

Minnesota  
**Education Equity**  
Partnership

Advancing **Race Equity** & Excellence

## Dear Supporters:



Reflecting on the 2015-2016 efforts of the Minnesota Education Equity Partnership (MnEEP) to shift education policy in Minnesota toward a deeper embodiment of racial equity practices and norms, I think of a lyric by Bob Dylan. Our state's native son was

recently awarded the 2016 Nobel Prize in Literature and once famously penned that “the answer is blowing in the wind.” After another year of working to improve Minnesota’s education systems, it is clear that there is a steady, strong, and new wind blowing across Minnesota and the nation. This wind carries a message of change to our education system and how communities of color and American Indian communities come together to redesign and inspire a new norm of academic success for students of color and American Indian students.

MnEEP is proud to be on the leading edge of this “wind” of change. We do our work by helping educators, administrators, policymakers, and community members envision what racial equity can and should look like in their policies and practices. We help these leaders develop new skills for transforming equity into academic success.

Our MnEEP Strategic Plan pursues 5 Big Bold Goals that are key to developing the policy and practices needed to not only transform how our schools and colleges operate, but also how our communities support them.

With multi-racial competency, MnEEP uses an “inside/outside” approach to advance our goals. This strategy allows us to effectively engage a diversity of stakeholders in the exploration of new models for change and advocacy.

On the “outside,” MnEEP engages directly with communities of color and American Indian communities by translating educational policies and practices in a way that supports those communities to provide meaningful input on how to successfully engage students of color and American Indian students.

**We do our work by helping educators, administrators, policymakers, and community members envision what racial equity can and should look like in their policies and practices.**

On the “inside,” MnEEP builds working relationships with state education agencies, school districts, college systems, and educators. By working with the people who authorize new policies, we help align new practices with the wisdom of communities of color and American Indian communities.

MnEEP supports the movement to change our education system by convening local networks to guide the work on the ground while simultaneously staying connected to efforts to change the national laws and policies that impact our education institutions.

**This approach is leadership work and MnEEP weaves it throughout our strategic 5 Big Bold Goals.**

Another Minnesota native son inspires our work. This year we lost Philando Castile, a young African-American man and public elementary school employee who was killed by a police officer during a minor traffic stop. His death re-ignited a series of national demonstrations calling for an end to the all-too-frequent deaths of unarmed African-American men at the hands of police. This tragedy is a manifestation of deeper injustice in our society. Those individuals and communities organizing in the street to end police violence are also calling for school systems that embody racial justice and prioritize the academic success of students of color and American Indian students. Education justice is vital for building a society that is worthy of Philando’s legacy.

MnEEP commits itself to supporting the winds of societal change and we strive to honor our future generations through our continuous work to create a better world through better education for all students.

Carlos Mariani Rosa  
*Executive Director*

A handwritten signature in black ink that reads "Carlos Mariani" with a large, sweeping flourish underneath.

# MnEEP's Strategic Plan—5 Big Bold Goals for Racial Equity in Education 2016 Summary of Outcomes

## **BIG BOLD GOAL #1 Minnesota school systems are culturally responsive in their policies and approaches to education.**

MnEEP successfully held leadership development sessions on racial equity with board members from three school districts in Central Minnesota. The organization also supported the development of community collective action processes in Southwest and Central Minnesota. The important lessons gathered from these activities were shared with the National School Board Association (NSBA) and with the Minnesota School Board Association (MSBA) in an ongoing effort to build culturally responsive education models for use throughout the state.

## **BIG BOLD GOAL #2 Minnesota school climates foster positive student engagement.**

MnEEP's Solutions Not Suspensions Coalition mobilized over thirty organizations and hundreds of individuals to successfully advocate for new state legislation that enables schools to address discipline disparities amongst students. MnEEP worked directly with school leaders and teachers in several districts to shape positive school climate policies and practices. This knowledge extends to charter schools in the state. MnEEP continued being an active national expert on federal and state ESSA policy development related to school discipline and school climate issues.

## **BIG BOLD GOAL #3 Minnesota educators reflect student demographics.**

MnEEP worked with a statewide ad hoc coalition of teachers of color and American Indian teachers to successfully advocate for state legislation mandating that all students be provided with improved and equitable access to more effective and diverse

teachers. MnEEP served as the fiscal agent for the coalition as they organized a 3-day conference that focused on creating peer support systems for teachers of color and American Indian teachers. A Senior Policy Fellow joined MnEEP to lead a campaign to adopt a new state policy framework for developing and retaining a diverse teaching force.

## **BIG BOLD GOAL #4 Minnesota schools effectively support the multilingualism of all students.**

MnEEP successfully partnered with the Coalition of Asian American Leaders (CAAL) and the Migration Policy Institute (MPI) to organize an ELL stakeholder group tasked with developing policy recommendations for Minnesota's Implementation Plan of the federal Every Student Succeeds Act (ESSA). MnEEP and CAAL held community meetings involving Spanish, Hmong, Karen and Somali speaking parents to develop ESSA recommendations. MnEEP delivered key presentations to teachers, principals, and superintendents on vital components of the Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act at a statewide conference hosted by the East Metro Integration District and at a regional retreat for K-8 schools.

## **BIG BOLD GOAL #5 Minnesota institutions of higher education accelerate greater access and equity for students of color and American Indian students, focusing on financial aid.**

MnEEP conducted a college fair featuring Historic Black Colleges and Universities from across the nation. MnEEP produced and distributed a Summer Academic Enrichment Guide identifying opportunities for students to participate in out-of-school programs across the state that strengthen academic skills and provide exposure to career fields.



**Justin Lees**  
*Social Media Intern*

**Jennifer Godinez**  
*Associate Executive Director  
and Project Director*

**Sheryl Petty, PhD**  
*Conference Keynote Speaker*

**Carlos Mariani Rosa**  
*Executive Director*

**Brandon Brooks**  
*Program Associate*

**Marika Pfefferkorn**  
*Program Director,  
Solutions Not Suspensions*



## MnEEP: Minnesota's Voice for Racial Equity in the U.S. Every Student Succeeds Act (ESSA)

This year, MnEEP continued to provide important leadership for the reshaping of public policy in Minnesota by helping to ensure that racial equity was the central focus of the state's implementation of the Every Student Succeeds Act (ESSA). MnEEP sees this as a historic opportunity to advance racial equity in Minnesota.

The ESSA is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 and was signed into law by President Obama in 2015. This federal legislation replaces the No Child Left Behind Act (NCLB) of 2002 which was the previous ESEA reauthorization. NCLB is often criticized for encouraging limited metrics and potentially punitive measures. The ESSA corrects for these shortfalls by creating more flexibility for states to assess their schools via multiple measures of success that are based on academic outcomes, student progress, and school quality. It also provides states with more flexibility in identifying and providing support services for school improvement by increasing support for locally designed solutions.



The main focus of ESSA is ensuring that all students are prepared for college and the workforce. Within this, the law recognizes the ongoing presence and impact of racial achievement gaps on overall graduation and dropout rates. While these rates have improved, the law requires each state to formally address barriers to increased academic outcome improvements in their education systems.

Every state must now file an ESSA Implementation Plan with the U.S. Department of Education to show how they will meet the law's mandates. MnEEP has seized this requirement as an opportunity to make Minnesota a leader in advancing equity-centered education policies. The organization has worked closely with stakeholders from racially and linguistically diverse communities to identify culturally relevant education assessment metrics and interventions that are tailored to meet local needs.

### MnEEP uses simple yet powerful principles to guide its ESSA work:

- **engage directly** with communities of color and American Indian communities by simultaneously convening communities and building direct relationships with education system leaders,
- **access local and national research** on effective practices on racial competency,
- **build networks** and join the coalition work with other allies, and
- **create a strong advocacy voice** to promote a compelling public narrative on racial equity in education.



## Culturally Relevant Education Assessment Metrics and Interventions Identified to Meet Local Needs

- Developing recommendations for Minnesota to include additional academic indicators that address school climate issues in the state's ESSA implementation plan. These indicators encourage the state to update its student discipline practices with new research-supported methods to re-engage students and encourage academic success within healthy school environments.
- Developing recommendations for Minnesota to adopt English Language Learner (ELL) instructional approaches and expectations that align with the "student assets" approach of the state's groundbreaking Learning English for Academic Proficiency and Success (MNLEAPS) Act. This act embraces home native language as a pathway to academic success for ELL students. In a historic move, ESSA prioritizes ELL academic outcomes as a key accountability metric for a school to access federal Title I funding. This emphasis validates and reinforces the approach of the MNLEAPS Act.
- Working with a broad coalition of local and national organizations to encourage Minnesota schools and the Minnesota Department of Education to partner with parents and communities in developing appropriate ESSA policy and practice.

## Big Bold Goal # 1

Minnesota school systems are culturally responsive in their policies and approaches to education.

### Race Equity and Excellence in Education Network (REEEN)

MnEEP believes that a core competency of responsive school systems and leaders involves the ability to participate in civic processes that listen to, and work with, members of various local cultural to create new approaches to deliver education services. Guided by research, MnEEP developed REEEN – the Race Equity and Excellence in Education Network initiative. REEEN works with rural school communities to develop and follow locally owned and driven collective action process which captures the ideas of communities of color and American Indians to place them in the re-design of their schools. Each community produces a “Race Equity and Excellence in Education Action Plan”™ as an accountability blueprint to measure progress on their objectives.



MnEEP’s REEEN was supported in large part this year by a Bush Foundation Community Innovation grant of \$150,000 and was one of less than thirty grantees to be awarded such an honor. These

grants support organizations who are working with communities to use innovative problem-solving processes to build effective, equitable, and sustainable solutions.

### Nobles County Race Equity and Excellence in Education Action Plan™ and Visioning

This year, MnEEP continued to partner with the Nobles County Integration Collaborative (NCIC) in Southwestern Minnesota to begin a collective action process and a develop a Race Equity and Excellence in Education Action Plan™ with their community. Southwestern Minnesota is home to growing Hmong, Latino, Karen, and Somali communities that influence and are influenced by the region’s education system. The NCIC equity action planning process engages leaders, students, families, government leaders, and civic leaders from these communities in a highly inclusive process. These stakeholders work with school administrators to review key education equity case studies, engage in community decision-making conversations, and develop a final Race Equity and Excellence in Education Action Plan™. This plan lifts up systemic and practical solutions for education equity in the Nobles County region.

**Dr. Sheryl Petty, a leading national researcher on equity-centered capacity building, highlights the importance of an equity lens when building the capacity of K-12 schools to undertake collective action processes:**

“Equity-Centered Capacity Building (ECCB)...provides a lens, a set of skills, and specific strategies that support school systems and communities as they move along the continuum of transformative and sustainable improvement. ECCB also builds the courage, relationships, and the muscle of administrators, teachers, students, boards, and community members to stay focused on their dreams and goals—helping all students thrive, improving school systems, and tackling the most daunting challenges.”

—American Institute for Research,  
<http://www.air.org/sites/default/files/OpeningTheDoors-EquityProject-Jan2015.pdf>, p.64



Visioning sessions were held in Nobles County to identify solutions to opportunity gaps in their schools and develop Race Equity and Excellence in Education Action Plan.

Between May and August 2016, MnEEP staff and consultants held five visioning sessions in Nobles County in conjunction with Adult Basic Education Classes (ABE). Participants included members of the local Laotian, Karen, Latino, African, and African-American communities. These visioning sessions asked participants, in their language, about education equity barriers that their community faces and possible solutions for closing the associated opportunity gaps.

The issues and ideas generated by these visioning sessions are a critical component of the Nobles County Race Equity and Excellence in Education Action Plan™. This plan includes recommendations for school decision-makers and will be available to individuals in 2017.

### Mille Lacs Race Equity and Excellence in Education Promise to Act

In Central Minnesota, REEEN worked with the Mille Lacs region to help shape the implementation phase of their Race Equity and Excellence in Education Action Plan™. As part of this process, MnEEP continued to provide support to teachers and school board members in the region as they increase their understanding and capacity to build equity through their policy development strategies. The organization will continue to support Mille Lacs stakeholders to develop innovative policy tools, dialogues, and commitments for building education equity in the coming year.

## Visioning Sessions Survey Results

Of the total 135 visioning session participants, 118 completed surveys. Latinos comprised the largest ethnic group completing the surveys (43.2%), followed by Asian or Asian American (34.7%), African or African-American (17.8%), White (2.5%), and Mixed Race (1.7%).

- Nearly all respondents (99%) “agreed” or “strongly agreed” that they had a better understanding of the Nobles County Race Equity and Excellence in Education Action Plan™ process as a result of the visioning session or ABE participation.
- Nearly all respondents (98%) “agreed” or “strongly agreed” that they could envision a new approach for building educational equity in their community as a result of their participation.
- Nearly all respondents participants (98%) felt they had learned new terms to talk about equity and systems change as a result of their participation.
- 92% of respondents indicated they would like to continue to be involved in the overall Nobles County Race Equity and Excellence in Education Action Plan™ process.

## Big Bold Goal #2

Minnesota school climates foster positive student engagement.

**MnEEP's Solutions Not Suspensions (SNS) Coalition grew to include over thirty organizations and individuals in its second year of operation. The SNS is dedicated to ending the "school-to-prison pipeline" by transforming school discipline policies and shifting community narratives toward more positive school climates.**

### Stakeholder Groups and Resource Development

In 2015-2016, SNS work hosted various stakeholder groups, "SNS Member Caucuses", to work in three focus areas:

- building accountability and engagement by working with families and communities to analyze discipline data and explore restorative justice solutions,
- changing the school discipline narrative in media and community dialogues, and
- promoting of viable equity solutions when developing education policies.

A key outcome of these caucuses was the development of the Discipline Dashboard™. This info-graphic tool was shaped by students, parents, and educators and it focuses on educating community members, educators, and state legislators about the impact current discipline practices and the benefits of alternative options.

### Mobilizing for Policy Change at the State Level: 2016 MN Student Inclusion Act

While student discipline has been an increasingly popular topic in Minnesota, the students that are most affected often do not have a platform to share their experiences and opinions. In the 2016 session of the Minnesota State Legislature, the SNS Coalition advocated to advance discipline solutions that included the student point of view.

#### Highlights of this advocacy include:

- public testimony by high school students at state legislative hearings,
- airing and publishing multiple media pieces, and
- introducing the Student Inclusion and Engagement Act [SF 2898/H.F. 3041]

As a result of these activities the state legislature created a Student Discipline Working Group and named MnEEP to its membership. MnEEP's SNS Director, and a SNS student member, were selected as its co-chairs by the Working Group's members. The Group is charged with providing policy recommendations regarding student discipline to the state legislature in February 2017.

### The National Week of Action Against School Push-out

Every year, MnEEP helps coordinate various student-led events during a national "week of action" that lifts up student voices about the need to reform schools discipline and end the "school-to-prison pipeline." Students organize highly visible and highly positive "walk-ins" at their schools to draw attention to school climate issues. This year a state legislative candidate forum on discipline policies was held at the St Paul High School for Recording Arts (HSRA), and student presentations were made at the Twin Cities Social Justice Fair at Henry High School in Minneapolis.

Marika Pfefferkorn, MnEEP SNS Director, testifying at state legislature on discipline disparities reform





## Technical Consulting to Support Schools for Alternative Discipline Practices

MnEEP further developed its capacity to provide direct technical support and advice to individual schools seeking to develop alternatives to their current discipline practices. A school in the Osseo Area School District was the first school to work with MnEEP to complete a discipline assessment process. Further, MnEEP began collaborating with several schools in the Saint Paul Public School District to develop restorative justice agreements between the district and the local teacher’s union.

## Youth Summit “Discipline in Charter Schools”

MnEEP helped Minnesota youth to attend the Youth Summit and share their experiences and opinions about student discipline. High school students from nineteen Twin Cities charter schools recorded video blogs, participated in workshops, and exchanged ideas and strategies to push back against school push-out. The event helped the youth learn about the “school-to-prison pipeline” and the role charter schools can play in shifting harsh and punitive approaches to discipline.

### Summit Results

- Participating charter schools are working to develop a student advisory group on discipline through their authorizers.
- Students at High School for the Recording Arts formed a “Justice League” and are now full members of the SNS Coalition.
- A Postsecondary Enrollment Options (PSEO) class on the History of Discipline/Social Justice is in the works!



OSSEO AREA SCHOOLS

ISD  279



**A survey completed by participants of the Youth Summit\* revealed a range of student experiences with school discipline. 20% of respondents indicated that that had been expelled. Respondents reported a total of 825 days of lost instructional time due to disciplinary action. Results showed that 83% of all suspensions fell on African-American students.**

The variances in the qualitative and quantitative data gathered from these students suggest the need for additional exploration. MNEEP will continue to work directly with youth in charter schools to better analyze these findings to develop a more accurate understanding of the breadth and depth of their experiences with school discipline.

*\*Respondents ranged in age from 15-19 years old with 38.3% identifying as female, 28.3% identifying as male, and 33.4% choosing to not identify. 45% of respondents identified as Black/African-American, 20% identified as Hispanic/Latino, 20% identified as African, 10% identified as White, 12.5% identified as Mixed/Multi-Race, and 2% identified as Asian/Asian-American.*

## Big Bold Goal # 3

Minnesota educators reflect student demographics.

In 2015-2016, MnEEP worked with the statewide Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota to pass state legislation creating a mandate that “all students be provided with improved and equitable access to more effective and diverse teachers.”

This is significant because the state of Minnesota now has a clear statutory expectation to improve the diversity of the teacher labor force in all public schools.

This summer, MnEEP served as the fiscal agent for the Coalition’s “Current and Aspiring Teachers of Color and American Indian Teachers Conference.” This 3-day gathering took place at Metro State University in August 2016 focused on creating and nurturing support systems for people of color and American Indians in the teaching profession.

Minnesota now has a clear statutory expectation to improve the diversity of the teacher labor force in all public schools.

Senior Policy Fellow, Dr. Rose Chu joined MnEEP this year to lead a campaign that will advocate for a new statewide public policy framework to advance the quantity and quality of teachers of color and American Indian teachers in Minnesota. This effort will seek to tie together new ways to identify, recruit, prepare, support, and retain a diverse teaching force in our state.



New funding from the John & Denise Graves Foundation is providing MnEEP with the resources needed to help develop a policy framework that ensures a diverse leadership presence in our K-12 teaching profession. After three decades of stagnant growth in the population of new teachers of color and American Indian teachers, this work is desperately needed as our total student enrollments include 30% students of color and American Indian students.



The “Current and Aspiring Teachers of Color and American Indian Teachers Conference” supported diversity in the teaching profession.

## Big Bold Goal # 4

### Minnesota schools effectively support the multilingualism of all students.

This year, MnEEP created the Emerging Multilinguals Network to provide the long-term advocacy that is necessary to support students whose home language is a language other than English. The network provides a unique and powerful foundation for delivering effective and empowering education services to these underserved students. A McKnight Foundation grant to the Migration Policy Institute (MPI) supports the work of the Emerging Multilinguals Network.

MnEEP also partnered with the Coalition of Asian American Leaders (CAAL) and MPI to coordinate conversations between multilingual advocates and those individuals most impacted by English Language Learner (ELL) policies and practices in Minnesota schools. The goal of this project was to develop an equity agenda to support ELL student and their families, which the partnership will recommend to the Minnesota Department of Education (MDE) for inclusion in the state's implementation plan of the federal Every Student Succeeds Act (ESSA). An ELL-ESSA stakeholder advisory group was created to mobilize impacted communities to inform the development of the equity agenda and included representatives from Spanish, Hmong, Karen, Somali and various other West and East African communities. Researchers from the University of Minnesota and Hamline University supported the process.

Several multiracial public meetings were held to bring together parents from different language communities to learn about the ESSA and Minnesota's nationally-acclaimed Learning English for Academic Proficiency Success (LEAPS) Act. Meeting attendees offered advice on how to implement the new ELL focus in ESSA in conjunction with the LEAPS Act. These recommendations will be transformed into a MnEEP Policy Brief and will be shared with MDE.

Finally, MnEEP delivered key presentations on vital components of the LEAPS Act to teachers, principals, and superintendents at a statewide conference hosted by the East Metro Integration District (renamed Equity Alliance) in December 2016 and at a regional retreat for K-8 regular traditional and charter public schools in April 2016.



COALITION OF  
ASIAN AMERICAN LEADERS

Public meetings brought together parents from different language communities to learn about ESSA and LEAPS Act.



## Big Bold Goal # 5

Minnesota institutions of higher education accelerate greater access and equity for students of color and American Indian students, focusing on financial aid.

### Historically Black Colleges and Universities (HBCU) Fair – A Huge Success for 2016!

The 2016 Historically Black Colleges and Universities (HBCU) Fair was held on Martin Luther King, Jr. Day providing access to college academic opportunities of these institutions to over 200 Minnesota students and their families. The social, and cultural values provided by HBCUs were highlighted and a multiracial group of students had powerful opportunities to meet with college representatives and alumni from around the Twin Cities.

MnEEP partnered with St. Peter’s African Methodist Episcopal Church in Minneapolis to host the event and worked with KMOJ Radio 89.9 FM and local African-American businesses to promote the event in the community.

Four HBCUs provided major workshops to students: Philander Smith College, Paul Quinn College, Southern University, and Howard University.

The keynote speaker Jessica Johnson, Executive Director of The Scholarship Academy, hosted a “Scholarship Boot Camp” session that was attended by thirty-eight students.

Forty-eight local HBCU alumni helped coordinate the event with entertainment and technical support from the Patrick Henry High School Elite Steppers, the Wayman Boys Step Team, Phi Beta Sigma Fraternity and Zeta Phi Beta Sorority.



Over 200 prospective students and their families attended the HBCU College Fair

## MN Hunger For Equity Summit

MnEEP co-hosted the “Hungry for Equity Summit” in March 2016. This event was a collaboration of many partners, including the Center for School Change, Citizens League, Everybody In, Growth & Justice, Minnesota Private College Council, Minnesota State College Student Association, and Students for Education Reform.

Summit attendees chose between ten unique breakout sessions followed by a plenary convening to create a specific policy agenda for racial equity in higher education and workforce readiness in Minnesota.

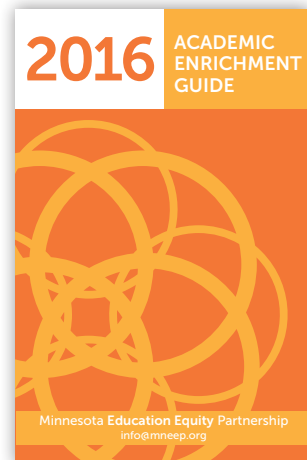


## 2016 Academic Enrichment Guide (AEG)

MnEEP produced the 2016 Academic Enrichment Guide (AEG), the 25th year we have done so. It provides students of color and American Indian students throughout Minnesota with information on how to access enrichment programs and opportunities that promote college readiness, strengthen learning skills, and provide exposure to career fields.

**Sixty programs for K-12 students are listed in the AEG in seven categories:**

1. Academic support
2. Skill building
3. Visual and performing arts
4. College readiness, and access
5. Outdoor, wilderness, and camping
6. Science, technology, engineering and mathematics (STEM)
7. Cultural and youth development



### HBCU Fair Results

- 88% | I know more about the resources available for college.
- 80% | I feel more confident about enrolling in college.
- 89% | There is support for me to explore and attend college.
- 91% | The event was worth the trip.

**AEG DISTRIBUTION**  
5,000 printed copies of the AEG were distributed across the state and an electronic version was available online.

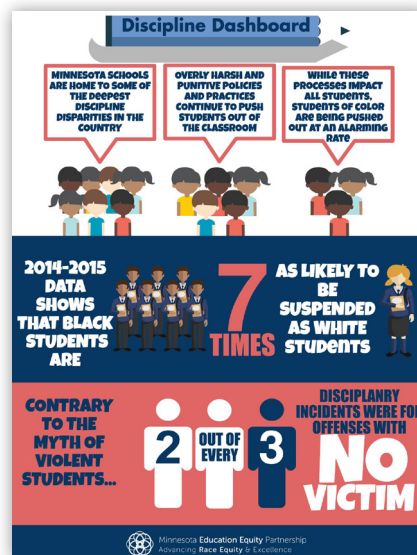
# MnEEP Research and Policy Development— Diverse Voices Asking New Questions

## Research Reports

With the intention of encouraging deeper awareness of the systemic racism in our education system, MnEEP released the “2016 State of Students of Color and American Indians Report” (SSOC/AIS) at the MnEEP Conference on February 25, 2016.

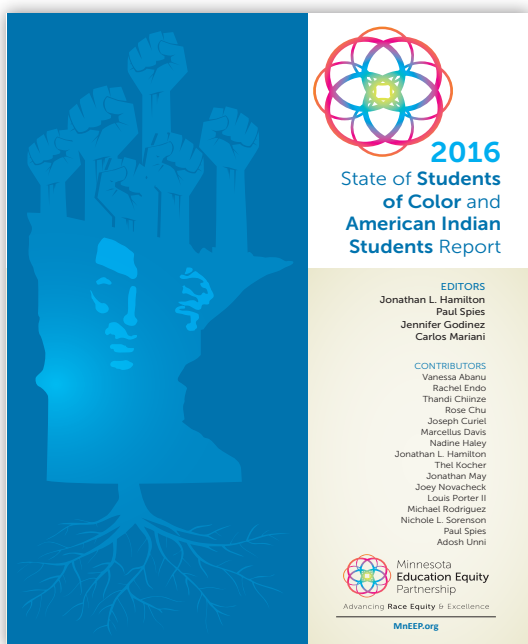
This SSOC/AIS Report, the seventh dating back to 2001, provides a historical context necessary for understanding the persistent racial inequities produced by our schools, colleges, and communities. The Report also provides current assessment data, disaggregated by race, that demonstrates how these inequities are critically evident in the Minnesota’s student opportunity gaps.

The SSOC/AIS Report presents new tools for understanding and framing racial equity for use at K-12 school boards and college trustee meetings, higher education department assemblies, local teaching leadership teams discussions, classrooms preparation sessions, and community gatherings. MnEEP provided copies of the Report to all attendees of the 2016 MnEEP conference and also shared the report with state legislators, college presidents, K-12 administrators, teachers, and community groups throughout the state.



## Research Based Tools for Advancing Race Equity in Education

The MnEEP SNS Coalition has completed the first edition of the K-12 Discipline Dashboard. This tool was informed by students, parents, and educators and focuses on educating community members, educators, and state legislators about the impact that current disciplinary practices have on Black male students and other students. The tool helps make the case for alternatives to suspension and expulsion. MnEEP will continue to refine this tool and incorporate additional feedback through the work of the Solutions Not Suspensions Coalition.



## 539+ SOSOC/AIS Reports Distributed

- 300** | MnEEP 2016 Conference
- 80** | Osseo Area Schools
- 75** | Roseville Area Schools
- 32** | MnEEP Board of Directors and Partners
- 30+** | Minnesota State Legislature
- 12** | MnBMAN Convening—Rochester
- 12** | Partner Institutions

**“We can only understand the present by continually referring to and studying the past: when any one of our intricate daily phenomena puzzles us; when there arises religious problems, political problems, race problems, we must always remember that while their solution lies here in the present, their cause and their explanation lie in the past.”**

—W.E.B. DuBois, 1905

### Policy Brief—“Need for Ethnic Studies Curricula in Minnesota Schools”

MnEEP developed and published a major policy brief that makes a case for changing Minnesota curriculum to provide opportunities for all students—specifically students of color and American Indian students—to “see themselves” in instructional content. The Ethnic Studies Brief was presented at the August 2016 Conference held at Metro State University, “Current and Aspiring Teachers of Color and American Indian Teachers Conference.”

This brief serves as a vital tool for for educators, administrators, policymakers, and community members.

### The Ethnic Studies Brief:

- defines and provides a historical context for the origins of ‘ethnic studies,’
- shares examples of ethnic studies curricula implementation,
- demonstrates how such implementation is currently lacking in Minnesota schools,
- builds the case for all Minnesota students to have access to culturally relevant studies, and
- offers action steps for developing and implementing ethnic studies curricula in Minnesota classrooms.

Education leaders networking at special ethnic studies dinner at the University of Minnesota—February 2016



## RCT Presentations

MnEEP staff and RCT members have shared research-based information and facilitated discussions with diverse audiences on key education race equity issues. A sample of 2015-2016 presentations includes:

- Presentation on the SSOC/AIS 2016 Report at the February MnEEP Conference in February 2016 and at the Teachers of Color Conference in August 2016
- Sharing race equity principles with the 17 Presidents of the MN Private College Council in September 2016
- Presenting lessons learned on community collective action and school board training tools at the National Schools Board's Association Annual Meeting in August
- Giving research-based testimony to members of the U.S. Congress deliberating the Every Student Succeed Acts, Winter 2015
- Panel discussion about racial equity and dismantling systems of oppression in Minnesota's education system at Hamline University, March 17, 2016.
- Student presentation at Hmong International Academy on multicultural education, ethnic studies, and the Civil Rights Movement, December 3, 2015,

## Gathering New Voices for New Research Perspectives on Education

### Research Collaborative Table (RCT)

MnEEP regularly convenes a multiracial research collaboration initiative with two dozen researchers from K-12 school districts, higher education institutions, community-based organizations, and nonprofit service providers. The Research Collaborative Table (RCT) produces research reports and guides the development of policy briefs. They also provide research-based guidance to MnEEP's 5 Big Bold Goals and the organization's programmatic work. The RCT is currently exploring:

- learning about emerging methodologies and studies that quantify the significance of race as a determining factor in educational opportunities,
- studying the importance of student engagement as a way to answer the challenge of how race is a factor in educational outcomes, and
- exploring assessments that go beyond summative, standardized testing of quantitative knowledge to include social resiliency skills and qualitative problem-solving skills.

Associate Director Jennifer Godinez speaking on Greater MN race equity community processes.







Race Equity Conference:  
Executive Director,  
Carlos Mariani Rosa

Board Chair, Dr. Na'im Madyun  
and colleagues discuss Black  
male achievement research news



## Minnesota Black Male Achievement Network (MBMAN)

MBMAN was created by African-American educators and activists as a vehicle for convening the community leadership and advocacy necessary for improving the academic success of Black male students in Minnesota schools. MBMAN expanded its membership in 2015-2016 by successfully engaging partners from Greater Minnesota at a meeting held on the University of Minnesota–Rochester campus. The meeting brought local educators, policymakers, teachers, and local stakeholders focused on Black male achievement and explore how to partner across the state to change the academic landscape for Black males in Minnesota schools.

## Men of Color Think Tank (MOCTT)

MBMAN co-hosted the Men of Color Think Tank (MOCTT) in partnership with the University of Minnesota's College of Education, the NorthSide Funders Group, and HGA Architects on April 21 - 22. The event engaged African and African-American male activists on drafting a Minnesota Bill of Rights Campaign for Black Males in Education. The campaign utilizes a large policy framework for shifting state education laws and the subsequent educational policies and practices of schools and colleges in the state.

## MnEEP'S 2016 CONFERENCE

# Minnesota's Pathway Forward Deepening Race Equity in Education

MnEEP's annual statewide conference took place on February 24–26, 2016 and engaged more than 300 education practitioners, policymakers, community members, nonprofit professionals, and students. The event featured the theme “Minnesota's Pathway Forward: Deepening Race Equity in Education” and it invigorated discussion on how participants could individually and collectively advance racial equity and educational excellence in Minnesota. To support this, the event paired keynote addresses from national thought leaders, practitioners and researchers with workshop sessions facilitated by local educators, students, and researchers. All aspects of the conference focused on sharing promising policies and practices for equity in education.



“These presentations showed me how to apply social, emotional and political approaches to systems changes. Few conferences in Minnesota do that!” —Participant



Dr. Sheryl Petty  
California local School Board  
Member Jose Lara,  
Ethnic Studies panel with Arizona  
University Dr. Nolan Cabrerra, and  
local African American, Asian, and  
American Indian educators.



**“This Conference re-energized my passion to push for more culturally relevant curriculum.”** —Participant

## Conference Highlights

### General Sessions

- **Jose Lara** and **Dr. Sheryl Petty** inspired conference attendees with keynote addresses highlighting research on the role effective ethnic studies and equity-centered capacity building can play in transforming education in a multiracial society.
- MnEEP staff released the **“2016 State of Students of Color and American Indians Report.”** This report highlights the history of racial dynamics in Minnesota schools, assesses the latest opportunity gap data (i.e. test scores and other indicators) in the state, and highlights new tools for educators and policymakers to frame racial equity when discussing education policy and practice in their boardrooms, classrooms, and communities.
- Local experts held **twenty-nine workshops** on key topics such as: encouraging culturally responsive teaching and leadership in schools, addressing solutions to suspensions, incorporating student voices in curriculum development, supporting equity policy development, and identifying pathways to develop more teachers of color and American Indian teachers in Minnesota.

### Special Leadership Sessions

- **Ethnic Studies in Minnesota** MnEEP staff hosted panel and workshop discussions that critically reviewed the historical and contemporary effectiveness of ethnic studies in providing an equitable education for an increasingly diverse Minnesota student body.

## Participant Feedback

- Every audience members surveyed stated that they “strongly agreed” or “agreed” that the keynote speakers were **informative, engaging, and valuable** for their current work in education.
- An overwhelming majority of workshop session attendees surveyed indicated that they “strongly agreed” or “agreed” that **“the sessions met my expectations and differentiated enough to apply to my professional area.”**
- Several workshop attendees noted that the **conference provided them with new skills and ideas** for building impactful equity practices in education.
- **Minnesota’s Education Ecosystem** MnEEP senior leaders hosted a dialogue between Dr. Sheryl Petty, one of the nation’s top experts on equity-centered leadership, and several nonprofit leaders funded by the Bush Foundation’s “Education Eco-system Grant” and working to change Minnesota’s delivery of education. The discussion focused on how to collectively strengthen equity-centered leadership across in the Minnesota’s education landscape in order to support underserved students, families, and communities.
- **Reshaping School Discipline in Minnesota** The MnEEP Solutions Not Suspensions (SNS) Coalition hosted a roundtable discussion on rethinking school discipline in Minnesota in the context of new Every Student Succeeds Act (ESSA) requirements. The discussion focused on existing efforts to reshape school discipline through ESSA and how participants could become involved in plans.

# THANK YOU

## FOUNDATIONS PROVIDING FINANCIAL SUPPORT

3M Foundation  
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Bush Foundation  
Dignity in Schools  
General Mills Foundation  
Graves Family Fund  
McKnight Foundation – Migration Policy Institute  
Minneapolis Foundation  
Minnesota Office of Higher Education  
Minnesota Philanthropy Partners  
Otto Bremer Foundation  
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Securian Foundation  
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## ORGANIZATIONS

### K-12 AND NONPROFITS

Association of Metropolitan School Districts  
Bemidji State University  
Bloomington Public Schools  
Center for School Change  
Distinctive Schools  
Education Minnesota  
Independent School District 196  
Job Corps / CHP International  
Normandale TRIO  
Northeast College Prep  
Northside Achievement Zone  
Perpich Center for Arts Education  
Science Museum of MN, Kitty Andersen Youth Science Center  
St. Louis Park Public Schools

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VOA

We IMPACT!

North Hennepin Community College

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*\*departed in 2016*

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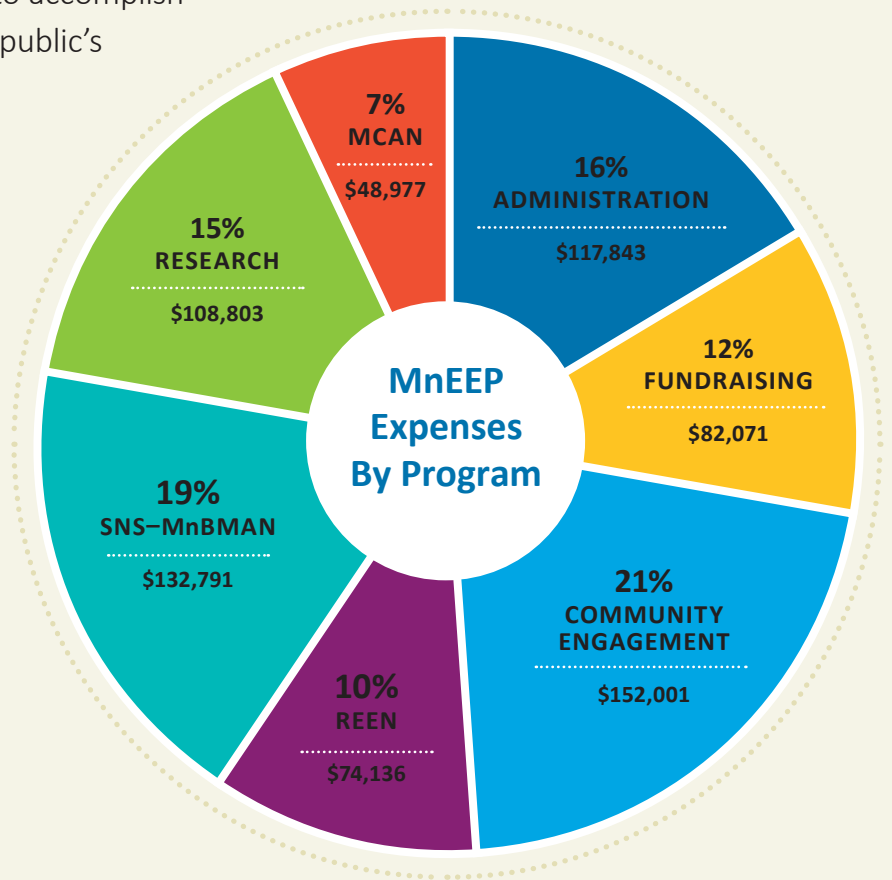
### Our Mission

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.



## Balance Sheet

<b>Assets</b>	FY 2016	FY 2015
Cash	555,157	513,486
Receivables	46,710	29,890
Prepaid Expenses	3,123	5,557
Property & Equipment	5,332	5,533
<b>Total Assets</b>	<b>\$610,322</b>	<b>\$554,466</b>
<b>Liabilities</b>		
Payables	97,494	56,876
Prepaid Partnerships	20,000	0
<b>Total Liabilities</b>	<b>\$117,494</b>	<b>\$56,876</b>
Unrestricted	52,696	196,675
Temporarily Restricted	440,132	300,915
<b>Total Net Assets</b>	<b>\$492,828</b>	<b>\$497,591</b>

## Income Statement

<b>Revenues</b>	FY 2016	FY 2015
Foundations and Grants	456,050	409,109
Government Grants & Contracts	45,000	45,000
Contributions	7,175	5,091
Partnership Fees	110,000	92,425
Membership Dues	4,425	5,896
Conference	71,230	0
Program Services	11,460	19,975
In-Kind Contributions	436	15,924
Other	6,084	876
Assets Released from Restriction, Net	0	0
<b>Total</b>	<b>\$711,860</b>	<b>\$594,296</b>
<b>Expenses</b>		
Program	516,708	388,695
Management and General	117,843	114,749
Fundraising	82,071	47,416
<b>Total</b>	<b>\$716,622</b>	<b>\$550,860</b>
<b>Net Revenues to Expenses</b>	<b>\$(4,762)</b>	<b>\$43,436</b>





**Equity Matters**  
**Justice Matters**  
**Critical Thinking &  
Self-Actualization Matter**  
**History Matters**  
**Relationships Matter**

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