coded into more than one category.

35% (9) Financial support for direct community work by community members

- Funds that gave financial compensation to people who shared ethnic foods, panel presenters and moderator, photographer, and Native American and African drummers.
- The financial support was the most helpful, as it allowed us to include more youth in the project and expand our vision for youth engagement in discussions on race.
- By providing targeted funding, we were able to offer an opportunity for members to consider their own racial identity and how their identities can be perceived by others on a deeper level. In order to shift the climate of our culture around perceptions of race, conversations like this will be necessary.
- The confidence that I felt when the grant was awarded; it’s more forward than [our school district], who doesn’t exactly want to confront bias or racism in the schools in a transparent manner.

19% (5) Support from SMM staff

- We were grateful for the grant money in support of delivering this training. Communication has always been excellent as well.*
- The biggest support was when I had the opportunity to connect with [an SMM staff member]. When she came to visit [our community] and share what the Science Museum was doing and why, it really opened up my mind. It was also probably the first time I ever had an honest in-depth dialogue about racism. Having the opportunity to honestly express my thoughts and feelings, as well as really hear another story and sit and grapple with that in a genuine, non-judgmental setting, was very freeing as well as eye-opening. Having addressed those things BEFORE going into this project, was highly beneficial, because it helped me focus my attention on things I may have otherwise passed by. It led me to be more interested and willing to take part in other race discussions happening in our area. Through all of these discussions, my heart and sensitivity for those of other backgrounds, although I always thought I was sensitive and

inclusive, has become even more so due to greater awareness of my language and attitude, thinking I'm not part of the problem, but now, taking responsibility for a solution. The Race [Institute] discussions led by the Science Museum were also beneficial, but I believe that first conversation, being one-on-one, opened the door for more vulnerability and acceptance of my role and responsibility. This also led to more openness toward the following group Race [Institute] discussions.

- [One SMM staff member] is so supportive! It's so great to know that I have an ally and resource to tap into as I work to create more equitable educational spaces. Being able to support conversations about race with the suggestion that folks check out the RACE exhibit in town was also very powerful.*

19% (5) Meetings and workshops organized by SMM

- The training and workshops on how to talk about race were the most helpful. Secondly, the money for the microgrant. I was able to purchase an updated camcorder so now we will be able to completely document ...oral histories with quality footage we can use for research, education, and exhibits. Thank you!*
- The kick-off event provided by the Science Museum was helpful in setting the stage to understand and experience the exhibit. Also attending the last event and participating was helpful.
- It was very helpful to see the *RACE* exhibit first to examine what parts of the presentation were memorable and were able to elicit the most responses in people. We felt individual stories and experiences made the most impact and put real people into the minds of the artists and how race affects the way they make art.

SMM's ability to support direct financial and staff support were the most appreciated aspects of collaboration with the micro-grant awardees

We also asked awardees to reflect on the overall role that SMM played as a partner or collaborator, and heard similar responses as those shared above. Respondents shared that the financial (53%, n=15) and interpersonal (40%) support provided by the organization were the most important aspects of the collaboration. Interpersonal support included conversations with SMM staff and being able to reach out to them easily, being connected with additional resources through SMM staff locally and more globally, and SMM connecting local collaborators to each other and being respectful of process during collaborations. Other aspects of the collaboration that micro-grant awardees appreciated included attending workshops and trainings (33%), having access to the *RACE* exhibition (27%), and validating community work with youth on the topics of racism (13%). Their full responses are included in Appendix C and a selection of responses are included below.

A selection of responses to "Through this project, how has the Science Museum played a role as a collaborative partner or resource?" (n=15*):

53% (8) Financial support

- The fact that we were able to have access to the grant funding created a great sense of purpose to our overall goals. We have really wanted to create programming around issues of race, but funding these programs is a barrier for our organizations. Getting this grant has made this program possible.
- This year the role was only grant funds. We would welcome guidance in making the sharing of stories more impacting and promoting continued interaction and advocacy.
- As the funder of the grant.

40% (6) Interpersonal support from SMM staff

- The Science Museum played more of a role in being a resource to help launch the ... project. Staff were enthusiastic and supportive in our endeavors. However, collaboration of the ... project

was done more so by local individuals and organizations. The staff at the Science Museum did a great job connecting us with different people and opportunities to collaborate, both about the issues, as well as our projects to address the issues. The Science Museum staff also followed up well with our projects and took a genuine interest in what we are doing. They were respectful and understanding when our team had delays (specifically in finding a place to do programming when we found out the original place we were going to do it at was no longer available).

- As a collaborative partner and resource, the Science Museum sparked my inspiration of beginning racial conversations at a university where I felt like race and racism topics didn't belong. We've had several racial profiling incidents at our university and nothing seemed to be done to overcome them, so the Science Museum has played a huge role by offering resources, the exhibit for my university and students to utilize, and a workshop to brainstorm ideas for how to begin racial discussions at [our university].*

33% (5) Providing workshops and trainings for exploring race and racism

- Two of our staff received additional education by attending the Race Institute, and another two attending the *RACE* celebration. We learned new tools and connected with so many like-minded folks who are looking to make a change.
- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*

27% (4) Providing the RACE exhibition

- [Our] community needs additional partners to help us all deal with issues regarding race and racism. We were very fortunate to have the *RACE* Exhibit on display at [our location]. This opportunity opened the door for our citizens and others to see statistics and other meaningful information, pertinent to our community and its diverse population. Living in rural MN, we do not often receive such great opportunities as this. Thank you for choosing to partner with [us], we are grateful for this partnership and hope it can continue.*

13% (2) Validating community work on racism while supporting youth development

- Through this program, the Science Museum has validated our youth's work. A microgrant is a perfect way for us to practice what we preach by providing high support, high programming to our youth. We were able to hand this project over to our youth and have them make it what they wanted to. To empower youth is essential to their personal and professional development. Additionally, by recommending other funding sources, we hope to be able to continue this work into the summer and beyond!*

20% (3) Other (includes marketing support, being a partner, and the desire to do continued work in communities)

- After the final meeting, it seemed as though there is a want to continue these projects in our area of Minnesota.

Final convening attendees felt supported in continuing their work and valued the connections they forged at the convening with other project participants from across the state.

Because most of SMM's project work was done locally, in the greater Minnesota community, we seized an opportunity to bring together our project partners from around the state to foster connection, alignment, and collaboration. Working with *Coupla Capricorns*, a duo of powerful arts-based facilitators who had previously helped us to hold the Spark workshops in each of the three communities, we brought our partners from across the state together to build on their work with each other. The participants were a mix of members from our local Advisory Councils, micrograntees, and professional development institute

attendees. Overall, participants felt supported in their work by attending the convening. All participants (n=21) said it met all or some of expectations of support of their work. Three fifths said it met some of their expectations (57%) and two fifths (43%) said it met all of their expectations.

A selection of responses to the convening survey question “What will you carry with you from the convening moving forward in your work?” (n=21):

71% (17) of convening participants valued the connections and communities they’d made at the convening

- I will carry with me the connections that I made with the people in my community who also do this work. This was the first time I met many of the other groups doing projects in my city.
- The connections that were made with other grantees.
- Positive energy, new connections, questions and ideas to ponder, assignments, love, challenges, a renewed sense of hope, breathing exercises from masseuse.

14% (2) of convening participants reported feeling empowered after the convening

- Empowerment and purpose.

14% (2) of convening participants said they’d learned new techniques and ideas at the convening

- We will use many of the techniques and ideas that we had in our next Community and Race workshop in [our town].

During our interviews with project participants, many cited the critical role collaborations and supportive partnerships play in order to maintain and sustain the racial justice work in their communities.

These interviewees cited many additional collaborators/partners, besides SMM, that they had engaged with during the RiGMN project to support work around race/racial justice. The following are selected excerpts from these interviews:

55% (16) of project participants interviewed cited additional local collaborators/partners that they engaged with during the RiGMN project to support work around race/racial justice

- The RACE exhibit 100 percent developed my relationship with the _____ center, with the guys over there. They were already working with my supervisor ... but, for me, personally, I wasn't seeing a lot of them. Now, I'm giving a presentation there.
- What I loved about it was that [our school-serving organization] like said we're going to get people there. And one of the things that [other Race sites in RiGMN] said was a missed opportunity was that there weren't enough school children that were able to go see it. But we got them there.
- We brought [a foundation] board ... through the race exhibit to ... experience this policy conversation around race. That has subsequently informed some decisions and some opportunities to recruit different board members... We've seen in the past year ... community leaders are coming together and hosting ... some conversations about race.

14% (4) of interviewees noted that some local collaborators/partners needed to do more work to become better partners in racial equity

- And I was disappointed that maybe JBS maybe didn't make enough effort or they could have offered at least – and I shouldn't say – maybe they did go but maybe banishment as a couple of groups go together and see that. I think of course you're not going to expect the whole planet to go at once or whatever. But from the top down. Because JBS has changed dramatically within management. It's people of color that are from management and supervising positions.

- There might have been one or two people – particularly from the museum – and that's another thing I'll _____, too. I think the way that the museum – I think also, the museum needed some help. I don't know if they – I think it's important for them also to have those conversations about race.

Conclusions and Learnings for the Future

At the outset of this project, we had many questions about the role of our institution in informing challenging conversations through informal educational content in communities that are distant from the geographic context of the Museum. Would our presence be welcomed or dismissed? How could we prompt conversations around complex topics such as race and racism, not only through our exhibit design, but also through our deep engagement in communities?

Our project team designed a community-engaged approach that centered local collaborators at the outset of the project period, where they could inform project activities and decision-making. The reflections of the project team, and some interview responses by project participants revealed that we did not undertake this kind of collaboration early enough in the planning phase, nor fully enough to have an embedded collaborator in each community. Such an approach would more clearly support our efforts to engage in sustained relationship building with community members - providing resources more directly within the communities we are working with. Our learning for the future: secure enough resources to hire someone from the community to lead community engagement work; this will continue to decentralize the power of the museum and support someone from the community to do the closest relational work.

This project originated from a desire by the Museum to develop more locally-focused and collaboratively-produced exhibitions. Yet our interviews and surveys with project participants, most notably advisory council members, have revealed that collaborative exhibitions don't stop with the installation of the exhibit. Instead, they must include other resources such as transportation, so that we don't miss opportunities for participation by a wide array of community groups like churches, schools, and governmental and community-serving organizations. Also, they should include access to the broad expertise represented by museum staff, such as more supportive marketing and advertising assistance. Our learning for the future: build more resources into project budgets to support exhibit visits and special services to support the exhibition. Additionally, localization of exhibit components is key to a collaborative project undertaken with geographically distant communities: build in development time and resources to create more exhibit components that include local data and stories.

While we evaluated the experience of discrete aspects of the project (spark workshops, Race Institutes, exhibit experience, convening experience, etc.), we do not know about the relationship between these different possible engagements. Our learning for the future: focus on tracking exhibit visitors and triangulating their exhibit experience with participation in community-based programming and Race Institutes. Does participating in multiple spaces increase people's comfort in having conversations about race or even taking anti-racist actions?

Lastly, our project team planned for engagement with youth through the existing school partners that the Museum has in 2 of the 3 communities. This was not enough to engage youth in exhibit programming in a meaningful way. Many project participants noted the need for expanded engagement with youth in each of the communities, several noting this as a “missed opportunity.” Young people's experience with race and racial justice are different from older generations. They have many ideas that can often be overlooked by adults. Our learning for the future: to truly engage an *entire* community in conversation around such a complex topic as race and racism, particular effort must be made to structure the conversation to include youth so that they engage.

While these are areas for future work for SMM, evaluation findings noted in this report have confirmed our initial questions - that there is a role for SMM to play as a provider of engaging exhibition experiences in geographically distant communities, and that with careful and intentional planning undertaken with local community advisors, SMM can have an impact on conversations around challenging topics such as race and racism.

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Appendix A. List of micro-grant awards

In the fall and winter of 2018, the Science Museum of Minnesota (SMM) co-hosted one or two Spark Workshops in each of the three communities in order to explore possible local projects that could be funded through micro-grants. Attendees then submitted applications for funding, which were reviewed by the Advisory Councils in each community; a small group from SMM selected promising projects for funding (see Table 9).

Table 9. Microgrants awarded as of September 25, 2019.

Microgrant	City	Amount	Number of Participants
RACE: Are we so different? Circle Dialogues	Moorhead	\$1000	~50
Engage Thy Neighbor, Race Conversations		\$1000	36
CHIRA FM speakers		\$1000	15
Musical Bridges		\$1000	13
Clay County RACE Exhibition		\$1000	In progress
Clifford Canku Lecture		\$500	100+
History Harvest: Hidden Narratives - Marginalized Voices		\$500	5
Allies and Advocates Training	Rochester	\$1000	28
Ethics Workshop at the University of Minnesota Rochester		\$1000	25
Race Exhibit Field Trip for Native American Students		\$1000	21
In Our Skin Mini Documentary film		\$1000	~20
Talking Race: An Artist Discussion Series		\$1000	Not reported
A Good Time For The Truth Book Study		\$500	4+
Microaggressions, Mental Health, and Racial Equity		\$500	Not reported
Youth Engagement Project	Worthington	\$2700	16
Faces of Worthington		\$1000	150+
Humans of Worthington		\$1000	~40
Journey to America		\$1000	~35
Storytelling Project		\$1000	~40

Appendix B. Evaluation approach to working with communities

The following narrative is an example of how project evaluators worked with communities to capture the impacts and missed opportunities of the *Race in Greater Minnesota* project; it also expands on the interview, observational, and survey data from Worthington. We offer this as additional insight into how our evaluation approach sought to understand the community dynamics and demographics that shaped the work of this project, and the importance of key organizations in communities in greater Minnesota.

Field interviews conducted in Worthington in Spring and Summer of 2019 included speaking with day-time shift staff at the JBS USA meat processing plant. The interviews (n=5) included conversations with a Human Resources (HR) staff member and four full-time employees who work in the plant's processing floors. Two of the full-time employee interviews were conducted in Spanish and the other two in English. The diversity of the staff at the plant is reflective of the community in Worthington and is seen throughout the plant's administrative hallways by the inclusion of organizational mission and safety-related signage in 14 different languages. The latter was one of the primary reasons why the research team decided to conduct these interviews and visit the plant.

In addition, the company has for decades employed a significant number of the Worthington immigrant population across several generations. The research team felt that this would be an important contribution to the findings as it would provide insight directly from community members, as they experience the changes that relate to race, racism, and the overall sense of communal diversity. The visit to the plant included a guided tour by management that showcased the entire set of food processing procedures, from beginning to end. The plant tour and interviews were facilitated by the company's Human Resources staff and Community Relations Coordinator.

Staff Interviews and Plant Tour

The staff interviews were conducted in one of the main hallways of the administrative offices at JBS during the afternoon employee shift change. During this time, the company hosts what they call "Table Talks." These are regular company information distribution sessions where Human Resources or Community Relations staff offer employees important updates and general information regarding company happenings, as well as an opportunity for employees to ask questions. This interview format allowed us to casually witness everyday work situations and conversations among employees as they quickly raced through the crowded hallways. Some of the things we heard about were about timecards, overtime, lunch, adjusting or putting on their work gear, or simply walking over to the table set up and asking about what we were doing, then walking away in a rush either to go home or to start their shift.

Speaking with JBS employees about race and diversity issues in Worthington revealed both a positive optimistic attitude, as well as awareness of how the city has changed and what the future of the city may be like. These employees offered first-hand knowledge and perspectives from the many years that they've been living in the city. These conversations often included everyday reflective examples of the changes and needs these individuals encountered during their own initial transition to the city or as new employees of the company. For example, they talked about how basic needs like grocery stores and foods that were not initially available in town, but that through the years as they witnessed changes in the population make-up of the city, they'd begin to notice these changes reflected through the newly available ethnic products at local stores.

Some of the participants were also parents and offered examples of these changes through their observations at their children's schools, in terms of who was participating in school sports teams, special events and extracurricular activities. For the most part, these individuals felt that these changes were necessary and expected but others made references to how community population changes can also be complex and sometimes confusing. The latter included things like not being able to readily recognize where other people were from or having to generalize a group into a broad racial or ethnic category. This

was not expressed in a negative way but rather as a challenge to the changes happening in the city. Others noticed changes in the types of community cultural events and talked about how that was reflective of the type of changes taking place around diversity. When we asked directly about racism or what types of conversations were happening in town around the topic, participants maintained a strong positive stance and focused on the diversity of the city and sometimes firmly stating that there was no racism and that people lived in harmony. The latter is representative of how the JBS staff we talked to felt about the topic.

We toured the plant the day after employees shared their thoughts with us. It was led by one of the floor managers and followed a strict set of rules that included watching safety videos and wearing the appropriate assigned gear before entering the processing areas. This preparation was interrupted by an employee casually walking into the manager's office and asking, with a bit of broken English and strong accent, if he could have his shift changed because he didn't like it. This was an example of the easy-going communal feeling that was also captured during the interviews as employees were rushing through hallways, laughing, joking and yelling at each other, sometimes in different languages.

The tour of the plant was an essential piece in gaining additional understanding of the Worthington community, both past and present. The company, at each level within the processing floors, reflects what we heard from project partners about the diversity and changing face of the community. We heard this in different ways from plant employees and we witnessed it as we walked through the machinery, noise and the mounds of meat product. As diverse as employees are at JBS, the work area and the highly sophisticated work flow system serves almost as a type of unifier or maybe equalizer, as individuals along that system are a critical part in making the process as efficient as possible. It may be that JBS in Worthington is an unintentional model of what we heard city officials and formal project partners talk about in terms of striving towards fostering the continued development of a more diversely represented community at all levels of citizenship. These observations, in tandem with what we heard through the interviews, may suggest that perhaps race, racism and diversity conversations among community organizations that support and inform this type of community dialogue in cities like Worthington, could include first-hand experiences like the touring of local businesses, organizations, and other community gathering areas that are central and reflective of communities of interest.

Appendix C. Open-ended Responses

Project Participant Post Experience Survey Responses

In August, 2019, we recruited 91 project participants to respond to a post-experience survey and 35 people responded (see Methods section for more information). Below are the open-ended responses from this online survey.

“How has your involvement in this project helped to address any racial/equity/diversity initiatives within community organization(s) you work with?” (n=35*)

*Responses often fit more than one theme and are followed by an asterisk if they are coded into more than category.

54% (19) Personal growth that will support community organizations

- As an ally, it's helped me see unknown racial biases that exist in our processes and help to advocate for change.*
- I feel more comfortable taking a leadership role in discussions about race within my organization.*
- Having training in how to have tough, honest conversations has helped facilitate those conversations, making for more open conversation. I see this impacting our organization in many ways, growing understanding and just talking more mindfully.*
- The project gave me confidence when I have to address any racial/equity/diversity within my community and my workplace.*
- My experience with this project has allowed me to feel more comfortable while discussing diverse topics within the organizations I work.*
- I work as a multicultural advisor. Being a part of the Race Institute provided me with the tools (background, language, how to improve group processes, etcetera) to talk about race with my peers in a constructive way. Providing these tools has allowed me to have more productive conversations.*
- I find myself so much more aware of the various ways racism impacts systems and policies. This awareness comes out in my professional development offerings and how I deliver content. My coworkers will often come to me and ask to look over policies or curriculum to help see the layers they don't see. I believe our department is doing better work for all students, because of this awareness.*
- Given me the courage to have these conversations at work, and evaluate our services from an inclusive standpoint.*
- I loved it. I learned a lot and I definitely want to be more involved!*
- It has helped me recognize my role, as a caucasian, to better see and redirect how I address things. I used to say and do things, which in my mind, supported racial equality only to realize I was feeding the opposite. It was very eye-opening, that our hearts can be in the right place, yet our actions speak very differently to the very people we desire to include and have unity with. So to experience that, and talk about that with others outside of [the RACE exhibition], has led to good conversations and deeper understanding.*
- It helped me to grow my understanding of race and how to fight racism from happening.*
- Brought greater awareness to talking more about "tough" issues.
- Made me more aware of racial/equity/diversity issues. I look at situations differently.
- I am more aware of my own biases and how to combat them.
- I'm more self aware of looking for opportunities to discuss these topics and use skills learned.
- I have felt more empowered to bring up these topics. I used to do this, but I quit doing it to some extent because of the way others responded. I am glad I can reference this exhibit and workshop in conversations.

- It gave me a different point of view about the nature of race (racism before race) and help me get an understanding of how systems truly impact how we live.
- It has helped me see that there is quite a bit of "fakequity" within the school district I work in. There is a lot of talk about equity and what needs to be done, but nothing usually gets done.
- It has helped make me aware of the struggles of others.

46% (16) Actions being taken within organizations because of their involvement

- Opened up communication and gave time and space to discuss needs that we might not have otherwise taken.
- It's gotten groups together to talk about solutions.
- My hope is it has helped address the institutional racism that many organizations were not or chose not to be aware of.
- It brought an awareness to our schools/community and letting them know that it is okay to talk about race.
- I've been working at how I can make sure student organizations feel welcome to all.
- The board will begin reviewing policies with an equity lens. Changing our hiring practices. Discussions at every leadership team meeting.
- I have become more vocal about pointing out race/equity/diversity issues on social media posts, social media one-on-one conversations, and with people in person, including coworkers and family and friends. So far at work... we are working on equity issues to get [resources] into the hands of more people who use the Salvation Army for meals and who stay in shelters by doing outreach AT the Salvation Army, and also to find out from them more about what they need from us (this project has not started yet). We are also in the process of trying to change or update our policies to make them more equitable ... This was started before the Race workshop but we have doubled down after. We continually try to point out race, diversity, and equity issues when working on these projects with coworkers and to use some of the frameworks to break down these issues. We are trying to work on getting our admin/big bosses to look with a clear lens at race and equity issues regarding our public, and not to ignore or downplay issues or aim to "not see color". We are also trying to get our admin to specifically address race, diversity, and equity issues with untrained or undertrained security staff who deal with our public. This is hard.*
- After attending the Race Institute, I volunteered to talk with [a youth group] about Native American history and myself as an enrolled tribal member... My colleagues and I worked in discussions about several stereotypes, one of which was portrayal of Native Americans in old western movies... I am now listed as a regional [advisor], so that I can have more discussions around race and the many stereotypes given to Native Americans. I'm also serving on a committee at my workplace to discuss homelessness with all staff. We are watching training videos [and] facilitating divisional discussion groups.*
- As an ally, it's helped me see unknown racial biases that exist in our processes and help to advocate for change.*
- I feel more comfortable taking a leadership role in discussions about race within my organization.*
- Having training in how to have tough, honest conversations has helped facilitate those conversations, making for more open conversation. I see this impacting our organization in many ways, growing understanding and just talking more mindfully.*
- The project gave me confidence when I have to address any racial/equity/diversity within my community and my workplace.*
- My experience with this project has allowed me to feel more comfortable while discussing diverse topics within the organizations I work.*
- I work as a multicultural advisor. Being a part of the Race Institute provided me with the tools (background, language, how to improve group processes, etcetera) to talk about race with my

peers in a constructive way. Providing these tools has allowed me to have more productive conversations.*

- I find myself so much more aware of the various ways racism impacts systems and policies. This awareness comes out in my professional development offerings and how I deliver content. My coworkers will often come to me and ask to look over policies or curriculum to help see the layers they don't see. I believe our department is doing better work for all students, because of this awareness.*
- Given me the courage to have these conversations at work, and evaluate our services from an inclusive standpoint.*

17% (6) Organizations or Individuals expanding who or how many are reached because of involvement

- We have pushed out into a regional collaboration around an initiative that was happening in our region only. We have had a great response!
- Through the Institute, we were able to talk to a wide range of community members that we don't usually talk to.
- Being involved in the project and sharing our work with others in our community has been very rewarding. Our project opened up doors for discussion on topics that are not always easy to talk about. Many people are sensitive or don't have a place where they feel comfortable sharing about issues such as discrimination, prejudices, racism, etc... Being involved in this project and bringing others on board has made our community better. We can all continue to share and listen to one another; in doing so we can begin breaking down barriers. Hopefully, help those who have racial discrimination tendencies to see the common bonds we share and learn to be more accepting. We will continue to grow together as a more understanding community, sharing our thoughts and feelings on the topic of RACE.
- More conversation around race and racism is happening.

11% (4) Other comments

- I was surprised and saddened about the amount of overt and non-overt racism still present in town politics.
- The Race in Minnesota project has made the topic relevant and given a platform and a base to work from.
- Before I went through the training this summer, I was already in a position where I talked about race with others a lot. I feel having the exhibit on our campus this fall is very beneficial. I don't think enough time has passed yet to be able to say how it's helped us address initiatives yet.
- It helps to keep the issue in the forefront, as well as providing a foundation for understanding race in America.

Micro-grant Report Responses

Micro-grant awardees were required to fill out a short report describing their project, its reach, and what may have changed in their communities because of it (see Methods section for more information). Eighteen out of nineteen awardees responded by early September, 2019, and of these, sixteen filled in the report as requested. Open-ended responses are included in full below, unless they are featured in full in the body of the report. Because of the length of the comments, they are not always provided in full below emergent themes; sometimes they are provided here in their entirety without coding. However, we can provide excel data files of how coding was applied to each comment upon request and are happy to do so.

“After working on this microgrant project, have you noticed others having different conversations about race and racism than before the RACE exhibit came to your town? If so, be specific - what changes have you noticed in conversations between individuals or between organizations, or...?” (n=16)

- We haven't noticed any discernible changes in the area since the RACE exhibit came here, but know too that things take time and that it's hard to know how the effects of the discussion surface over time. I think the conversation deepened in relationship to how race and ethnicity affect and influence how artists create and develop their work. Having the community here understand that is important as we get ready for a large exhibition of Somali-Minnesotan contemporary artists who are creating challenging and meaningful art about what it means to be black and Muslim and somewhat villainized in Minnesota... We would love to do another discussion series then about race.
- People who are already concerned about racism may have been further equipped for conversations and confrontations. We are often proud of how well our community treats one another, so it is good to shake our complacency by having the presenters be honest about their struggles and hearing their opinions about how to improve relationships. Some of us are concerned about how racism may have played into three school referendum defeats.
- Not yet, but I imagine change is on the horizon!
- The biggest change I have noticed has been with my ability/opportunity to partner with people and organizations I had previously had difficulty connecting and building trust with. I have noticed that most organizations target only their people group and, in the past, it has been difficult to connect and collaborate with them. Recently, I am noticing a change in that. They have been more open to connecting with me/us and to partnership opportunities. I don't know if that is because I have changed, or the situation has changed, or both. However, it is a sign of progress, that the work we are doing is reaching, connecting and growing our community closer to unity.
- I have not noticed that much of a difference in others, but I noticed a difference in myself and in my organization. The team and I are much more conscious about the biases we may have when researching, writing, and planning exhibits. We are even going to be working these conversations into our strategic planning language so this type of work is ingrained in our day to day operations.
- After working on the microgrant project, we noticed that many of the youth that participated are more willing to open up and engage in difficult dialogue on social issues. Furthermore, we noticed how the youth were inspired by the various ways one can engage in race dialogue, whether it be peer-led discussion spaces or the arts.
- Unfortunately, my job takes up a lot of my week's time. I have not yet engaged with the participants again, although I do hope to in the near future. I have had multiple conversations with my co-facilitator and she has used some of the knowledge in her work in student council. Additionally, there were several people (teachers) who couldn't make it to the sessions and sharing materials and resources with them has helped them in their workplaces.
- We have heard more buzz about how Race is a social construct, and something that we need to address as a social problem. There seems to be growing concern in our current political climate

regarding discrimination, and more companies seem to be coming forward saying that they want to make-over their policies to be more inclusive of different cultures.

- We noticed that youth feel more confident in themselves and who they are. More specifically, we noticed that our project and workshops inspired many youth to further explore their identities and histories. Furthermore, this project cultivated a stronger community connection between youth and adult community members.
- [Our social justice committee] was reenergized by our involvement with the RACE exhibit. This microgrant and partnership was a boost to spur the committee on. We also attracted new committee members through the events you made it possible for us to hold. Comments on the survey we conducted express that people felt comfortable having conversations with others, even strangers, about race and racism. This is a change. At the close of our sessions, individuals were encouraged to take with them what they saw, felt and learned to keep the conversation going in the community.
- I can't say much about the city of Rochester as a whole, but I will say that I was impressed by the efforts of [our secondary] students to attend an event that was semi-political and talked about race and racism, something that is often avoided. A large portion of our audience were white students, a population that was a minority in the few events that revolved around politics or racism. My [college class] went to the public library on one of our [class] days (2 hours & 45 minutes) to check out the RACE Exhibit, which was planned by my... professor as we finished covering race as a biological concept. My professor also handed out sheets that expanded student's thinking and knowledge on race and racism. Aside from that, I truly believe that the ethics workshop was a big step forward into integrating talks on race and racism within a secluded health sciences university. As mentioned previously, [our club] will be continuing this event in the years to come with the support of [another local organization]. [Their] email is... in case you'd like to get in touch with them and follow up on progress over the years :).
- Mostly, I have noticed conversation between individuals shift. The shift I have noticed is not so much within what the content is, but how it is being delivered (i.e. some people have been trying to steer away from microaggressions).
- Because my work is so deeply rooted in equity and understanding issues of racism, I tend to swim in conversations about race and racism. Having said that, though, I have most certainly noticed different conversations about race. The people with whom I work seem to be more open to the social nature of racism and the reality of how deeply structures of oppression impact the day to day experiences of so many of our students. I've heard people say things like, "I went to the Race Exhibit and WOW! I had no idea just how deep this problem is!" Or, "I thought racism was a thing of the past, but now I know better." I am noticing district level leadership being more intentional about how we address inequities and being more and more willing to make policy changes. Over all, I have hope that the presence of the RACE exhibit in [our community] has helped to make issues of racism more visible and less daunting to talk about.
- Yes. The racism in [our community] was sad and surprising. It helped me and others see that we have a long way to go regarding our differences, especially about race and ethnicity. I am less shy about raising the topic and letting people know that not only am I aware of racism and bias, but I am committed to confronting it (in a good way). Conversations about [a major local employer] and about [our community's] Public Schools are still difficult, because they (the leadership) do not condone it, but when it is brought to light, they tend to shy away from discussing it because it is seen as negative. They seem to prefer to discuss if removed from the situation as this is a more positive way to discuss racism. To me, it seems to be skirting the issue. Yes, perhaps it happened, but we don't condone racism and lets talk about policies, activities and diversity and inclusion. Recently, [a local major employer] put out a management module about bias and how [they] doesn't tolerate it. Basically, here is a video showing the CEO and VP talking about the value of diversity, complete the module that is optional, and learn how to deal with your biases in a safe

and secure environment. Yet, we all work with people from all ethnicities, sexual orientations, and so forth, on a daily basis. It seems to me that we need to talk to each other about racism and bias and learn from each other together, in a safe and secure environment.

- I do believe the Race Exhibit and the work we did with our project has made a difference. For those who took time to see and experience the exhibit: the data, statistics, videos, interactive stations and photographs shared was an eye-opening experience for the visitors at [our location]. As a teacher, I participated first as part of a faculty tour, and then later took my students to see it with me. Faculty and students had many conversations from various points of view, sharing and learning from one another. My photography students had been learning about Wing Young Huie and his work in my class. After seeing the Race exhibit that included his black and white photos, they appreciated his work even more. My students took their experience from the Race Exhibit at [our location] and then went out to take their own photos. I challenged the kids to step outside their comfort zone, to meet and photograph people they did not know. They reported that they were afraid and timid at first, but afterwards found it exciting and fun meeting new people! Some said they feel they will now be more likely to talk to people they do not know, because of this positive experience. My students and I feel there is still work to be done. We believe, some of the older generation still living in Worthington have a harder time with acceptance and change. They come from a time when they lived through a different way of thinking and dealing with Race and Racism. We came to an agreement that it is difficult to change the minds of those who struggle with the acceptance of others, we can however do our best to continue to help educate those who hold biases or talk negatively about anyone. We can set good examples by being all inclusive and continue the conversation surrounding race and racism.
- While I don't live in [the community] and can't tell how the conversations are continuing in town, I have already been contacted by various communities across Minnesota and in Iowa saying they want to either create a similar project [to ours] and like the event I hosted. I'm actually going to be a panelist for an event hosted by [a local political party] who is looking to do a similar event to this Microgrant project. This project is sparking ideas in other communities.
THANK YOU!

"How did this project impact conversations about race and racism in your community?" (n=16)

- The experience gave opportunity for people of various ethnic cultures to hear one another's stories. Presents eventually shared honestly their challenges and pains in confronting discrimination. They also expressed gratitude for kindness and opportunities experienced in our community.
- It involved community members who may not typically be given a voice and an opportunity to speak about pressing issues on race, racism, mental health, and other factors in the community.
- This opened up the opportunity to speak at the [town's commission meeting]. The topic of cultural inclusion was addressed and how [our project] can practically meet that need. Leaders of [our community] network together to address our community's needs. I have since gotten connected with [another local organization] and we are collaborating to create programming for youth, as well as work opportunities for underserved young adults. The biggest impact of the project for me personally, is becoming more aware and sensitive to language, the social system & constructs, and the deeper needs & issues people have. Racism is still a difficult topic to address, when it is defined as such. However, when I suggest cultural inclusion or cultural cohesiveness, focusing more on the positive direction we want to go, people more readily embrace such topics. Focusing on the negative past seems to lead people to become angry, bitter and frustrated, on both sides of the spectrum. Both sides are tired of being judged as the "bad people". This is not to erase or forget history, but rather to focus our minds on the hope that is ahead. When people are connected through positive interactions and have a unified vision of better together, meaningful relationships are developed. When these relationships become strong, vulnerability emerges and

sensitive issues have opportunity to be not only addressed, but heard, respected and dealt with. When people genuinely care about one another, they are willing to stand up and take action for worthy causes. When division is the focus, one side gets angry, the other side gets closed off and it's difficult to move forward. When unity is the focus, many more people are ready to climb on board and support the cause and volunteer services. I have had much more success in connecting and recruiting others by focusing on uniting cultures. This project has opened up many conversations about racism, but more so when defined as cultural/ racial inclusion.

- This is just the start, so I don't think that we've made any major progress so far. But I do think it let people from these marginalized communities know that we are interested in their histories. We want to see the whole picture of [our county's] history, not just the Scandinavian and German histories. It is my hope that more people will come forward and share with us their objects and stories.
- The main purpose of this project was to empower students of color with the ability to articulate productive conversations on race. We believe this project has indeed empowered these youth in ways that will translate into how they understand race in relation to their experiences and in relation to greater societal and systemic issues.
- Each of the participants has followed up to share that they intend to use the experiences and knowledge gained from the conversation in their work environment. Two of the participants were supervisors and oversee either programming for underrepresented communities or employees and shared the many ways in which they'll be able to apply some of the skills. Most importantly, participants expressed that they see the importance of anti-racism training and identity development workshops.
- More than anything, this training gives people the tools that they need to intervene. One trainee, after attending the event, said she was very excited about "the idea of just standing next to someone. It's so simple. But I'm so excited, because I can do that!" Regarding impacting conversations, we know that the attendees will share what they've learned with others. Another attendee stated they had learned new ways to speak, redirect, and intervene when they witness a micro-aggression or even overt racism in a way that put the energy back on the person committing the offense, which made it feel easier to do.
- This project emphasized the importance of embracing and learning about one's history and furthermore, how seemingly mundane rituals and processes such as folk music and culture have impacted the modern society we live in today. This challenged youth to understand how, for example, the East-African Krar instrument inspired the creation of the modern-day violin.
- Through the press and events, we were able to convey to [our town] that the topic of race and racism in Minnesota is still an ongoing issue. By the event turnout, we deduced that there is still a strong interest in engaging more with the topic, but also looking at the topic through the experience of individuals who grapple with such experiences throughout their daily lives. It's hard to say whether this will be a sustainable discussion from an institutional perspective, but the personal stories left many people wanting to hear and share more.
- This project stimulated conversations about race and racism in our community. Our committee has been working in this area for a few years now, facilitating circle dialogues in various settings. Utilizing the RACE exhibit as the basis for dialogue was extremely impactful. The exhibit was a remarkable catalyst for conversation as there was much to see, read and learn and one or more things resonated with everyone it touched. Our dialogues were richer and thinking deepened because of the inclusion of the exhibit at our dialogues.
- The one thing that sticks to mind is when the event was over and we, organizers, were commended for organizing an event that neither students or faculty has ever seen around campus before. This event had a mix of politics, racism, and ethical decision making, and lead our audience to reflect upon their current knowledge of the United States treatment of people of color, as demonstrated by many of their reflection essays at the end of the event. This definitely opened

many doors for [our college] students and [our club] will continue to plan an improvised event in the following years, with the support of [our college's] Diversity ... Committee.

- A lot of kids didn't expect to have an opportunity to talk about this topic and have authentic and open conversations about it in such a way. So when they had the chance they were very willing to talk. Our youth got to hear about race from their peers which I think makes it easier for them to continue conversations about it themselves. Gives it not only a better understanding, but also less taboo.
- As previously mentioned, my turnout was very low, but I have a plan to try again at a more convenient time for teachers and administrators. Another positive outcome of this project is that it has caught the attention of district level leadership and they are reaching out to ask about the upcoming book study series so that they may participate. Leadership has also reached out to me to advise on other training opportunities and district wide policy changes. One of those changes is the development of an equity committee that is comprised of more district level decision makers so we can make more effective systems change.
- The students, all [Native American], interacted with [Native American], Black, White adults and a discussion about racism in general ensued. There was no discussion about racism in our community per se, though a few students talked about racism in their respective schools. It was lightly touched on and that suited the kids at this event just fine. One of the white adults, a doctor, is married to a man from Ghana and she said she faces racism every day. Very impactful.
- We had discussions on race ... Participants were able to share immigration stories with each other, while making a book. This allowed them a chance to share experiences and also narrate and illustrate personal stories in their book creations. Participants reluctant to share were told they could use it as a journal and sketchbook, if they preferred. We understood the importance of being sensitive to those who may be fearful of the possibility of ICE raids, sadly, after President Trump's recent action on immigration reform. As stories were shared, race and racism became part of the conversation. As a lifetime resident of [our town], I shared the story about one of my childhood friends who was African-American and how we were very close, color didn't matter. People seemed surprised by this. It was hard for some people to imagine [our town] as a diverse city, back in the late 60's. I remember experiencing diversity as a child in a positive way, we were friends and that's all that mattered. Kids today say the same thing.
- It impacted the race conversation in Worthington by creating a space to actually hold a conversation, to give community members the opportunity to ask questions and to listen to different viewpoints. It also allowed people the chance to socialize and talk to each other afterwards.

“What supports provided by the Science Museum were most helpful to you?” (n=16*)

*Some comments fall under more than one category; these are provided in full under each subheading and followed by an asterisk. These responses were shorter than those above, which is why we chose to include their coding in full below.

35% (9) Financial support for direct community work by community members

- Funds that gave financial compensation to people who shared ethnic foods, panel presenters and moderator, photographer, and Native American and African drummers.
- Grant funding was most helpful.
- The training and workshops on how to talk about race were the most helpful. Secondly, the money for the microgrant. I was able to purchase an updated camcorder so now we will be able to completely document these oral histories with quality footage we can use for research, education, and exhibits. Thank you!*
- The financial support was the most helpful, as it allowed us to include more youth in the project and expand our vision for youth engagement in discussions on race.

- This project could not have been possible without the microgrant from the Science Museum. The grant helped support purchasing of a few books, art materials, food, and stipends for both co-facilitators. Thank you SO much for providing this resource! I will be working on a manual for holding circles around race conversations and that project is born out of this experience!
- We were grateful for the grant money in support of delivering this training. Communication has always been excellent as well.*
- The financial support was important as it allowed youth and adult community members to engage in important discussions on race, history, and other social issues.
- By providing targeted funding, we were able to offer an opportunity for members to consider their own racial identity and how their identities can be perceived by others on a deeper level. In order to shift the climate of our culture around perceptions of race, conversations like this will be necessary.
- The confidence that I felt when the grant was awarded; it's more forward than [our school district], who doesn't exactly want to confront bias or racism in the schools in a transparent manner.

19% (5) Support from SMM staff

- We were grateful for the grant money in support of delivering this training. Communication has always been excellent as well.*
- The biggest support was when I had the opportunity to connect with [an SMM staff member]. When she came to visit [our community] and share what the Science Museum was doing and why, it really opened up my mind. It was also probably the first time I ever had an honest in-depth dialogue about racism. Having the opportunity to honestly express my thoughts and feelings, as well as really hear another story and sit and grapple with that in a genuine, non-judgmental setting, was very freeing as well as eye-opening. Having addressed those things BEFORE going into this project, was highly beneficial, because it helped me focus my attention on things I may have otherwise passed by. It led me to be more interested and willing to take part in other RACE discussions happening in our area. Through all of these discussions, my heart and sensitivity for those of other backgrounds, although I always thought I was sensitive and inclusive, has become even more so due to greater awareness of my language and attitude, thinking I'm not part of the problem, but now, taking responsibility for a solution. The RACE discussions led by the Science Museum were also beneficial, but I believe that first conversation, being one-on-one, opened the door for more vulnerability and acceptance of my role and responsibility. This also led to more openness toward the following group RACE discussions.
- [One SMM staff member] is so supportive! It's so great to know that I have an ally and resource to tap into as I work to create more equitable educational spaces. Being able to support conversations about race with the suggestion that folks check out the RACE exhibit in town was also very powerful.*
- [One SMM staff member] was an excellent source of support for our project. He had made several trips to [our community] over the course of the grant time-frame, to meet with us and assist as needed. He was very helpful every step of the way. He even surprised us when he attended the International Festival to see our display and project in action. We were very happy he took the time to join us to see the culmination of our work.
- Meeting with [an SMM staff member] to discuss event planning was very helpful. Of course, without the grant, all of this would not have been possible. VERY THANKFUL. Also, just simply being able to say that the Science Museum was behind this event was great credibility.

19% (5) Meetings and workshops organized by SMM

- The training and workshops on how to talk about race were the most helpful. Secondly, the money for the microgrant. I was able to purchase an updated camcorder so now we will be able to

completely document these oral histories with quality footage we can use for research, education, and exhibits. Thank you!*

- The kick off event provided by the Science Museum was helpful in setting the stage to understand and experience the exhibit. Also attending the last event and participating was helpful.
- The brainstorming workshop provided by the Science Museum sparked the idea of the ethics workshop that came about. During the workshop, provided by the Science Museum, I had the opportunity to sit along faculty and students to talk about how we can begin conversations about race and racism in our community, and the idea of an ethics workshop came about.
- It was very helpful to see the RACE exhibit first to examine what parts of the presentation were memorable and were able to elicit the most responses in people. We felt individual stories and experiences made the most impact and put real people into the minds of the artists and how race affects the way they make art.
- I am also eternally grateful for the opportunity to have participated in the RACE Institute in St. Paul. I cannot count the number of times this year I have used readings from the institute, or gone back to my notebook to reflect on my work or how to better leverage systemic change.*

“Through this project, how has the Science Museum played a role as a collaborative partner or resource?” (n=15*)

*Some comments fall under more than one category; these are provided in full under each subheading and followed by an asterisk. These responses were shorter than those above, which is why we chose to include their coding in full below.

53% (8) Financial support

- The fact that we were able to have access to the grant funding created a great sense of purpose to our overall goals. We have really wanted to create programming around issues of race, but funding these programs is a barrier for our organizations. Getting this grant has made this program possible.
- This year the role was only grant funds. We would welcome guidance in making the sharing of stories more impacting and promoting continued interaction and advocacy.
- As the funder of the grant.
- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*
- The Science Museum has played a huge role. Without the help and funding from the Science Museum and without the help of [an SMM staff member], I would not have been able to fund nor put together this event. I truly think that the Science Museum has been a huge resource for our community. Projects like this event would not have been possible due to very little funding in [our town] for community work.*
- Same as above. [From that response: “The training and workshops on how to talk about race were the most helpful. Secondly, the money for the microgrant. I was able to purchase an updated camcorder so now we will be able to completely document these oral histories with quality footage we can use for research, education, and exhibits. Thank you!”]*
- As a resource, the Science Museum has not only been supportive through financing the project, but in listening and validating our needs as a community. Because [our town] is located in a less visible part of Minnesota, it is important that outside organizations recognize our community and invest in our youth. [Same response for two of this person’s projects.]*
- I was able to tell the participatory adults how the RACE display would find a home in [our community], and how SMM provided grants to a number of community initiatives in [our town] about race and bias. And how SMM has provided this same opportunity to other communities in Minnesota. There were a lot of surprised faces and smiles!*

40% (6) *Interpersonal support from SMM staff (through conversations, attending events, providing additional connections to resources, connecting local collaborators to each other, or being respectful of process)*

- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*
- As a collaborative partner and resource, the Science Museum sparked my inspiration of beginning racial conversations at a university where I felt like race and racism topics didn't belong. We've had several racial profiling incidents at our university and nothing seemed to be done to overcome them, so the Science Museum has played a huge role by offering resources, the exhibit for my university and students to utilize, and a workshop to brainstorm ideas for how to begin racial discussions at [our university].*
- Through this program, the Science Museum has validated our youth's work. A microgrant is a perfect way for us to practice what we preach by providing high support, high programming to our youth. We were able to hand this project over to our youth and have them make it what they wanted to. To empower youth is essential to their personal and professional development. Additionally, by recommending other funding sources, we hope to be able to continue this work into the summer and beyond!*
- Again, knowing I could reach out to [an SMM staff member] with any questions was invaluable. The connections to others I have made through the RACE Institute have been so instrumental as I've been developing and navigating a new role within my district. Knowing that I am not alone in this work, and knowing that I can call on folks from the Science Museum has lifted me on many an overwhelming day.*
- The Science Museum has played a huge role. Without the help and funding from the Science Museum and without the help of [an SMM staff member], I would not have been able to fund nor put together this event. I truly think that the Science Museum has been a huge resource for our community. Projects like this event would not have been possible due to very little funding in [our town] for community work.*
- The Science Museum played more of a role in being a resource to help launch [our]project. Staff were enthusiastic and supportive in our endeavors. However, collaboration of [our] project was done more so by local individuals and organizations. The staff at the Science Museum did a great job connecting us with different people and opportunities to collaborate, both about the issues, as well as our projects to address the issues. The Science Museum staff also followed up well with our projects and took a genuine interest in what we are doing. They were respectful and understanding when our team had delays.

33% (5) *Providing workshops and trainings for exploring race and racism*

- Two of our staff received additional education by attending the RACE institute, and another two attending the RACE celebration. We learned new tools and connected with so many like-minded folks who are looking to make a change.
- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*
- As a collaborative partner and resource, the Science Museum sparked my inspiration of beginning racial conversations at a university where I felt like race and racism topics didn't belong. We've had several racial profiling incidents at our university and nothing seemed to be done to overcome them, so the Science Museum has played a huge role by offering resources, the exhibit for my university and students to utilize, and a workshop to brainstorm ideas for how to begin racial discussions at [our university].*

- Again, knowing I could reach out to [an SMM staff member] with any questions was invaluable. The connections to others I have made through the RACE Institute have been so instrumental as I've been developing and navigating a new role within my district. Knowing that I am not alone in this work, and knowing that I can call on folks from the Science Museum has lifted me on many an overwhelming day.*
- Same as above. [From that response: "The training and workshops on how to talk about race were the most helpful. Secondly, the money for the microgrant. I was able to purchase an updated camcorder so now we will be able to completely document these oral histories with quality footage we can use for research, education, and exhibits. Thank you!"]*

27% (4) Providing the RACE exhibition

- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*
- As a collaborative partner and resource, the Science Museum sparked my inspiration of beginning racial conversations at a university where I felt like race and racism topics didn't belong. We've had several racial profiling incidents at our university and nothing seemed to be done to overcome them, so the Science Museum has played a huge role by offering resources, the exhibit for my university and students to utilize, and a workshop to brainstorm ideas for how to begin racial discussions at [our university].*
- I was able to tell the participatory adults how the RACE display would find a home in [our community], and how SMM provided grants to a number of community initiatives in [our town] about race and bias. And how SMM has provided this same opportunity to other communities in Minnesota. There were a lot of surprised faces and smiles!*
- [Our] community needs additional partners to help us all deal with issues regarding race and racism. We were very fortunate to have the Race Exhibit on display at [our location]. This opportunity opened the door for our citizens and others to see statistics and other meaningful information, pertinent to our community and its diverse population. Living in rural MN, we do not often receive such great opportunities as this. Thank you for choosing to partner with [us], we are grateful for this partnership and hope it can continue.*

13% (2) Validating community work on racism while supporting youth development

- Through this program, the Science Museum has validated our youth's work. A microgrant is a perfect way for us to practice what we preach by providing high support, high programming to our youth. We were able to hand this project over to our youth and have them make it what they wanted to. To empower youth is essential to their personal and professional development. Additionally, by recommending other funding sources, we hope to be able to continue this work into the summer and beyond!*
- As a resource, the Science Museum has not only been supportive through financing the project, but in listening and validating our needs as a community. Because [our town] is located in a less visible part of Minnesota, it is important that outside organizations recognize our community and invest in our youth. [Same response for two of this person's projects.]*

20% (3) Other (includes marketing support, being a partner, and the desire to do continued work in communities)

- After the final meeting, it seemed as though there is a want to continue these projects in our area of Minnesota.
- The Science Museum was a great partner in this work. Your support was felt throughout from the initial night at the exhibit facilitated by the Science Museum team, to your marketing efforts, to attending the event. You also made the grant process straightforward and efficient. Thank you.*

- [Our] community needs additional partners to help us all deal with issues regarding race and racism. We were very fortunate to have the Race Exhibit on display at [our location]. This opportunity opened the door for our citizens and others to see statistics and other meaningful information, pertinent to our community and its diverse population. Living in rural MN, we do not often receive such great opportunities as this. Thank you for choosing to partner with [us], we are grateful for this partnership and hope it can continue.*

Final Convening Experience Survey Responses

In mid-August 2019, we brought together our project partners from around the state to foster connection, alignment, and collaboration. The twenty-four participants were a mix of members from our local Advisory Councils, micrograntees, and professional development institute attendees.

“What will you carry with you from the convening moving forward in your work?” (n=20)

71% (16) of convening participants valued the connections and communities they’d made at the convening

- I will carry with me the connections that I made with the people in my community who also do this work. This was the first time I met many of the other groups doing projects in my city.
- The connections that were made with other grantees.
- Positive energy, new connections, questions and ideas to ponder, assignments, love, challenges, a renewed sense of hope, breathing exercises from masseuse.
- Connections with organizers who found success and solutions in some of the issues my community is facing.
- Connections and energy
- Connection with others
- Staying in contact with others to remain accountable
- Connections and networks of people I will go to for help and questions and resources!!!!
- New connections & ideas, Support, determination, collaboration ICAN
- Connections. Opportunities to collaborate and partner.
- Meeting people.
- Projects to work on in order to build bridges within the community. Great ideas :D
- Continue the collaborations to strengthen Race Equity
- All the passion folks have for this and all the possibilities that could come from these discussions.
- Taking time to care for each other and myself while doing this work.
- Hope

14% (2) of convening participants reported feeling empowered after the convening

- Empowerment and purpose
- Empowerment and being informed of more going on in the Greater Minnesota area

14% (2) of convening participants said they’d learned new techniques and ideas at the convening

- We will use many of the techniques and ideas that we had in our next Community and Race workshop in [our town].
- There is a need to develop leaders who are action-oriented (not just talk) to move the needle and advance tangible ideas/solutions in our community.