

MnEEP

History of Resistance



TRUTH HOPE LIBERATION

2018-2019 Annual Report



Minnesota
Education Equity
Partnership

Advancing Race Equity & Excellence

MnEEP History of Resistance

Communities of color and American Indian communities engage in resistance when they pursue race equity in education

TRUTH HOPE LIBERATION

Dear Supporters,



As we prepare to enter a new decade, MnEEP is acutely aware of the danger in this moment of our nation's history. We see a new license being granted for an aggressive explosion of racial hatred. As we advanced the work of race equity in education this year, MnEEP remained especially focused—as we have for 30 years—on being an unapologetic, steadfast advocate for students of color and American Indian students.

As we work to address gross inequities, “othering” has grown in ferocity, marginalizing and harming more people, among them Muslims, Central American migrants and Transgender people. Political opportunists continue to use “othering” to divide and dehumanize people, all with an agenda to promote racial supremacy.

That agenda has long manifested itself in the racially unequal and inequitable delivery of education in our nation.

And for just as long, movements of resistance and envisioning a racially just society—one that includes the educational opportunities that can equip all people in developing knowledge for their liberation—has been present and led by peoples of color and Indigenous peoples (POCI). MnEEP was created as a tool of that resistance.

Our History of LEADERSHIP & ACTION

LATE 80'S

Minnesota Minority Education Partnership (MMEP) envisioned by Ron McKinley, American Indian educator and activist, and other prominent leaders of color in MN.

1990–1999

- » Designs & Implements “Project Parent Empowerment”
- » Creates Student Voices Project
- » Publishes Academic Enrichment Guide
- » Develops Institute for Multi-cultural Connection teacher of color youth career program
- » Develop MN Gear UP program
- » Design and lobbied state legislature for the Intervention for College Attainment Program

2000–2003

- » Publishes Minnesota's First “State of Students of Color and American Indian Students Report
- » Creates MnEEP Research Collaborative Table
- » Holds 1st statewide Student of Color Conference
- » Partners with Gates Fdn and UNCF to hold statewide Millennium Scholars Program event

This annual report shares our recent work—embodied in our “Big Bold Goals” strategic framework—of resistance to racial supremacy.

MnEEP acknowledges our efforts are rooted in the resistance work that came before us:

1. Our work to support school district leaders willing to lead with race equity reflects the wisdom of past organizers who built learning and training institutes that produced disciplined change-agents who led boycotts and sit-ins, and built coalitions for social inclusiveness and equal rights in our schools and colleges.
2. Our school climate work builds on the historic struggle for civil rights legislation preventing POCL students from being denied access to schools.
3. Our work to diversify the teacher ranks is rooted in centuries of African American efforts to access knowledge, at one point reading and writing lessons late at night and hidden away from slaveholders.
4. Our advocacy for centering Emerging Multi-Lingual students’ home language as an asset for achievement is based on Latinx, Asian, and immigrant communities’ efforts to preserve the power of their cultural traditions.
5. Our work in calling for a re-design of our higher education systems to align with POCL community realities echoes the creators of Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and Tribal Colleges. In this coming year, we will “double-down” on these historical efforts to support those courageously stepping forward to lead with race equity.

Our **School Climate Institute** is underway, a **Superintendents Network** for support is planned, networks to advance policy and raise public awareness on **Emerging Multi-Linguals** and on **college completion**



Leiataua Dr. Robert Jon Peterson, Jennifer Godinez, Dr. Rose Chu, Carlos Mariani, Yvette Massey, Dr. Lanise Block

disparities are being formed, and a sophisticated movement to create both state and local policies that can accelerate the **racial diversity of classroom teachers** are in motion.

A history of resistance isn’t in the past—it lives today based on what was built yesterday. But because what was built once can be stalled today by the formidable foe of white supremacy, it is important that those who seek justice and equity be formidably well-equipped.

MnEEP is about this work—equipping champions of education equity with the tools, skills, and knowledge they need to resist, build, and withstand. We exist to help transform Minnesota’s systems of delivering education—from E–12 to post-secondary—to be centered on advancing race equity. This Annual Report captures how we are striving to do that.

I hope this work moves and calls you. Become a Member and join us in envisioning and nurturing learning systems where Minnesota’s POCL students can excel.

Carlos Mariani Rosa

Carlos Mariani
Executive Director

2006–2012

- » Creates the “Minnesota College Access Network”
- » Publishes “MN College Matters” research papers
- » Launches the Race Equity Policy Brief Series
- » Initiates the “Solutions Not Suspensions” campaign to address racial disparities in school discipline practices
- » Hold annual HBCU College Fairs

2014

- » MnEEP changes its name to the “Minnesota Education Equity Partnership”—centering race equity as the lens used to transform MN education ecosystem.
- » MnEEP adopts 5 Big Bold Goals for Race Equity in Education statewide.

2014–2018

- » Facilitates collective action in rural communities to develop Education Equity Action Plans
- » Influences MDHR for discipline disparities accountability system with 42 K-12 school districts
- » Facilitates EL student community policy recommendations with CAAL for MN’s ESSA federal plan
- » Launches #TeachMN2020 teacher racial diversity initiative

Our Five Big Bold Goals for Building Race Equity in 2020 and Beyond



BBG #1

We can use an equity lens to build school communities that respect, support, and encourage students' distinct backgrounds and talents.



Jennifer Godinez

“With my magic wand, I would make people be more open minded.”

—Youth Summit participant

Through the Race Equity and Excellence in Education Network (REEEN), MnEEP has helped community and school leaders build collaborations for education equity. These collaborations support leaders and communities to have critical conversations on how race impacts schools and to collectively form local Promise to Act teams for shaping race equity-centered school communities.

MnEEP centers parents and students who are people of color or Indigenous people (POCI) in equity planning processes, while also providing school leaders the needed research and facilitation supports to courageously assess root causes of racial inequities and work with the entire community to transform schools.

By having tough, but vital, multi-racial conversations on systemic racism and the local history of inequities in public education, a new Civic Compact between community members is created for education equity transformations.

REEEN Successful Activities Include:

- » MnEEP Equity Action Planning processes in rural communities
- » Technical assistance to form local Promise to Act teams that lead equity action planning
- » Customized School Board Equity Institutes
- » Customized School Superintendent Equity Learnings and Convenings.

MnEEP uses “will and skill” building around race equity policy and practice to shape new community conversations and action. These new civic compacts move into courageous action that leads to equitable and high-quality student achievement and better opportunities for students of color and American Indian students.

The Education Trust team in Washington D.C. in February.

Ary Amerikaner, Vice President for K-12 Policy and Practice (far left); Jennifer Godinez, MnEEP; John B. King, CEO of The Education Trust and former U.S. Secretary of Education for President Barack Obama; and Dr. Lynn C. Jennings, Director of National and State Partnerships (far right).



HIGHLIGHT #1

The Mille Lacs Promise to Act advisory committee and community leaders hosted a Regional Youth Summit to address education equity.

With MnEEP consultation and supported by equity champion Adrienne Benjamin, Mille Lacs region “Promise to Act” meetings were held every two months from 2018 to 2019, with an average of 15 committee members attending each meeting. Meeting topics included: cultural competency; culturally responsive teaching and decolonization; understanding Indian Education policy; and the review of a case study on media and the history of hate speech against Indigenous communities.

MnEEP assisted Isle, Onamia, and Nay Ah Shing schools to host a 2019 Mille Lacs Region Youth Summit in March. The Summit engaged more than 35 youth on topics such as implicit bias in schools, and building a stronger, safer, and more inclusive school communities.

Employing theater art, the Theatre of Public Policy (T2P2) assisted with facilitating dialogue with Native students for key input for the local Promise to Act team and their local Promise to Act plan.



Theatre of Public Policy assisted with facilitating dialogue

Reflections from Youth Regarding Improvements to Education Equity Goals Include:

“With my magic wand, I would make people be more open minded.”

“With my magic wand, I would stop racism.”

“Adults should have community wide trainings on communication skills.”

“There should be more activities available in the community for kids. There’s nothing to do.”



HIGHLIGHT #2

The Mille Lacs Education Equity Dinner: It’s Time to Talk connected community members and school leaders for an important race equity in education dialogue and reflection.

In May, the MnEEP Mille Lacs Region Promise to Act advisory committee hosted a community-wide It’s Time to Talk: Mille Lacs Area—Education Equity For All—Dinner and Discussion at Onamia High School. More than 50 school leaders, community leaders, families, and students gathered to learn about local education equity efforts and hear from youth and adults on their visions for education equity. Area high school alumni reflected on how equity curricula and approaches were critical in developing their careers and building up their community.

Keynote speaker, Central Lakes College President Dr. Hara Charlie, reflected on her own journey navigating education equity conversations and leadership at her institution. The event ended with T2P2 reflecting back the lessons and messages from the evening in theatrical short skits.



Reflections from surveys show that:

100% of attendees surveyed strongly agreed or agreed that the keynote presenters were engaging and informative.

100% of those surveyed strongly agreed or agreed that they did learn more about the Promise to Act group and youth and adult equity visions from the region.

“Oh my, I learned more about myself above all. She was amazing.” [re: keynote speaker]

“The overall systems and institutional barriers need to change and there is work happening. Storytelling of a recent effort and what you learned from it.”

“It was a great presentation.”

Above: Keynote Speaker Dr. Hara Charlie

MnEEP
SUPERINTENDENT
RACE EQUITY
LEADERSHIP NETWORK



Dr. Stanley Brown, Dr. Candace Raskin, Dr. Michelle Walker, Carlos Mariani Rosa, Dr. Patricia Gandara with the Civil Rights Center/Centro de Derechos Civiles at UCLA, Jennifer Godinez, and Dr. Melissa Krull, Nan Yurecko (not pictured).

HIGHLIGHT #3

MnEEP is launching a Superintendent Race Equity Leadership Network to support leaders for education race equity.

Through research and community engagement, MnEEP knows that school leaders can benefit from building greater “will and skill” for addressing racial inequities.

With this in mind, MnEEP has launched a Superintendent Race Equity Leadership Network, in partnership with researchers and practitioners Dr. Melissa Krull, Dr. Candace Raskin, and Dr. Bernadeia Johnson of the Mankato State University Department of Education Center for Engaged Leadership, along with Dr. Michelle Walker, Generation Next; Nan Yurecko, race equity in education consultant; and Dr. Stanley Brown, Hopkins Public Schools.

A two-year Superintendent cohort will have the opportunity to engage in deep reflection and dialogues around race equity leadership case studies and lessons.

MnEEP shared the application of a race equity lens in school policy and practice development by frequently presenting at larger education association gatherings.

In 2019, MnEEP’s Jennifer Godinez, along with Gordon Goodwin of the Government Alliance on Race and Equity (G.A.R.E.), presented key applications to the Minnesota School Public Relations Association (MinnSPRA). Jennifer also presented key MnEEP research and work at the Minnesota Association of School Business Officers (M.A.S.B.O) annual conference in Duluth, Minnesota.



BBG #1: LEADERSHIP & ACTION

What did MnEEP lead on?

Network building: MnEEP Race Equity Action Plans in Greater Minnesota, with major support from the Blandin Foundation and the Otto Bremer Foundation, engaged local, multiracial teams to develop race equity goals and strategies to be used by school leaders across the region.

Policy/Advocacy: MnEEP is partnering with researchers, school officials, and associations as they reflect on the impact of historic racial inequality in U.S. education, and moving racial equity understandings into action to shape education policies and practices.

How can you be more involved?

Equity Action Planning in your Community: Contact MnEEP for strategic thought leadership to guide an equity action planning process in your school community. Email us at jgodinez@mneep.org and see samples of an Equity Action Plan at mneep.org.

Tailored Race Equity Leadership Trainings with School Boards or Superintendents: Contact MnEEP for more information about upcoming school board or superintendent race equity leadership trainings and learning opportunities. Email us at cmariani@mneep.org or learn more at mneep.org

BBG #2

We can foster positive school climates to end discipline disparities in Minnesota schools and support all students for success in the classroom.



Dr. Lanise Block

MnEEP and strong advocates all agree—students cannot learn if they are not in school.

Through the School Climate Network, supported by the St. Paul Foundation, MnEEP is focusing on building race equity in school systems, structures, and cultures to end the discipline disparities in Minnesota schools. This race equity and critical race theory analysis is essential for addressing the root causes of racial bias in discipline philosophies and school processes.

MnEEP engages all of stakeholders—youth, researchers, and school practitioners—to unpack the role of race in school interactions and the development of school policies, and promotes how racial bias trainings and restorative justice can improve Minnesota school climates.

MnEEP has shaped the public narrative to focus on relationship building and system re-design instead of “fixing” students. This narrative shift leads to a reflection on the role of race in the discipline systems and structures.

For several years, MnEEP has boldly and strategically addressed student racial disparities caused by the discipline policies and practices of Minnesota’s K-12 schools.

MnEEP has shaped the public narrative to focus on relationship building and system re-design instead of “fixing” students. This narrative shift leads to a reflection on the role of race in the discipline systems and structures.

MnEEP’s School Climate Network successfully:

Originates advocacy coalitions to move policy—MnEEP launched the Minnesota Solutions Not Suspensions (SNS) Coalition that advocates public policy solutions for to end bias practices in Minnesota schools and support students in the classroom.

Leads engaging multi-stakeholder public forums—MnEEP discipline disparities forums include young people of color, school leaders, and key researchers to collectively examine school discipline issues and reimagine new school policies and school climate indicators.

Consistently connects with national school climate movements of researchers, advocates, and policy makers addressing the school-to-prison pipeline in the United States. This includes special attention of MnEEP’s research and equity action work by John King, CEO of Education Trust and former U.S. Secretary of Education for President Barack Obama.

Pursues a comprehensive strategy involving: Convening and Networking Building; Changing Policies; Advocacy; and Research to ensure that state policy and practice is focused on building healthy relationships with students that keep them in the learning environment.



HIGHLIGHT #1
MnEEP released a school climate policy brief and hosted a public forum to discuss solutions.

MnEEP hosted a public forum at Hamline University in March to share our policy brief *Excluded: How Race Plays a Role in Exclusionary Practices in Special Education in Minnesota*.

The forum drew a major audience of educators, families, students, and school leaders for an in-depth discussion moderated by MnEEP Consultant Dr. Lanise Block and Dr. Rebecca Neal, Associate Professor at Hamline University and Director of the Center for Excellence in Urban Teaching (CEUT); and guests Stevenson Morgan, Corey Stewart, and Devonte Caples from the nonprofit Ujamaa Place, an African American non-profit that teaches young men how to navigate inequality, poverty, and a criminal justice system build to perpetuate recidivism.

Participants reflected on the impact of the historical context of racism through a lens of critical race theory and Dis/Crit analysis.

Panelists commented: “The research clearly shows the normalization of discrimination that our education system has created for young males of color.”

As a result of the forum, several Attendees signed up for action alerts on the systemic, structural, and cultural action steps that can be taken to address the racial disproportionality in discipline and special education categorizations in Minnesota’s education system.

Survey results gathered from Forum audience members:

- » 100% of respondents Strongly Agreed or Agreed with statement that the keynote presenters and panel were engaging and informative on the topic of Special Education and Racial Disparities.
- » 91% of respondents Strongly Agreed or Agreed with the statement that they learned something new from this presentation.

Some of the new concepts they learned from and will share with family, colleagues, and community members included:

“The percentage of students of color [in special education and discipline] and the systemic lens, specifically signifiers. The brief is clear and I will share.”

“I had never heard the phrase ‘Education Debt’—I think the right words and framing is so vital. Thanks for the new tool.”

HIGHLIGHT #2
MnEEP Creates an Equity Action Tool: School Discipline Disparities Toolkit.

This year, MnEEP developed the MN School Discipline Disparities Toolkit, designed to amplify the findings and proposed solutions from the MnEEP Excluded policy brief. The on-line instrument seeks to provide parents, educators, advocates and students with ways to impact disproportionate discipline and special education designations.



“The research clearly shows the normalization of discrimination that our education system has created for young males of color.”



MnEEP policy brief forum “Excluded: Special Education, Discipline and Race Equity”: Small group discussions (top left and right); Forum panel: Jennifer Godinez, MnEEP; Dr. Rebecca Neal, Hamline University; Stevenson Morgan, Corey Stewart, and Devonte Caples from Ujamaa Place (bottom)

“This toolkit will make a tremendous impact on the system, giving parents what they need to be informed and equipped.”

— A Special Education Administrator

“I can’t wait to use this toolkit, I wish this were available years ago.”

— Parent

MnEEP gathered important Toolkit feedback from two focus groups, each made up of parents, teachers, community activists, teachers, and administrators. In addition, Dr. Lanise Block presented the Toolkit to an audience of educators and administrators at the Minnesota Educational Equity EdCamp, where it received enthusiastic support.

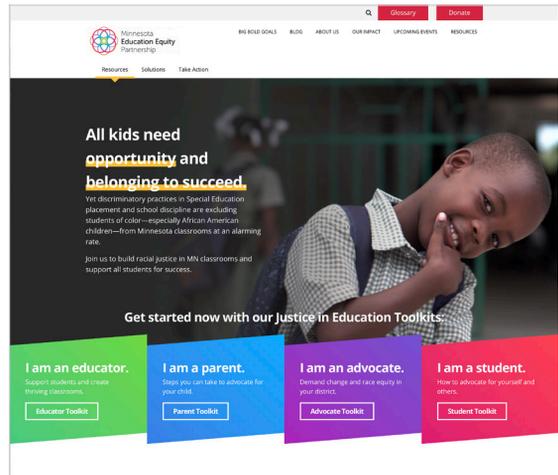
HIGHLIGHT #3

MnEEP is building a School Climate Institute to implement new policies that support students of color and American Indian students.



MnEEP and the Hamline University Center for Excellence in Urban Teaching are collaborating to provide a School Climate Institute that will

provide technical assistance and coaching to assist school communities in implementing an equity-minded theory of change regarding discipline disparities in Minnesota schools. This is a year-long cohort model.



Utilizing a Critical Race Theory (CRT) analysis to assess current discipline policies and practices, the aim is to shape race equity-minded policies, practices, and cultures for equity-centered shifts in Minnesota school climates.

MnEEP School Climate Institute Objectives:

- » **Develop an understanding** of how systemic racism has created school systems that perpetuate racism and school trauma
- » **Develop a community understanding** of major trends occurring with the changing nature of student racial backgrounds
- » **Inspire leaders to use Critical Race Theory (CRT)** as another tool in assessing school disproportionality in special education trends – how CRT can be used throughout a pathway of referral, placement, and special education and academic instruction
- » **Utilize CRT** to inform a district’s Discipline Disparities Report required by MN Department of Human Rights

BBG #2: LEADERSHIP & ACTION

What did MnEEP lead on?

Policy/Advocacy: Supported the Minnesota Solutions Not Suspensions (SNS) Coalition, made up of over 35 organizations and individuals, which advocated at the state’s legislative and executive branches for policies to reduce adverse racial disproportionality of K-12 school student discipline outcomes.

Policy/Advocacy: MnEEP lobbied the Minnesota Department of Human Rights (MDHR), to create an initiative addressing racial disparities in K-12 school student discipline practices and producing legal remedies and formation of a collaborative table to share equity practices.

Narrative Building and Awareness: MnEEP worked to develop a broader public understanding and ownership of racial disparities in school discipline practices, as evidenced by both state legislative and executive branch actions from the work of MnEEP.

How can you be more involved?

Please join the School Climate Network for educators to grow, learn, and lead around racial equity in schools and classrooms. More information at lblock@mneep.org.

Use and share the MnEEP Discipline Disparities Toolkit—a resource for Parents, Educators, Advocates, and Teens to address and decrease unfair discipline practice in schools. Visit our website for the toolkit at mneep.org.

BBG #3

We can create and retain a racially diverse teacher workforce so students and their communities are reflected in their classrooms.



Dr. Rose Chu

National research is clear; teachers of color and American Indian teachers (TOCAIT) have a direct impact on student performance, especially those of color and American Indian.

Additionally, a racially diverse teacher workforce is beneficial to and essential for all students to succeed. Unfortunately, in Minnesota, the percent of TOCAIT has increased less than one percent in the last 10 years (4.2%), while the racial demographics of our K-12 students has increase by more than 10 percent to 34% (and growing) in the same period.

MnEEP advances the TeachMN2020 Campaign by building out the tools and processes necessary for partners and stakeholders to work together toward realizing the vision of Big Bold Goal #3. Together, we aspire towards a reimagined and sustainable policy and investment framework in Minnesota to increase and retain teachers of color and American Indian teachers.

Key successful components of the MnEEP TeachMN2020 effort include:

Launched a Collective Impact Initiative

TeachMN2020 has provided a collaborative space for educators and stakeholders to gather quarterly as a learning community. The initiative is building the capacity to reimagine solutions and actions to move the dial on increasing and retaining the racial diversity of our Minnesota teacher workforce.

Launched the ImprintU.org website

ImprintU.org is a go-to portal to shape the narratives on the teaching profession and for exploring teaching pathways and resources, especially for communities of color and American Indian communities.

Developed key research

MnEEP partnered with University of Minnesota Humphrey school graduate students to research and analyze public investment in teacher diversity programs in the past 25 years. The findings were presented in the report *The Tale of Two States: How Policy and Funding Affect Efforts to Diversify the Teaching Corps in Oregon and Minnesota*.

HIGHLIGHT #1 Building a teacher diversity collaborative and learning community

From the early MnEEP planning meetings on BBG #3, TeachMN2020 began as a follow-up to a national TeachStrong initiative with six local colleagues. We have now grown to 400+ educators/stakeholders that are engaged in regular updates of our work. Attendance at quarterly convenings is about 50 and growing.

The work of the learning community has expanded as well. In the spring, MnEEP partnered with Youthprise to integrate Design Thinking into our convenings.



These gatherings were also a space for stakeholders to connect and learn about teacher diversity efforts across the Explore-Become-Grow-Thrive (EBGT) continuum framework MnEEP developed.

MnEEP worked to nurture buy-in from participants for a short term “roadmap” for individual and collective measures in each of the stages of the EBGT continuum. The goal is to establish proof points of outcomes and learning to present to the public by March 2021.

MnEEP conducted 20+ small-group and one-on-one workshops to build the necessary capacity of our partner leaders to participate effectively in this collective effort. We contracted with a dynamic entity Collectivity to design this approach.

HIGHLIGHT #2 Strengthening the movement to elevate the teaching profession

MnEEP continues to develop our Imprint website (ImprintU.org), as a go-to portal to discover the pathways and resources for becoming a teacher. MnEEP is poised to launch a 2.0 version with new content to capture empowering stories, and better resource information. In collaboration with Minnesota’s new board of teaching,

Based on Dr. Chu’s framing of the teacher journey, we have identified the transition between “Become” and “Grow” as a space where Generation Next is uniquely positioned to add value.

—Dr. Michelle Walker-Davis
Executive Director of Generation Next



Dr. Suzanne Kelly, Minneapolis Public Schools; Danielle Grant, AchieveMpls; Dr. Kate Wilcox-Harris, St. Paul Public Schools; Dr. Rose Chu, MnEEP; Dr. Michelle Walker-Davis, Generation Next

the Professional Educator Licensing and Standards Board (PELSB), we are also creating an easily understood visual and interactive map of the State’s Tiered Licensure System.

In developing ImprintU.org, we conducted focus groups with young people to learn what encouraged or discouraged them from considering a teaching profession. In partnership with the Center for School Change, we have engaged more than 700 students to date to gather those insights through an informal survey. More detailed findings will be reported in 2020.

MnEEP was one of four organizations selected to participate in the 3M Impact Twin Cities Program, which was designed to support nonprofits through employee engagement. A 3M team developed a playbook of communication strategies for outreach to families of color as first influencers in students’ career choices. TeachMN2020 will use this resource to plan for 2020 and beyond.

HIGHLIGHT #3 Establishing thought leadership, partnership, and influence in teacher diversity locally and nationally

The EGBT framework has been adopted by MN Department of Education (MDE) and PELSB for internal program mapping, and for policy discussion and learning of a complex issue.

Most importantly, we are influencing what an accountability system of state-funded programs related to teacher diversity could look like beyond compliance to individual and collective accountability within a supported learning community.

MnEEP entered into a partnership agreement with Generation Next (GN), a member of the national Strive Together network. We serve as subject matter expert to support GN’s Teacher Diversity Network which is envisioned as part of TeachMN2020. MnEEP is also on GN’s team to participate in a national leadership program for deep learning on results-based accountability and leadership. Dr. Rose Chu’s perspective was represented in a video project of GN’s teacher diversity work that was showcased at a national Strive Together convening in Washington, DC.

We continue to support the Teachers of Color/American Indian Teacher (TOCAIT) Coalition and provided advice for both their 2019 and the upcoming 2020 legislative proposals.

Dr. Rose Chu has been invited to serve on the inaugural national advisory council for Branch Alliance for Educator Diversity, the only non-profit organization in the country dedicated to strengthening, growing, and amplifying the impact of educator preparation at Minority Serving Institutions (MSIs).

BBG #3: LEADERSHIP & ACTION

What did MnEEP lead on?

Network building: The MnEEP TeachMN2020 campaign, with multi-year support from the Graves Foundation, is the “container” for a learning community committed to teacher diversity to collaborate towards collective accountability, action, and impact across the stages of the Explore, Become, Grow, and Thrive continuum.

Advocacy/Narrative building: The MnEEP TeachMN2020 campaign has changed the narrative about the teaching profession starting with a teacher journey framework of Explore-Become-Grow-Thrive that invites all to be part of the solution. This key framework has already been adopted by Generation Next, MN Department of Education (MDE), and MN Professional Educator Licensing and Standards Board (PELSB).

Advocacy/Narrative building: The MnEEP ImprintU.org website tool expands the TeachMN2020 campaign to directly influence how students of color and their families see and participate in exploring the teaching profession.

How can you be more involved?

Engage in TeachMN2020 Collaborative:

We encourage you to attend quarterly meetings and be a partner to meet the accountability roadmap (by developing an impact scorecard for your teacher diversity effort), provide feedback for continuous improvement and be our champion to ensure resources to sustain effort.

Be part of the movement to elevate the teaching profession:

Share ImprintU.org to your network, submit your story of victory, and encourage others to do the same. Provide feedback for continuous improvement and be our champion to ensure resources to sustain effort. Contact Dr. Rose Chu at rchu@mneep.org

BBG #4

We can celebrate and support Emerging Multilingual Learners and their heritage to prepare all students for a global economy.



Aara Johnson

In the 2018-2019 school year, 8.3% of Minnesota K-12 students are classified as English Learners (EL). Through 2018, about 2,000 bilingual and multilingual seals and certificates were awarded to students throughout the state in Arabic, American Sign Language, Chinese, French, German, Hmong, Karen, Portuguese, Somali, Spanish, and Tamil. Yet only 64% of ELs graduate high school, and they consistently have the lowest academic achievement, according to state assessments.

» To recognize the linguistic rights and resources students bring into Minnesota schools, Emerging Multilingual Learners (EML) is a stronger and more accurate way to name these gifted individuals.

MNEEP'S EML NETWORK WORKS TO:

Research the most effective ways for this fastest-growing student group to learn

Advocate for equity language learner policy and practice changes in Minnesota schools that drive academic excellence

Convene linguistically diverse communities so they may offer their knowledge and experience to school leadership

Build the movement for multilingualism for all in Minnesota

HIGHLIGHT #1

MnEEP launched Minnesota's First Emerging Multilingual Learners Network.

In 2018-2019, with generous support from the McKnight Foundation, MnEEP formally launched the state's first Emerging Multilingual Learners (EML) Network, where over 20 individuals representing various language learning stakeholders participated in defining three priorities for the year and working to realize associated goals.

In September 2018, about 20 individuals—previous advisors for the 2017 EL-ESSA Project—came together to begin the next phase of EML advocacy. The Network

leverages the recognized expertise of members to advance an advocacy campaign, policy arena, and network supporting multilingualism as an asset for language development, academic achievement, and equitable education. The Network will mobilize and unite to promote equitable E-12 educational policy and practice for EMLs, a positive narrative of multilingualism and culture, and investments in effective EL and language programs.

The MnEEP EML Network defined three priorities for the next year including: a multilingualism campaign; a statewide language objectives "roadmap"; and strengthening the MN LEAPS Act.



MnEEP executive director, Carlos Mariani addressing EML advocates at Augsburg University

Initial planning meetings for each priority took place in fall/winter 2018-2019. The Coalition of Asian American Leaders (CAAL) and the Minnesota Department of Education have been strong partners in collaborating to promote a multilingualism campaign and improve on the implementation of the LEAPS Act.

Additional quarterly meetings of the EML Network took place in April, June, and October of 2019, with an emerging focus on setting a strong and clear policy agenda for the EML Network to advocate for in the 2020 MN Legislative session.



St. Cloud Somali community gathering of parents and educators

EML Network Launch Meeting Evaluation Results:

- 100%** agreed that they began to build relationships with other EML educators, researchers, communities, and advocates as a result of the activities.
- 93%** found the activities to be valuable through working together with those outside their role to come up with new ideas and directions.
- 100%** agreed that they provided their ideas to the EML Network.
- 93%** found the activities to be participatory and engaging.
- 85%** agreed we explored and identified many of the most important issues facing EMLs.
- 86%** agreed we gathered new ideas, resources, and roles to connect them to issues facing EMLs.
- 77%** agreed we established strategic themes, clear priorities, and immediate actions steps.
- 8%** felt empowered to tell the EML story to the rest of their organization, community, and world.

HIGHLIGHT #2

MnEEP collaborated with St. Cloud and Minneapolis Somali families and educators to lift up English Learner-Centered Equity Plans.

With generous support from the Otto Bremer Trust and the Minneapolis Foundation West Bank Community Fund, MnEEP engaged with about 40 Somali families in St. Cloud and approximately 30 Somali families in Minneapolis to better understand language education policies and recommendations from the Somali Student Achievement in Minnesota report.

Somali communities from St. Cloud Public Schools and Minneapolis Public Schools participated in equity action planning based on the MN LEAPS Act framework and recommendations from the Somali Student Achievement in Minnesota report. Action plan elements were then presented to respective school district leaders.

“Equality is about giving everybody shoes. But equity is about giving everybody shoes that fit.”

– Ahmed Keynan, Engagement, Education and Outreach Specialist, Minneapolis Public Schools

BBG #4: LEADERSHIP & ACTION

What did MnEEP lead on?

Policy: MnEEP successfully influenced the creation of a major state policy in the incorporation by the MN Department of Education of our English Language policy recommendation for filing Minnesota’s ESSA Implementation Plan with the federal government. MnEEP—in collaboration with CAAL—produced and published a written report of EL policy recommendations for the Minnesota State Every Student Succeeds (ESSA) Plan with public outreach sessions to various community and education institutions stakeholders.

Network Building: MnEEP is reaching more constituencies and more diverse communities, and with new tools, on the realities and importance of emerging multi-lingual students (EML)

Advocacy: The broader public’s awareness of emerging multilingual students and empowerment of immigrant communities of color.

How can you be more involved?

MnEEP is always looking for opportunities to **develop new partnerships** with individuals, schools, and districts that can connect to MnEEP’s Emerging Multilingual Learners (EML) Network. If you or someone you know is interested in learning more about the EML Network and/or in becoming a network member, please contact Leiataua Dr. Jon Peterson at: jpeterson@mneep.org.

BBG #5

We can improve access and equity in higher education to improve outcomes for students of color and American Indian students.



Leiatua Dr. Jon Peterson

MnEEP's BBG #5 is centered on improving access and equity in higher education to support Students of Color and Indigenous (POCI) students for personal and financial success.

In 2014, the six-year college graduation rate of White students from four-year institutions in Minnesota was 66 percent; while Latino students was 54 percent; Black students was 45 percent; and American Indian students was 47 percent. Only Asian (51%) and White (48 %) students exceeded the state average of 46 percent with an Associate or higher college degree.

MnEEP has been working with higher education leaders to highlight the need for training to address implicit racial/cultural bias in managing systems of education. MnEEP spent much of 2018-19 developing new partnerships and efforts to increase college access and equity for POCI students to support their ongoing success in completing college with the attainment of an Associate's Degree or higher.

MnEEP has strategically addressed POCI student access to higher education racial disparities by:

Providing outreach training opportunities for Indigenous peoples, communities of color and local educators.

Providing direct information on career exploration to POCI students.

Shaping public knowledge of POCI student college aspirations through research.

Networking with national movements for college access best practices.



Research Collaborative Table Members Pictured: Dr. Rev Hillstrom; Dr. Michael Duenes, Dr. Nicola Alexander, Dr. Megan Rozowski, Jennifer Godinez, Carlos Mariani, Dr. Julio Cesar, and Leiatua Dr. Jon Peterson

HIGHLIGHT #1

MnEEP developed research to address racial inequities in financial aid policies and college completion.

MnEEP, guided by our multi-racial Research Collaborative Table (RCT) and with funding from the Joyce Foundation, conducted a research project and state-level analysis on the financial aid system in Minnesota Higher Education to ascertain its impact on existing racial disparities in college completion. The project resulted in the creation of a new MnEEP research paper and policy brief *Reducing Racial Disparities in College Completion: The Case for More Equitable Higher Education Financial Aid Policies in Minnesota*.

Higher education financial aid policies and practices were examined and re-imagined through the robust research process that resulted in major policy recommendations advancing race equity principles.

MnEEP will develop a public policy advocacy campaign to pursue these recommendations.

The research and evaluation:

- » **Two, co-lead researchers, a project management team** involving the University of Minnesota and a consultant, and a **writing and editing team** of multiple institutional partners worked collaboratively to conduct the research and write the white paper and policy brief.
- » **750+ hours** of time spent pulling quantitative data, conducting qualitative research, analyzing data, writing, and conducting the editing needed to produce the white paper and policy brief.
- » **Monthly meetings** of the MnEEP Research Collaborative Table (RCT) were held to guide the research project and provide critical feedback on the research process, data, and writing.

HIGHLIGHT #2

The 2019 Academic Enrichment Guide (AEG) supported more POCI students accessing college readiness skills through top academic enrichment opportunities.

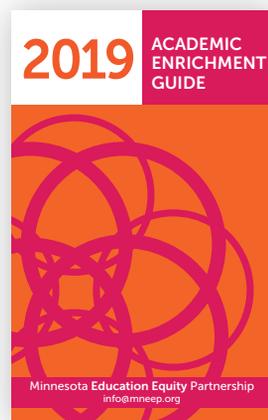
MnEEP produced and distributed the 2019 Academic Enrichment Guide (AEG). This online platform lists 50 opportunity programs across the state. The listings offered a diversity of experiences such as STEM learning opportunities and arts programming. The Guide linked to the MN Office of Higher Education academic enrichment programs scholarship page.

AEG Expanding Reach

290 instances of access and download

All 135 public libraries throughout the state's 356 public school districts, charter schools, and community organizations were provided link.

150 Subscribers including 22 new statewide subscribers—most are affiliated with local communities of color/American Indian organizations



BBG #5: LEADERSHIP & ACTION

What did MnEEP lead on?

Network building/Policy: MnEEP convened the only multi-racial, cross-institutional group of researchers and advocates in Minnesota to analyze higher education data and develop policy recommendations to change a major component of our state's efforts to make post-secondary opportunities affordable for POCI students.

How can you be more involved?

MnEEP's Research Collaborative Table (RCT) meets on a monthly basis to strategize and discuss ways in which greater race equity may be built into systems of higher education. If you, or someone you know, who works in higher education or K-12, is interested in becoming a member of MnEEP's RCT, please contact Leiataua Dr. Jon Peterson at: jpeterson@mneep.org

National and Local Presentations

“Teacher of Color Presentation,” Joyce Foundation, Chicago IL, Carlos Mariani-Rosa, June 2018.

Opening Remarks, Pacific Circle Consortium Conference, Carlos Mariani-Rosa, July 2018.

“School Integration Options,” AMSD ReImagine Leadership Group, Carlos Mariani-Rosa and Jennifer Godinez, July 2018.

Opening Welcome, International Restorative Practices Conference, Metropolitan State University, St. Paul MN, Carlos Mariani-Rosa, August 2018.

“Charting the Journey: Explore, Become, Grow, Thrive,” featured presentation, Branch Alliance for Educator Diversity’s Teacher Preparation Transformation Center Launch Event, Denver CO, Dr. Rose Chu, Oct 2018.

Speaker Panel Participant, St. Paul Public Schools Equity Symposium, St. Paul MN, Carlos Mariani-Rosa, October 2018.

Panelist, College Equity, University of Minnesota First Generation Institute, Carlos Mariani-Rosa, St. Paul, November 2018.

“Together for Equity: Addressing Educational Disparities through Family-School-Community Partnerships,” National Immigrant Integration Conference, Arlington VA, Aara Johnson, Virginia, December 2018.

Policy and Advocacy Goals 2019, Midwest Teacher Quality and Diversity Convening by Joyce Foundation and Center for American Progress, Chicago IL, Dr. Rose Chu, November 2018.

Teacher Diversity and Teaching Diverse Students, event panelist, Generation Next’s Annual Meeting, Minneapolis MN, Dr. Rose Chu, January 2019.

Recruitment and Retention of Teachers of Color & American Indian Teachers, ReImagine MN Sharing Session, Association of Metropolitan School Districts (AMSD), St. Paul MN, Dr. Rose Chu (in partnership with Equity Alliance), January 2019.

Briefing on TeachMN2020, Professional Educator Licensing and Standards Board (PELSB) Meeting, Roseville MN, Dr. Rose Chu, January 2019.

Updates on TeachMN2020, Winter Meeting, MN Association of Colleges of Teacher Education (MACTE), Plymouth MN, Dr. Rose Chu, February 2019.

“Creating a Lasting Imprint on Our Community,” opening keynote, Missing Voices: Equity in Action Summit, St. Mary’s University, Minneapolis MN, Dr. Rose Chu, February 2019.

Policy, Advocacy, and Community-Wide Initiatives fighting for Equity in MN, session panelist, Choose the Twin Cities, Teach for America, Minneapolis MN, Dr. Rose Chu, March 2019.

“Race Equity in Education and Communications Messaging Tools,” the Minnesota School of Public Relations Association (MinnSPRA) annual conference, Jennifer Godinez with Gordon Goodwin of Government Alliance for Race and Equity (G.A.R.E.), April 2019.

“Excluded Brief: Presentation to District 287 Superintendents,” District 287 in Plymouth, Jennifer Godinez and Dr. Rebecca Neal, Feb 21 & April 18, 2019.

“Learning Together: MnEEP’s 5 Big Bold Goals,” Bush Foundation Conference, Dr. Rose Chu and Jennifer Godinez, May 2019.

“Education Equity: Role of School Business Managers,” Minnesota Association of School Business Officers (MASBO), Jennifer Godinez, Duluth MN, May 2019.

Latinx Leadership Panel, HACER, Carlos Mariani-Rosa, June 2019.

“Framing the Day (Opening Remarks), and Final Reflections Activity (Closing Remarks),” Equity Through the Arts: Change Starts With/In Us, Equity Conference, Perpich Center for Arts Education, Dr. Rose Chu, June 2019.

PELSB Cultural Competency Trainings, lead trainer, Thief River Falls MN, Dr. Rose Chu, June 2019.

PELSB Cultural Competency Trainings, lead trainer, Fergus Falls MN, Dr. Rose Chu, August 2019.

Opportunity Gap and Early Childhood Education, session panelist, Briefing for the Congressional Black Caucus, U.S. Legislative Representative Ilhan Omar, Minneapolis MN, Dr. Rose Chu, August 2019.

Alumni National Award Recipient Speech, COE-TRIO National Annual Conference, Chicago IL, Carlos Mariani-Rosa, September 2019.

“Exploring the Education Debt Crisis: Committing to Race Equity and Educational Excellence for All Students,” Minnesota Association of Administrators of State & Federal Education Programs (MAASFEP), Plymouth MN, Dr. Jon Peterson, Jennifer Godinez, Dr. Rose Chu, and Dr. Lanise Block, October 2019.

Overview of MnEEP, opening remarks as silent auction recipient, Annual Conference, MN Association for College Admission Counseling, Dr. Rose Chu, May 2019.

Briefing on TeachMN2020, Education Workgroup, Coalition of Asian American Leaders (CAAL), Minneapolis MN, Dr. Rose Chu, October 2019.

Updates on and Roadmap for TeachMN2020, Collaborative Conference, MN Association for Colleges of Teacher Education (MACTE), Plymouth MN, Dr. Rose Chu, October 2019.

TeachMN2020: The Systems Change Context for TOCAIT State Policy, Policy Forum to Increase TOCAIT, jointly sponsored by state ethnic councils, MN Humanities Center, MnEEP and TOCAIT Coalition, St. Paul MN, Dr. Chu, October 2019.

Social Media Engagement



[Facebook.com/MnEERaceEquity](https://www.facebook.com/MnEERaceEquity)

122 New Fans

6% Average Engagement Rate

AVERAGE ENGAGEMENT RATE FOR NONPROFITS 0.13%

Source: digitalmarketingcommunity.com

35 Posts



[@MnEERaceEquity](https://twitter.com/MnEERaceEquity)

Followers **2,525**

5,289

Retweets of Back to School Blog

Average Engagement Rate **.6%**

90 Day Average **17,100** IMPRESSIONS

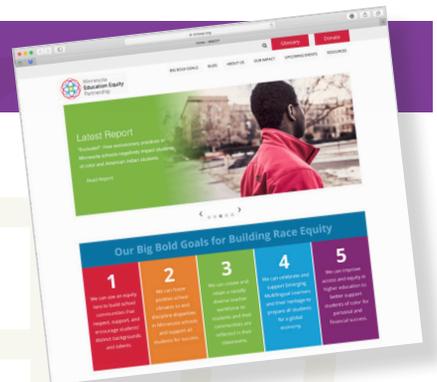
MnEEP Website

[MnEEP.org](https://www.MnEEP.org)

21,139 Sessions

49,521 Page Views

79% Visited for the first time



BBG Advisors

MnEEP recognizes the following advisors and content experts for our collective work

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Dean Kapsner, *Superintendent, Isle Public Schools*

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Randy Christensen, *School Board member, Isle Public Schools*

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Byron Ninham, *MLB Niigaan Youth Program*

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Cyndy Rudolph, *Onamia, ROC Center*

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Shehla Mushtaq, *Collectivity*

Hannah Sharfman, *Collectivity*

Gustavo Ochoa, *Collectivity*

PARTICIPATING ORGANIZATIONS FOR COLLABORATIVE MEETINGS

826 MSP

American Institutes for Research

Association of Metropolitan School Districts

Augsburg University

Blake School/Learning Works

Brooklyn Center Public Schools

Breakthrough Twin Cities

Black Men Teach - Twin Cities

Career Pathways Minnesota

Coalition to Increase TOCAIT

EdAllies

Educators For Excellence - Minnesota

Education Evolving

Equity Alliance MN

Graves Foundation

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Minneapolis Public Schools

Minnesota Association of School Personnel Administrators

Minnesota Coalition to Increase TOCAIT

Minnesota Comeback

MN Council of Latino Affairs

Minnesota Department of Education

Minnesota Humanities Center

Minnesota Professional Educator Licensing and Standards Board (PELSB)

Minnesota Transforming the Early Childhood Education Workforce Committee

Metropolitan Federation of Alternative Schools

Northwest Suburban Integration School District

Roseville Public Schools

Nobel Learning Communities

Reading and Math Inc

Richfield Public Schools

Roseville Public Schools

Sauer Family Foundation

Saint Paul Public Schools

Sanneh Foundation

Science Museum of Minnesota
St. Mary's University, School of Education
Teach for America Twin Cities
TE2: Education and Engineering Consulting
The New Teacher Project (TNTP)
United Way Twin Cities
University of St. Thomas, School of Education
University of Minnesota, College of Education
& Human Development
University of Minnesota, Social Work Department
Youthprise
Nobel Learning Communities
White Bear Lake Public Schools

BBG #4

EMERGING MULTILINGUAL LEARNERS (EML) NETWORK

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Martha Bigelow, Professor, University of Minnesota
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Tara Fortune, Immersion Program Director, University of Minnesota
Violeta Hernandez, Education Legislative and Policy Director, MN Council on Latino Affairs
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Ahmed Keynan, Engagement, Education & Outreach Specialist, Minneapolis Public Schools
Kendall King, Professor, University of Minnesota
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Jackie Perez, Outreach and Engagement Manager, ThinkSmall
Kristina Robertson, EL Coordinator, Roseville Public Schools
Christi Schmitt, EL Teacher on Special Assignment, St. Paul Public Schools
Leah Soderland, Advocacy Committee Chair, MinneTESOL
Karla Stone, Lecturer, University of Minnesota
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Muhidin Warfa, Executive Director of Multilingual Learning, Minneapolis Public Schools
Kaysa Willhite, Multilingual Learners Coordinator, Richfield Public Schools
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Amy Young, EL Specialist – LEAPS Implementation, School Support, MN Department of Education

BBG #5

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Josh Thelemann, Co-founder, 26 Letters for Education
Tricia Wilkerson, Director, TRIO University of Minnesota
Briana Williamson, Interim Director of Diversity Initiatives, Minnesota State, University of Mankato

Income & Expenses

REVENUES	2018-2019	2017-2018
Foundations and Grants	898,476	796,898
Government Grants & Contracts	3,750	45,000
Contributions	11,386	5,745
Partnership Fees	128,750	110,000
Membership Dues	1,450	2,200
Program Services	-	33,000
Other	3,451	306
Total	\$1,047,7263	\$993,149
EXPENSES	2018-2019	2017-2018
Staff	296,573	284,194
Contractors	366,262	277,546
Other	140,823	192,807
Total	803,658	754,547
Net Revenues to Expenses*	\$243,605	\$238,602

* Reflects multi-year grants to be used in subsequent years..

FUNDERS

3M Foundation
 Blandin Foundation
 Bush Foundation
 Graves Family Foundation
 Joyce Foundation
 McKnight Foundation
 Minneapolis Foundation
 Minnesota Comeback
 Minnesota Office of Higher Education
 Northwest Area Foundation
 Otto Bremer Foundation
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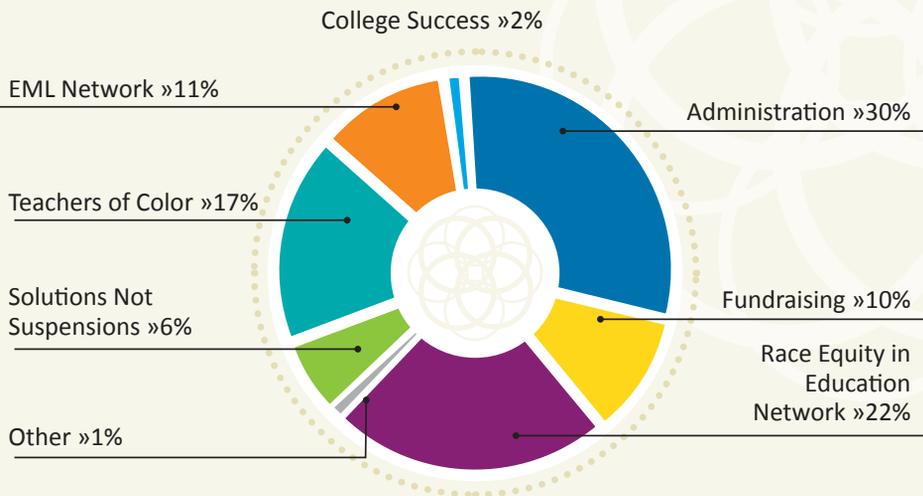
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Race Equity Consultant

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Expenses by Program

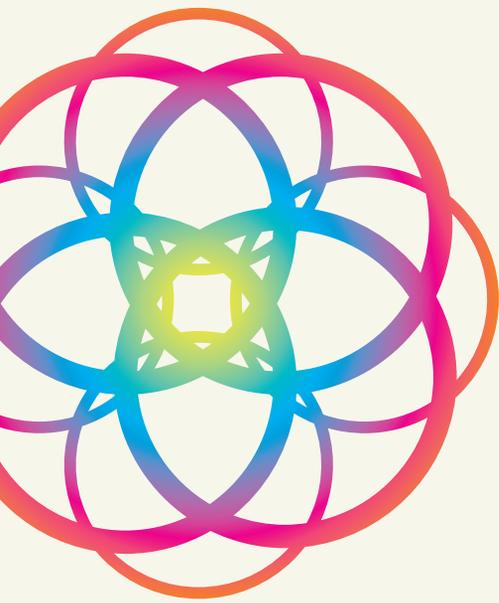


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OUR MISSION

Minnesota Education Equity Partnership uses a race equity lens to transform educational institutions, organizations, and leaders to ensure that students of color and American Indian students achieve full academic and leadership success.

OUR VISION

We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success.

We believe that to accomplish this requires the public's simultaneous commitment to race equity and educational excellence.

OUR VALUES

Minnesota Education Equity Partnership holds these core beliefs in the work we do.

EQUITY MATTERS.

We believe all children deserve to achieve their full potential, regardless of race, creed, nationality or class.

JUSTICE MATTERS.

We believe in the validity of all lived experiences.

CRITICAL THINKING AND SELF-ACTUALIZATION MATTERS.

We believe academic success cannot be narrowly defined. The ability for students to be engaged learners and to understand themselves, their histories, their identities, and the world is essential for building critical thinking and self-actualization skills and to release their power in shaping themselves and the world.

HISTORY MATTERS.

We believe the histories and treatment of communities of color and low-income people in our society are important for understanding and changing current-day institutions, policies, and practices. We cannot address these inequities by first not understanding the complexity of these histories within our communities.

RELATIONSHIPS MATTER.

We believe in the interconnectedness of community to change systems and the world. Cross-cultural dynamics matter in our work and collaborative relationships are key to changing the world.

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Minnesota
Education Equity
Partnership

Advancing **Race Equity** & Excellence

Minnesota Education Equity Partnership

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