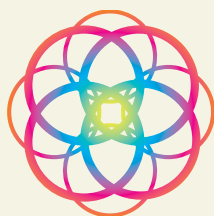




Keeping the
Light of Racial
Justice in Education
Bright and Shining...
Leading the Way



Minnesota
Education Equity
Partnership

Advancing **Race Equity** & Excellence

ANNUAL REPORT 2017–2018



Our Big Bold Goals

- 1 » Minnesota Schools are culturally responsive in their policies and practices.
- 2 » Minnesota school climates foster positive student engagement.
- 3 » Minnesota educators reflect student demographics.
- 4 » Minnesota schools effectively support the multilingualism of all students.
- 5 » Minnesota institutions of higher education will support student achievement by providing greater access and equity to students of color and American Indian students.

LETTER FROM THE EXECUTIVE DIRECTOR

Dear Supporters,

For more than 30 years, Minnesota Education Equity Partnership has been a steady beacon in Minnesota, highlighting important ways we can improve our state's education system for our students who are people of color and Indigenous people (POCI). Our purpose has been to guide those who can make a positive difference into supporting our growing number of POCI students for success.

We began with the simple notion: By bringing the realities of POCI students into sharp emphasis, we could marshal the energies of our various educational institutions into productive action to end the disparate outcomes between POCI students and white students.

MnEEP's work has indeed contributed to an environment of awareness and action in Minnesota that has sought to generate equitable results for POCI students. In fact, it has become increasingly rare to find leaders of schools, colleges, and communities who are not directly trying to end racial disparities.



MnEEP Staff

Carlos Mariani Rosa, Bailey Boelter, Yvette Massey, Rose Chu, Jennifer Godinez, Chris Vanecek and Aara Johnson. See back section for roles and titles.



MnEEP’s work has indeed contributed to an environment of awareness and action in Minnesota that has sought to generate equitable results for students of color and Indigenous students.

Carlos Mariani Rosa
Executive Director, MnEEP

Yet even with some closing of opportunity “gaps,” the educational disparities continue.

At MnEEP, we realize that awareness alone is not enough to produce the policies and practices that POCI students deserve. The education challenge POCI communities face has complex, deep roots in how our society was shaped to exclude these communities from opportunity.

We know that awareness is just a first step to undoing that complex system design. That is why we must continue to work towards the deeper knowledge required for successful redesign, one that comes from building relationships with POCI communities to advance the wisdom they possess.

This report is a brief snapshot of what we’ve done this past year to go beyond “shining a light.” It shares how we engage and research for new actionable knowledge. It shows how we strive to bring forth for policy makers the critical questions that a successful educational system must answer such as: who teaches, what language is spoken, how are students seen, what governance and finance decisions impact student access, what role does relevancy play in content knowledge, how is the whole community involved, and what is the balance of power between students and instructors?

Ultimately, these raise the question of the purpose of education beyond economic outcomes. They also open discussions about the deeper experience of POCI students—how their housing, health, income, and family’s empowerment impact learning and whether those too must be part of the educational design.

The POCI students we advocate for are affected daily by the actions and words of political leaders who have been amplifying white supremacy in a number of ways, including the separation of children from families that are desperately migrating across borders in search of safety, and banning entry into the U.S. to people who share our Muslim students’ religious faith.

Now more than ever, we need to keep shining a light on the truths that POCI students face and we need a statewide social vision informed by their educational aspirations.

That is MnEEP’s goal: To shine a light and engage in such a way as to develop both the will and the skill to make racial equity a powerful reality of our state’s bold education goals.

Join us in this revolutionary work.

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

Carlos Mariani Rosa
Executive Director, MnEEP

BIG BOLD GOAL 1

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

MnEEP continues to build collaborations and convenings with Native American communities and communities of color to build important Race Equity plans. Through this ongoing work, Greater Minnesota communities are able to engage in important conversations, develop key insights, and shape policy and practices in education that will have a direct and profound impact on them, their children, and their communities.

Key Convenings and Collaboratives for Building Race Equity in Greater Minnesota

Race Equity and Excellence in Education Network (REEEN)

Less than 5 percent of Minnesota teacher's workforce, school boards, and superintendents reflect the growing diverse students of color and American Indian students in our schools.

On-going interviews with students and families reveal a need to shift school communities to use an equity lens to reshape policies and practices around all aspects of education including school climate, curriculum, and teacher preparation.

Through REEEN, MnEEP is building collaborations that support leaders and communities in having critical conversations about how race impacts schooling and developing "promise to act" plans to shape new realities for race-equity-centered school communities.



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

Examples of REEEN initiatives includes:

- MnEEP Equity Action Plan 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 Symposium

MnEEP uses "will and skill" building around race equity policy and practice to shape new community conversations and action.

By engaging communities in multiracial teams—and having tough but vital conversations on systemic racism and the history of inequities in education—a new civic compact arises that allows community members to build new pathways for equity.

These new civic compacts move into courageous action that leads to equitable and high-quality student achievement, leading to better opportunities for students of color and American Indian students.

Building the Capacity of Rural Education Equity Action

Mille Lacs Region

A Growing Education Equity Collaborative

Since 2014, MnEEP has partnered with local leaders, families, and school superintendents in the Mille Lacs region to form a “Promise to Act” advisory committee. Since 2015, members of the advisory committee and local school board members have participated in dialogues covering: American Indians and schooling; equity frameworks in education; and equity policies and equity scorecards. Each school district in the Mille Lacs region Equity Action Planning project has implemented various equity strategies and frameworks based on their participation.

In 2018, the Promise to Act advisory committee and MnEEP have been joined by an “Equity Champion” who will continue to coordinate the advisory committee and assist to build capacity for education equity collaboration amongst leaders, families, and students in the region. Additionally, the Promise to Act advisory team—comprised of community leaders, parents, Mille Lacs Band of Ojibwe members, Central Lakes College staff, superintendents, and youth workers—gathered to review the Equity Action Plan and determine objectives for moving forward in the region.



“I am excited to join MnEEP because joining forces with an organization as reputable as MnEEP strengthens the work that is so desperately needed in the Mille Lacs area pertaining to educational equity and the policy shifts that support those endeavors. Their vision for equity and their bold practice of starting and continuing important conversations aligns with my own vision of healing and growth for my community.”

—Adrienne Benjamin, Equity Champion
Pictured above in center

Nobles County Region

Cultural Community Outreach

Since 2016, MnEEP partnered with the Nobles County Integration Collaborative (NCIC) and community leaders, educators, and students and families to complete an innovative, community-centered 18-month equity action planning process and a final “Promise to Act: Education Equity and Excellence in Action Plan.” The Plan outlines key education equity strategy recommendations and goals for community leaders, educators, and families to guide their advocacy for school change.

In 2018, the Nobles County Equity Action Plans were translated into Spanish, Oromo, and Karen. Three Outreach sessions provided these Plans to families in each distinct cultural community in the Worthington area of Nobles County.



“We need to tell school boards that in high school we need more EL teachers of our background. There is not enough time for learning from EL teachers. And with some of this time, it is mainly an English/Spanish Language focus. We need to translate more curriculum into our native language of Oromo.”

“Youth are very excited about having more teachers of color. The report reiterates this.”

—Student Participants

Building Collective Action and Equity Leadership

Superintendent Symposium Advancing Race Equity in Education

More than 30 Minnesota superintendents gathered at Minnesota State University, Mankato (MNSU) on September 21 and September 28 for two important conversations. The first, an overview of Civil Rights Law, language access policy, and immigrant students' access to K-12 education. The second, an overview the role of government entities have to advance race equity; a background on concepts from implicit bias to structural racism; and discussions on communicating race equity narratives with our communities.

Dr. Patricia Gandara, co-director of the Civil Rights Project/Proyecto de Derechos Civiles at UCLA, presented on civil rights and language access research, policy, and practice. Gordon Goodwin, from the Government Alliance on Race and Equity with Race Forward, presented on the role of government entities have in communicating narratives on race equity.

Participants engaged with one another on important race equity definitions and the historical overview of institutional racism in government, including schooling and the key Civil Rights Act provisions and laws on language access. Superintendents gained a greater understanding of how race impacts students and families in schooling. In addition, an overview of how race narratives plays out in communications from districts and cities was reviewed and thoroughly discussed by superintendents and communications staff from various districts.

Planning partners for the event and curriculum of the Superintendent Symposium included: Dr. Melissa Krull, Dr. Candace Raskin and Dr. Bernadeia Johnson professors at the Center for Engaged Leadership at the Department of Educational Leadership, Minnesota State University, Mankato (MNSU) and Michelle Walker, Executive Director of Generation Next.

MnEEP planning members included board members Nan Yurecko and Stanley Brown and MnEEP staff members Jennifer Godinez and Carlos Mariani.



Top Left Photo (Left to Right): Dr. Stanley Brown, Dr. Candace Raskin, 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 Top Right Photo: Jennifer Godinez Bottom Left Photo: Gordon Goodwin the Government Alliance for Race and Equity (GARE) of Race Forward Bottom Right Photo: Carlos Mariani, Dr. Patricia Gandara, Jennifer Godinez



MnEEP partnered with the Center for Engaged Leadership at the Department of Educational Leadership, Minnesota State University, Mankato (MNSU) and Generation Next to collectively build the equity leadership and communication skills of Minnesota education leaders.



Superintendent Symposium Sessions—Survey Results

- 100%** | 100% responded Strongly Agree or Agree they learned something new from the presentation: “U.S. Civil Rights, Language Access, and Fulfilling the Promise of Equity in Education.”
- 100%** | 100% Strongly Agree or Agree that they learned something new related to the role of government and advancing race equity.
- 91%** | 91% Strongly Agree or Agree that they have a better understanding of race equity terminology such as implicit bias and institution/structural racism.
- 100%** | 100% Strongly Agree or Agree that they will be able to share new knowledge from this presenter on governments and race equity with their leadership team of their district.
- 100%** | 100% Strongly Agree or Agree that they have a better understanding of “Communicating race equity” concepts and frames.

BIG BOLD GOAL 2

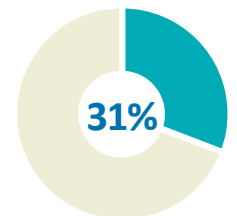
We can foster positive school climates to end discipline disparities in Minnesota schools and support all students for success in the classroom.

MnEEP continues to boldly and strategically address student racial disparities caused by the discipline policies and practices of Minnesota’s K-12 schools. Our approach has been to:

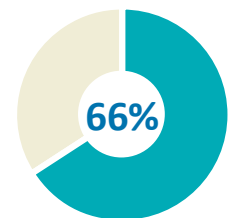
- Directly engage Indigenous peoples and communities of color, local schools, and district leadership
- Build coalitions for local and state advocacy
- Connect with national movements of researchers, advocates
- Shape the public narrative to focus on relationship building and system re-design and away from trying to “fix” students

To ensure that state policy and practice is focused on building healthy relationships with students that keep them in the learning environment, MnEEP pursues a comprehensive strategy involving convening and networking building, changing policies, advocacy and research.

IN MINNESOTA
Students of Color
comprise



of the population
Yet Receive



of all school
suspensions and
expulsions

Convening and Building Networks and Coalitions to End Discipline Disparities

In 2018, MnEEP provided major staff time and resources to support the **Minnesota Solutions Not Suspensions (SNS) Coalition**, made up of over 35 organizations and individuals. Fortified by MnEEP, SNS is now spinning off to become a freestanding non-profit entity.

185 individuals and 35 organizations are part of SNS. The majority of the core team are from POC communities and include parents, students, legal rights activists, and lawyers. Many are educators and youth organizers.

Changing Policies

SNS drafted the “**Student Inclusion Act**” which was introduced in the 2017 – 2018 state legislative session. The Act sought policies to reduce adverse racial outcomes of K-12 school student discipline practices, including addressing parent notification, and process, and encouraging schools to use non-exclusionary discipline practices address parent notification, due process, and encouraging schools to use non-exclusionary discipline practices.

SNS is made up of 185 Individuals and 35 organizations including parents, students, legal rights activists, and lawyers.

Advocacy

Supporting the Minnesota Department of Human Rights Efforts to Address Civil Rights Violations in School Practices

MnEEP advised the Minnesota Department of Human Rights (MDHR) and joined in issuing statements to the general public in support of ending racial disparities in school discipline practices.

MDHR issued a report documenting major discipline disparities in every school district and charter school in the state, and reached settlement agreements or tentative agreements with 39 charter schools and school districts to reduce disparities in suspensions and expulsions for students with disabilities and students of color.

With MnEEP advice, MDHR created a collaborative table for school districts and charter schools to meet to develop alternative policy and practice strategies.

MnEEP also secured funds from the St. Paul Foundation to help organize and equip the **Restorative Practice People of Color/Indigenous Collaborative**, a local group of community activists, as they seek to become stronger advocates for moving schools to build healthier relationships with POCI students monitoring and holding schools accountable for the use of Restorative Practices.



THE SAINT PAUL FOUNDATION

MnEEP worked with MDHR and received funds from The Saint Paul Foundation in support of efforts to change racial disparities in school discipline practices.

Research

New Research Emphasizes the Urgency of Race-Based Exclusionary Practices in Special Education

MnEEP partnered with the University of Minnesota Humphrey Policy School and researchers of color from Hamline University and Macalester College to research and write the policy brief **“Excluded: How Race Plays a Role in Exclusionary Practices in Special Education in Minnesota.”**

The Brief focuses on the nexus of racial assignment to K-12 special education categories and discipline disparities. It shows that the overrepresentation of students of color and American Indian students in special education services throughout the state continues to serve as a form of sanctioned segregation that is excluding students from their fundamental right to an education under Minnesota law.



“School discipline is about teaching students what is expected of them and helping them find success, ensuring that a healthy learning environment exists and properly supporting teachers—not about punishing a student. Kids cannot learn if they are not in class. The success of Minnesota has and continues to be tied to the success of its children.”

— Commissioner Kevin Lindsey
MN Department of Human Rights



BIG BOLD GOAL 3

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

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 increased by 10 percent to 32% (and growing) in the same period.

In response to this challenge, MnEEP continues to advance 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.

Our Collaborative Approach to Systems Change

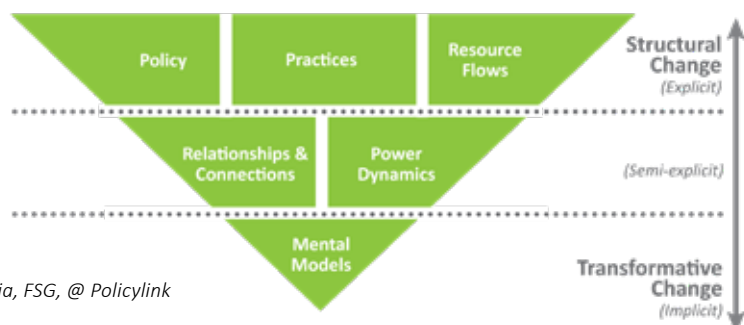
Fundamental to TeachMN2020’s approach is the systems change framework presented by FSG (see “The Water of Systems Change” at www.fsg.org). That is, “Systems change is about advancing equity by shifting the conditions that hold a problem in place”. As shown in the diagram, in order to impact the explicit structural change in policy, practices and resource flows, we must work across sectors and shift power dynamics in order to transform the relationships between people who make up the system (semi-explicit level). In addition, we must pay attention to the implicit mental models, attitudes and assumptions that are foundational drivers to transformative change.

Our approach has also been recognized by Tech Impact, a nonprofit whose mission is to empower communities and nonprofits to use technology to better serve our world. We were a national finalist in the 2018 Technology Innovation Award for how we are capitalizing on the best of technology in our TeachMN2020 Campaign to affect large-scale systems change.

“Mental models and social narrative work in a bi-directional way. Narratives are shaped by mental models, but narratives also, over time, shape the mental models we have.”

— Nat Kendall-Taylor, CEO, Frameworks Institute

Systems Change is about advancing equity by shifting the conditions that hold a problem in place.



Originally from presentation by John Kania, FSG, @ Policylink Equity Summit, April 2018
 Latest Report “The Water of Stytems Change”, FSG June 2018

TeachMN2020: Elevating the Teaching Profession

Imprint is a movement to elevate the teaching profession, to change the public narrative about teaching, and to attract more change makers and nation builders to the profession, especially within communities of color and American Indian communities.

After extensive “branding” exercises and design sessions with community input, the ImprintU.org website was developed and launched with initial content and functionality. The vision for the ImprintU website is to become the go-to resource and site for exploring the teaching profession and possibly consider entering the profession as a result, with rich, interactive and engaging content.

The site aims to demystify the teaching profession. Unlike other “recruitment sites,” it highlights the journey of a teacher’s career in a very accessible framework of four stages:

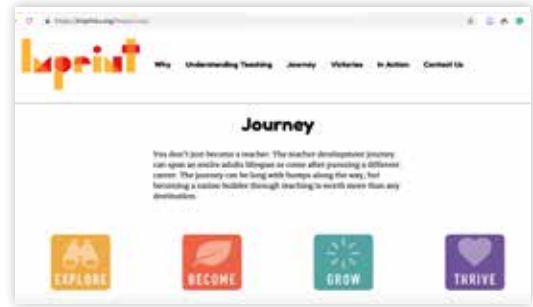
- Explore • Become • Grow • Thrive

A year-long social media campaign has also been developed as part of this initiative. The first *Imprint* Newsletter was designed to solicit “Stories of Victory” from communities of color and American Indian community to collect counter narratives that uplift the teaching profession. These stories will be showcased on the ImprintU website.

“Thank you for this excellent website that INSPIRES. ...Your ideas are extremely innovative.”

— Reginald H. Williams,
South Carolina State
University

As part of the movement, we continue to use ImprintU.org as tool for conversations with various stakeholders (students, parents, educators, community/ business leaders).



ImprintU.org
The go-to resource for exploring the teaching profession and inspiring users to enter the profession.

TeachMN2020: Catalyzing Engaged Collaboration through Strategy Mapping

MnEEP is the first organization in the nation to deploy a cloud-based technology platform (InsightVision) for *Strategy Mapping* that builds collective action and accountability to further the vision of creating and retaining a racially diverse teacher force.

Strategy Mapping provides a “structure for fulfillment” by visually connecting and leveraging the many initiatives among colleges, schools and organizations driving efforts to increase and retain TOCI in Minnesota. Initial strategies for a teacher development journey were established as part of MnEEP’s connection to the national *TeachStrong* movement of elevating the teaching profession.

MnEEP has refined the process for partners to participate in the strategy mapping effort and to become part of an emerging learning community.



At the heart of Strategy Mapping work is the convenings of an **emerging learning community**. Partners share progress, discuss challenges, and consider ways to collaborate, based on “scorecards” created (and iteratively refined) to track efforts and to organize objectives, easures, targets and actions of partners. Through presentations and meetings to stakeholders, we continue to gain interest in this work.

MnEEP includes cross-sector broad-based stakeholders to be part of the rich discussions and to bear witness to the power a collective, “disciplined”, transparent, and hopeful approach to spur new learning and illuminate new insights towards realizing the vision of a racially diverse teaching workforce in Minnesota.



Quarterly Convening—Survey Results

95%

The feedback from partners and guests in our September/October quarterly convenings was very encouraging.

95% of partners and guests responded with “Strongly Agree” or “Agree” to the following statements in an exit survey:

- The conversation was engaging in a way that pushed me to action.
- I feel capacitated to contribute to the strategy map, maintain involvement, and monitor efforts at my site.
- I found today’s meeting valuable: it was an opportunity to learn from others, problem solve challenges and opportunities and/or develop joint objectives to explore together.
- Participating in strategy mapping strengthens my program or initiative to diversify and retain the teacher workforce.
- I believe strategy mapping is a useful tool to advance the goal to diversify and retain our teacher workforce collectively.
- As a result of this meeting, I understand more about the various efforts within the TeachMN2020 campaign.

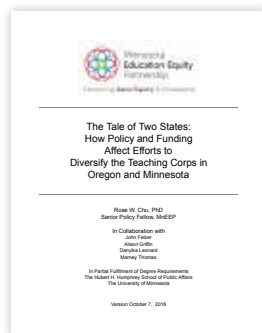




TeachMN2020: Conducting Research to Illuminate New Insights

Major Research Paper Issued to Illuminate New Insights for Diversifying the Teacher Workforce

We are grateful for the assistance of, and collaboration with, a team of graduate students at University of Minnesota’s Humphrey School of Public Affairs to conduct research and produce the report titled *The Tale of Two States: How Policy and Funding Affect Efforts to Diversify the Teaching Corps in Oregon and Minnesota*.



Oregon was used as a comparative state given its advanced and successful efforts to diversify its teaching force. This research study uncovered four key differences between Minnesota and Oregon in their approaches:

- Aspiration
- Accountability
- Consistency
- Investment

The study also found that Minnesota’s public funding of \$60 million (in today’s dollars) since 1991 has focused almost exclusively on the “Become” phase of *Imprint’s* 4-stage journey of a teacher’s career.

These findings along with key recommendations are critical as we envision a reimagined and sustainable policy and investment framework in Minnesota to increase and retain teachers of color and American Indian teachers.

TeachMN2020: Supporting Statewide Coalition to Increase Teachers of Color and American Indian Teachers

MnEEP continued to serve as the fiscal agent for the MN TOCAIT Coalition. Specifically, funding from MN Comeback to the coalition targeted retention strategies through:

- Micro-granting teams of teachers of color to attend professional development opportunities
- Organizing affinity gatherings that connected TOCAIT (both pre-service and in-service)

We were instrumental in organizing and leading a group of educators to Grand Rapids to visit the Circle of Healing group hosted by Blandin Foundation. The group learned about historical trauma in the American Indian community, the work of the Circle of Healing to make change including the “Homegrown Native Teacher Initiative”. MnEEP also provided key feedback to the upcoming 2019 legislation on the Coalition’s *Increase Teachers of Color Act*.



“I am pleased to be continuing our collaboration and partnership on this critical component of student success.”

— Cay Adams Kimbrell
Director of Talent, Minnesota Comeback

BIG BOLD GOAL 4

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

In the 2017-2018 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:

- Researches the most appropriate ways for this fastest-growing student group to learn
- Advocates for those instructional change
- Convenes linguistically diverse communities so they may offer their knowledge and experience to school leadership, and builds the movement for multilingualism for all in Minnesota

The past year, the EML Network has continued its work with the Every Student Succeeds Act through consistent engagement with plan implementation. A collaboration with Augsburg University produced a thoughtful and unique report on Somali student achievement in Minnesota. Priorities have been identified to pursue in the next year for broader awareness and advocacy.

Although race is a socially constructed concept, it must be named and examined in order to understand how policies and practices affect, in this case, emerging multilingual learners.

Shifting Perceptions, Practices, and Policies

Language Development is Part of Race Equity

Speaking English has become synonymous with being American. When students come to school with linguistic identities other than English, the U.S. has labeled them as "Limited English Proficient" or "English Learner," relegating students outside the community of belonging and seeing their language as a problem. Linguistic identities intersect with and influence racialized identities. Although race is a socially constructed concept, it must be named and examined in order to understand how policies and practices affect, in this case, emerging multilingual learners.



Language can be applied to Critical Race Theory tenets. We have anecdotes of students being identified as English Learners based on their last name, what they look like, or an accent, which connects to ordinary and unchallenged racism. Some may argue that not passing the language screener is what prompts identification.

However, the majority of identified ELs are born in the U.S., and Standard English is associated with Whiteness, therefore race and language intersect even if the student is a “born and bred American.” Opportunities to share the importance and benefits of bi- and multilingualism in a workforce that is getting older and diversifying can counter the narrative that speaking English is the only way to be successful in the U.S.

Through 2018, about 2,000 bilingual and multilingual seals and certificates were awarded to students throughout the state.

Building Coalitions and Networks

Continued Community Engagement with LEAPS, ESSA, and Multilingualism

As a final product of the English Learner – Every Student Succeeds (EL-ESSA) project, MnEEP and the Coalition of Asian American Leaders (CAAL) produced a brief animated video that legitimizes EMLs’ historical and cultural importance in the classroom. The video offers calls to action if you are a student, parent, teacher, administrator, or policymaker for strengthening EML achievement. Videos are also in Spanish, Somali, Hmong, and Karen. Multilingualism does not solely benefit EMLs. It is in everyone’s interest to live in a state that politically and culturally elevates the fastest growing student population. You can find the video on our website, Facebook page, and CAAL’s YouTube page.



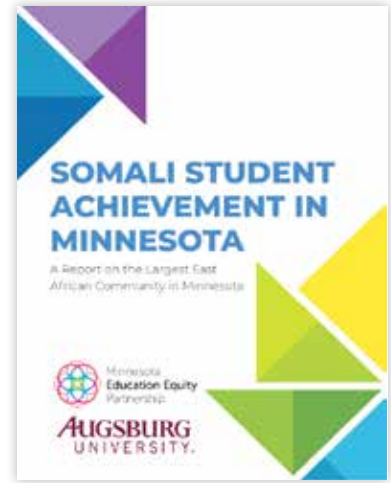
Research and Analysis

Somali Student Achievement in Minnesota Report

In May 2018, MnEEP partnered with the East African Student to Teacher (EAST) Program at Augsburg University to research, engage community, and observe classes and schools to write and publish a report on Somali Student Achievement in Minnesota. The report includes an overview of Somalis in Minnesota and English Learner education in Minnesota, and offers four recommendations to strengthen Somali student achievement.

More than 100 school administrators, teachers, teacher candidates, parents, community members, and education advocates attended the launch event to receive a copy of the report and learn more about our recommendations.

In addition to the launch event, MnEEP presented the report at various Minnesota conferences and delivered it to 30 Superintendents of traditional public school districts, Executive Directors of charter schools, and education organizations.



Somali Student Achievement in Minnesota Report—Survey Results

About 50% of the 110 attendees completed a post-event survey. Somalis comprised the largest ethnic group completing the survey (42%), followed by White (42%), Asian (8%), African American (5%), and Latino (3%).

90% 90% Agreed or Strongly Agreed that they know more about Somali student achievement in Minnesota from the presentation and discussion.

94% 94% Agreed or Strongly Agreed that schools and districts have opportunities for systemic change relating to equity in education for Somali students through these recommendations.

85% 85% Agreed or Strongly Agreed that they believe they can implement at least two of the recommendations to strengthen education for Somali students in the next school year.

“I thought this was a thoughtful and much needed event. It was wonderful to see the different communities come together to discuss a critical issue. I feel there was a lot for teachers to hear and process.”

“THANK YOU. This is possibly the most effective information specific to Somali students. I think we need to continue to differentiate between African American and Somali students.”

—Launch Event Attendees

Convenings and Collaborations

New Phase of EML Network: Setting Priorities

In September 2018, about 20 individuals—most of whom were advisors for the EL-ESSA Project—came together to begin the next phase of EML advocacy. MnEEP met with about 40 individuals—representing impacted communities, teachers and administrators, and researchers—in summer 2018 and invited them to join the Emerging Multilingual Learners Network.

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 Network will continue by focusing on three priorities for the next year.



“With increasing cultural and linguistic diversity in our student body, it is imperative that diverse cultures and voices are represented in our curriculum, pedagogy, and engagement with students and families. There hasn’t been a way to bring communities together to discuss these issues and we need that voice somewhere to coalesce around our ideas and pursue change. The EML Network is that place.”



—Muhidin Warfa, Executive Director of Minneapolis Public Schools Multilingual Department



BIG BOLD GOAL 5

We can improve access and equity in higher education to better support students of color for personal and financial success.

Six-year college graduation rates of White students from four-year institutions in Minnesota was 66 percent, Latino rates were 54 percent, Black students was 45 percent, American Indian rates was 47 percent in 2014. Only Asian (51%) and White (48 %) students exceed the state average of 46 percent with an associate or higher college degree.

MnEEP has been contributing to a deepening of appreciation among higher education leaders for training to address implicit racial/cultural bias in managing systems of education.

Specifically, for several years MnEEP has strategically addressed POCI student access to higher education by: 1) providing outreach training opportunities for Indigenous peoples, communities of color, and local educators 2) providing direct information on career exploration to POCI students 3) shaping public knowledge of POCI student aspirations through research 4) networking with national movements for college access best practices.

Advocacy and Support for Greater Success

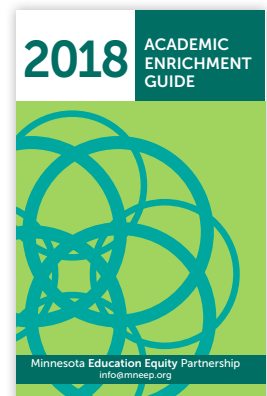
Providing information to students of color and Indigenous students on how to access academic enrichment programs and opportunities that promote college readiness.

MnEEP produced and distributed the 2018 Academic Enrichment Guide (AEG). This online platform lists 143 opportunity programs across the state. The listings offered a diversity of experiences such as STEM learning opportunities and arts programming.



- There were **1,130 instances of access and downloading** of opportunity information.
- **All 135 public libraries** throughout the states 356 public school districts, charter schools, and various community organizations **were provided ways to link students** to the AEG.
- **128 new regular subscribers** to the Guide from across the state were added to 43 previous subscribers. Most were affiliated with local communities of color/American Indian organizations
- **The Guide linked reader to the MN Office of Higher Education academic enrichment programs scholarship page**

This online platform lists 143 opportunity programs across the state.



Providing College Scholarships Assistance

MnEEP served as the fiscal agent for the “MN College Goal Sunday Network” that forwards scholarship assistance to students of color and American Indian students in Minnesota.

19 individual scholarships totaling over \$15,000 were provided to students of color and American Indian students attending both public and private, 2-year and four-year post-secondary institutions in Minnesota.



Research and Analysis

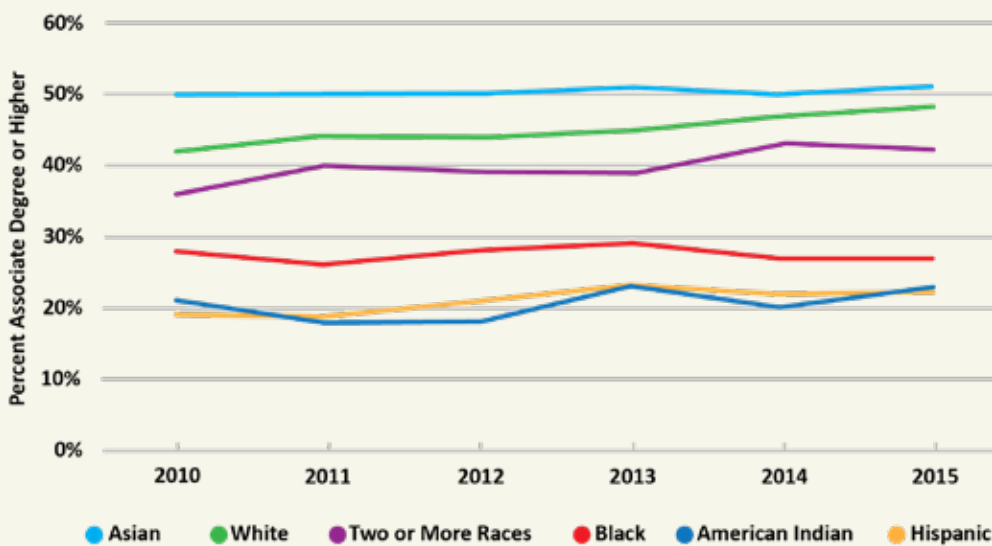
Analysis of Minnesota College Completion

In preparation for a project to conduct a state-level analysis on whether Minnesota’s postsecondary finance models promote the practices and behaviors needed for POCI student college success and completion, MnEEP began assembling local and national advisors.

The project aims to outline how financing schools and student aid can better support students to enroll in quality post-secondary opportunities and to achieve success in completing a college credential.

MnEEP will explore how financing schools and student aid impacts opportunities and success of students of color and American Indian students in attaining a college degree.

Associate Degree or Higher Attainment for Minnesota Population Age 25 and Older by Race/Ethnicity, 2010 to 2015



Hispanics may be of any race. Data for Hispanics may overlap with data for other race groups.

MN Office of Higher Education

National & Local Presentations

“EL-ESSA Initiative Recommendations,” Minneapolis Public Schools Multilingual Department Meeting, Aara Johnson; November, 2017.

Panel Remarks on ReImagine Minnesota, AMSD Annual Meeting, St. Paul, MN, Carlos Mariani-Rosa; December 2017.

Steering Committee Meeting, Coalition to Increase Teachers of Color and American Indian Teachers (TOCAIT Coalition), St. Paul, MN, Dr. Rose Chu; January 2018.

Winter Retreat, Minnesota Youth Council, St. Paul, MN, Dr. Rose Chu; January 2018.

Executive Committee Meeting, Minnesota Association of Colleges of Teacher Education (MACTE), Edina, MN, Dr. Rose Chu; March 2018.

Business Meeting, Minnesota Association of Colleges of Teacher Education (MACTE), Plymouth, MN, Dr. Rose Chu; April 2018.

Collaborative Meeting, Minnesota Association of Colleges of Teacher Education (MACTE), Plymouth, MN, Dr. Rose; April 2018.

Training Meeting for AmeriCorps Scholar Coaches, St. Paul, MN, Dr. Rose Chu; April 2018.

“Beyond Our Walls: St. Paul Public Schools Equity Summit,” St. Paul, MN, Dr. Rose Chu; April 2018.

“Somali Student Achievement in Minnesota,” MN Association of Colleges of Teacher Education, Aara Johnson; April 2018.

“Somali Student Achievement in Minnesota,” MinneSLIFE Conference, Aara Johnson; April 2018.

“Equity Institute: Equity Action Planning and EL-ESSA Community Engagement” Community Schools National Forum 2018, Baltimore, MD, Jennifer Godinez and Aara Johnson; May 2018.

“Moving the Needle”: Taking Local Action to Increase Teachers of Color and American Indian Teachers in Minnesota, TOCAIT Coalition’s Action Planning Day, St. Paul, MN, Dr. Rose Chu; May 2018.

Student Leadership Conference, Northwest Suburban Integration School District, Brooklyn Park, MN, Dr. Rose Chu; May 2018.

“Nobles County Equity Action Plan, Somali Community Presentation,” Worthington, MN, Jennifer Godinez; June 2018.

“Nobles County Equity Action Plan, Latinx Community Presentation,” Worthington, MN, Jennifer Godinez; June 2018.

Elevating the Teaching Profession in the Midwest Convening, Joyce Foundation/TeachStrong, Chicago, IL, Dr. Rose Chu and Carlos Mariani-Rosa; June 2018.

“Educational Equity Edcamp; Emerging Multilingual Learners session and Authentic Family Engagement Session,” Hamline University-District 916, St. Paul, MN, Aara Johnson; July 2018.

“Latino Institute Policy Academy on Latino Education,” NALEO/UCLA, Carlos Mariani-Rosa; July 2018.

Practice Group Meeting, Generation Next Leadership Council, Minneapolis, MN, Dr. Rose Chu; July 2018.

Opening Remarks Keynote, Pacific Circle Consortium Conference: Local to Global: Bridging Inter and Intra Cultural Connections, Minneapolis/St. Paul, MN, Carlos Mariani-Rosa; July 2018.

“MnEEP: Advancing Race Equity,” Pacific Circle Consortium Conference: Local to Global: Bridging Inter and Intra Cultural Connections, Minneapolis/St. Paul, MN, Dr. Rose Chu, Jennifer Godinez, and Aara Johnson; July 2018.

Opening Remarks Keynote, International Restorative Practices Conference, hosted by Metro State University, St. Paul, MN, Carlos Mariani-Rosa; July 2018.

“Leading with an Equity Lens Board Training” Avalon Schools, St. Paul, MN, Jennifer Godinez; August 2018.

“MnEEP background, EL-ESSA Initiative, Somali Student Achievement in MN Report, and the EML Network,” St. Paul Public Schools Multilingual Department Retreat, Aara Johnson; August 2018.

Board of Directors Meeting, Association of Metropolitan School Districts, St. Paul, MN, Dr. Rose Chu; August 2018.

Award Winner Keynote, Minnesota Charter School Association, Carlos Mariani-Rosa; September 2018.

“MnEEP: Advancing Race Equity,” 3Mgives Event Hosted at Metro State University, St. Paul, MN, Jennifer Godinez, Dr. Rose Chu, and Aara Johnson; October 2018.

MN-NAME Conference: Insisting on Equity, St. Paul, MN, Rose Chu; October 2018.

“Somali Student Achievement in Minnesota,” Educators Association Fall Conference, Aara Johnson; October 2018.

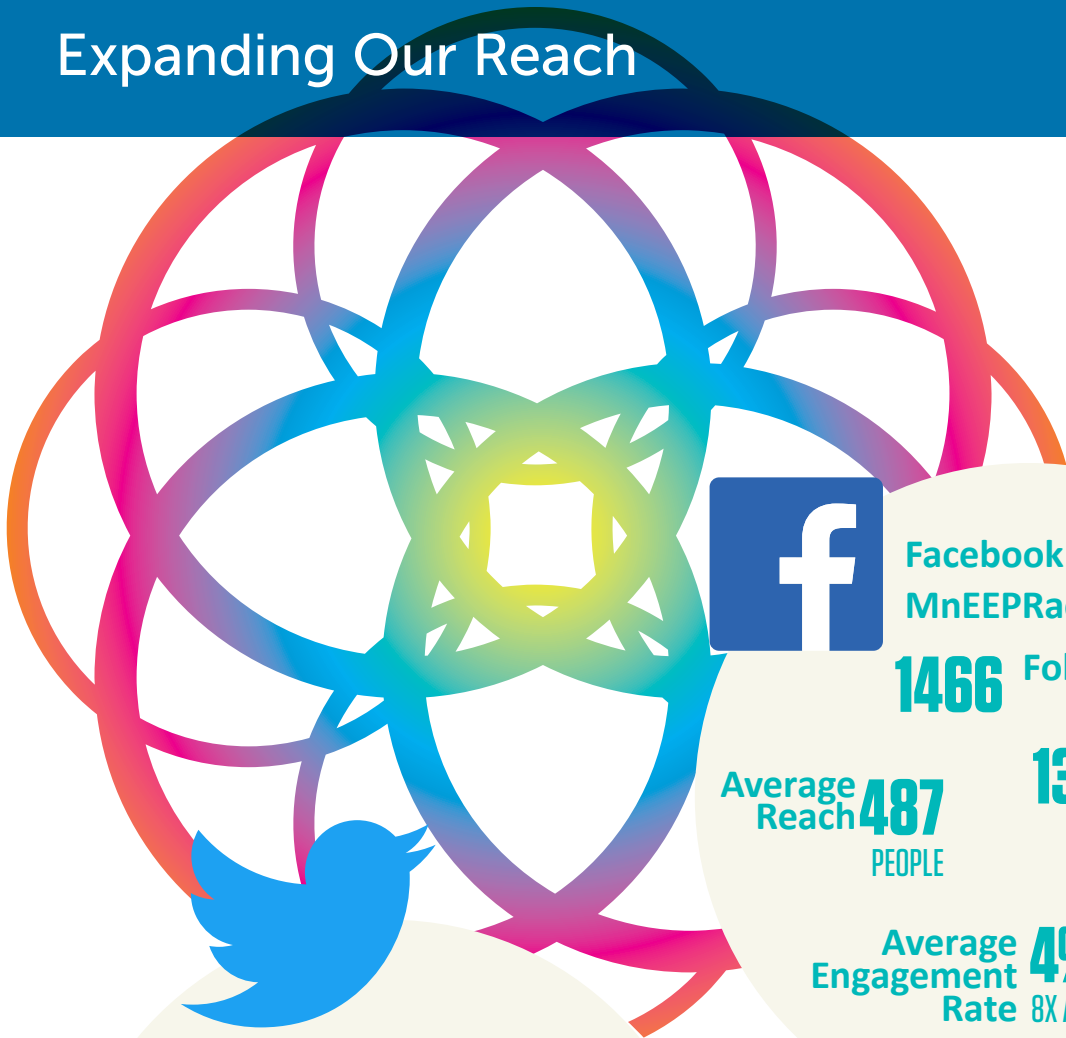
The Minnesota Educator Academy (MEA) conference, Education Minnesota, St. Paul, MN, Rose Chu; October 2018.

“Somali Student Achievement in Minnesota,” MN Council of Teaching Languages and Cultures fall conference, Aara Johnson; October 2018.

“Somali Student Achievement in Minnesota, LEAPS Act Implementation, and EML Network Overview” MN English Learner Education Fall Conference, Aara Johnson; November 2018.



Expanding Our Reach



Facebook.com/
MnEERaceEquity

1466 Followers

135 Posts

117 New Fans

Average Reach **487**
PEOPLE

Average Engagement Rate **4%**
8X ABOVE AVERAGE

@MnEERaceEquity

Followers **2,241** **257** Tweets

Average Reach **12,208** PEOPLE
348 New Followers

MnEEP.org

NUMBER OF PAGE VISITS **3,758**
September 2018

2,942 May 2018
2,296 February 2018

1,831 October 2017
718 August 2017

43 Blogs



FUNDERS

3M Foundation
 Blandin Foundation
 Bush Foundation
 Graves Family Foundation
 Joyce Foundation
 McKnight Foundation
 Minneapolis Foundation
 Minnesota Comeback
 Minnesota Office of Higher Education
 Otto Bremer Foundation
 Saint Paul Foundation
 Sauer Family Foundation
 Securian Foundation

ORGANIZATIONS AND INDIVIDUALS (BY GIVING LEVEL)

Absolute Development
 Advance Consulting LLC
 Adkins Consulting Group
 Davina Baldwin Insurance Agency
 The K Foundation (GiveMN.org)
 Mikava Design Studio
 Professor Robert Brown
 Grant Abbott
 Kim Ellison
 Rev Hillstrom
 Bernadeia Johnson
 Keith Lester
 Dan Loewenson
 Bruce Schelske
 Karen Woodward
 Nan Yurecko
 Rob Zuest

PARTNERS

University of Minnesota
 Minnesota State Colleges and Universities
 Minnesota Private College Council
 Minneapolis Public Schools
 St. Paul Public Schools
 Hopkins School District
 Robbinsdale Area School District
 Brooklyn Center School District
 Equity Alliance MN
 Northwest Suburban Integration School District
 Osseo Area School District

PARTNERS COUNCIL

Dr. Stanley Brown, At Large Executive Committee, Coordinator of Equity and Inclusion, Hopkins Public Schools, Educational Services Center

Stephanie Crosby, MEd, MSW, Executive Director of Human Resources, Robbinsdale Area Schools

Kim Ellison, Minneapolis Public Schools Board of Education

Jeanelle Foster, St. Paul Public School Board of Education

Dr. Rev PM Crowley Hillstrom, Secretary on Executive Committee, Director of Educational Equity, Osseo Area Schools

Melissa Jordan, Executive Director, Northwest Suburban Integration District

Sundraya Kase, Director of Community Initiatives, Minnesota Private College Council

Dr. Josefina Landrieu, Interim Assistant Chief Diversity Officer, Minnesota State Colleges and Universities

Dr Jean Lubke, Executive Director, Equity Alliance MN

Dr. Na'im Madyun, Associate Dean for Undergraduate Programs, Diversity and Equity UMN College of Education & Human Development

Regina Seabrook, Program Manager for Professional Development, Equity Alliance MN

Nanette Yurecko, Board Chair, Executive Director of Teaching & Learning, Brooklyn Center Schools #286

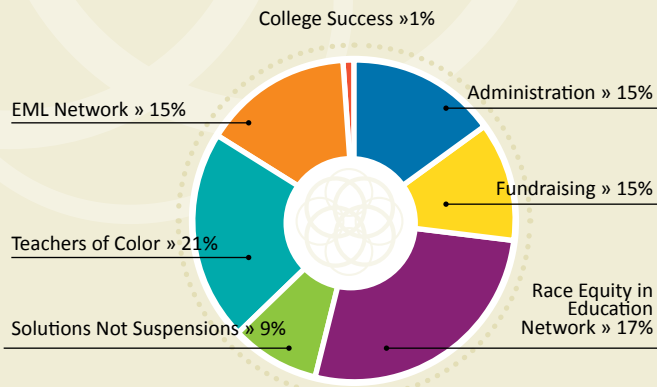
Income & Expenses

REVENUES	2017-2018	2016-2017
Foundations and Grants*	796,898	1,063,365
Government Grants & Contracts	45,000	45,000
Contributions	5,745	31,771
Partnership Fees	110,000	109,465
Membership Dues	2,200	1,965
Program Services	33,000	1,500
Other	306	5,305
Total	\$993,149	\$1,258,371

EXPENSES	2017	2016
Staff	284,194	215,452
Contractors	277,546	450,693
Other	192,807	162,823
Total	754,547	\$828,968
Net Revenues to Expenses	\$238,602	\$429,403

* Includes grant money released from restrictions.

EXPENSES BY PROGRAM



Staff

Carlos Mariani-Rosa
Executive Director

Jennifer Godinez
Associate Executive Director
Program Director, Race Equity and
Excellence in Education Network

Dr. Rose Chu
Senior Policy Fellow, Teacher of
Color and American Indian Teachers
TeachMN2020 Campaign

Aara Johnson
Program Director, Emerging
Multilingual Learners Network
(EMLN)
Program Associate, TOCAI Campaign

Bailey Boelter
Youth Policy Coordinator
Solutions Not Suspensions
Youth Policy Manager, MN Alliance
with Youth

Yvette Massey
Administrative Manager

CONSULTANTS

Molly Priesmeyer
Editor, Good Work Group

Chris Vanecek
Accountant, Propel Non-Profits

Kirsten Wedes
Graphic Designer

Board

EXECUTIVE COMMITTEE

CHAIR
Nanette Yurecko
Executive Director of Teaching
& Learning, Brooklyn Center
Schools #286

VICE CHAIR
Tyrize Cox, MBA
Assistant Superintendent,
Minneapolis Park Board

TREASURER
Anne Carroll
Community Member, St. Paul,
Carroll, Franck & Associates

SECRETARY
Dr. Rev PM Crowley Hillstrom
Director of Educational Equity,
Osseo Area Schools

AT LARGE
Dr. Stanley Brown
Coordinator of Equity and
Inclusion, Hopkins Public Schools,
Educational Services Center

MEMBERS

Dr. Lisa D. Albrecht
Community Member, St. Paul,
Retired Emeritus Professor
University of Minnesota

Lee Carlson, MA
Community Member, St. James
Public Schools

Stephanie Crosby, MEd, MSW
Executive Director of Human
Resources, Robbinsdale Area
Schools

Kim Ellison
Minneapolis Board of
Education

Leann Enninga
Community Member, Greater
Minnesota

Danielle Grant, MPA
President & CEO, Achieve
Minneapolis

Nadine Haley
Professor, School of Urban
Education; Secondary
Education/English,
Metropolitan State University

Alexander Hines
Director of Diversity, Equity
and Access, University of
Minnesota, Twin Cities

Maria McLemore Hines
Major Gift Officer, University
of Minnesota, Twin Cities

Muneer Karcher-Ramos
Executive Director, Saint Paul
Promise Neighborhood

Sundraya Kase
Director of Community
Initiatives, Minnesota Private
College Council

Josefina Landrieu
Interim Assistant Chief
Diversity Officer, Minnesota
State Colleges and
Universities

Keith Lester
Retired Superintendent

Na'im Madyun
Associate Dean for
Undergraduate Programs,
Diversity and Equity UMN
College of Education &
Human Development

Mary Sam
Director of Diversity, Equity,
and Tribal Relations, Central
Lakes College

Tricia Wilkinson
Director, University of
Minnesota, TRiO Upward
Bound

Karen Woodward, Ed. M
Integral Consulting

MnEEP Recognizes the Following Advisors and Content Experts for Our Collective Work Together This Year:

BBG #1

MILLE LACS REGION PROMISE TO ACT ADVISORS 2018:

Adrienne Benjamin, *Equity Champion*

Byron Ninham, *MLB Niigaan Youth Program*

Jerry Schik, *Community Representative, Faith community*

Isle Public Schools:

Dean Kapsner, *Superintendent, Isle Public Schools*

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

Katie Rafferty, *Indian Education Liason, Isle Public Schools*

Nay Ah Shing Tribal Schools:

Noah Johnson, *Principal Nay Ah Shing Tribal School*

Joe Nayquonabe Sr., *School Board, Nay Ah Shing Tribal School*

Rick St. Germaine, *Commissioner of Education, Mille Lacs Band of Ojibwe*

Onamia Public Schools:

JJ Voldt, *Superintendent, Onamia Public Schools*

Chris Nayquonabe, *Indian Education, Onamia Public Schools*

Cyndy Rudolph, *Onamia, ROC Center*

Central Lakes College:

Mary Sam, *Director of Race, Inclusion, and Equity at Central Lake College*

Amanda Small, *Upward Bound (NAS), Central Lakes College staff*

Josh Zombrowski, *Upward Bound (Isle), Central Lakes College staff*

Charles Blacklance, *Upward Bound Site Manager, Central Lakes College staff*

Cash Robinson, *Upward Bound (Onamia), Central Lakes College staff*

NOBLES COUNTY REGION PROMISE TO ACT ADVISORS:

Letty Rodriguez, *Equity Champion, 4H University of Minnesota*

Leann Enninga, *Community Member, Worthington*

SUPERINTENDENT SYMPOSIUM PLANNING COMMITTEE 2018:

Dr. Bernadeia Johnson, *Assistant Professor, Center for Engaged Leadership, Department for Educational Leadership, Minnesota State University, Mankato (MNSU)*

Dr. Melissa Krull, *Associate Professor and Co-Director, Center for Engaged Leadership, Department for Educational Leadership, Minnesota State University, Mankato (MNSU)*

Dr. Candace F. Raskin, *Professor and Co-Director, Center for Engaged Leadership, Department for Educational Leadership, Minnesota State University, Mankato (MNSU)*

Michelle Walker, *Executive Director, Generation Next*

Nan Yurecko, *Executive Director of Teaching and Learning, Brooklyn Center Community Schools*

Stanley Brown, *Coordinator of Equity and Inclusion, Hopkins Public Schools, Educational Services Center*

BBG #2

SNS COALITION

Bailey Boelter, *Mn Alliance with Youth and MnEEP PT Staff*

RESTORATIVE PRACTICES-PEOPLE OF COLOR AND INDIGENOUS PEOPLE COLLABORATIVE

Dr. Talaya Tolefree, *Consultant*

MDHR SCHOOL DISCIPLINE DISPARITIES INITIATIVE

Beth Commers, *Aid to MDHR Commissioner*

“EXCLUDED: HOW RACE PLAYS A ROLE IN EXCLUSIONARY PRACTICES IN SPECIAL EDUCATION IN MINNESOTA”

Policy Brief Advisors:

Alex Migambi, J.D., *Lead Author*

Rebecca Neal, Ph.D, *Lead Author*

Christen Pentek, M.S.W, *Contributor*

Maren Hulden, J.D., *Contributor*

Brian Lozenski, Ph.D, *Contributor*

Keith Mayes, Ph.D, *Contributor*

Renior Gaither, *Humphrey School of Public Affairs, Graduate Student, Contributor*

Ileana Mejia, *Humphrey School of Public Affairs, Graduate Student, Contributor*



BBG #3

TEACHMN2020: STRATEGY MAP

Advisors and Content Experts:

Scott Cole, *Collectivity*
 Shehla Mushtaq, *Collectivity*
 Hannah Sharfman, *Collectivity*
 Dr. Jean Lubke, *Equity Alliance MN*

Partners:

Breakthrough Twin Cities
 Educators For Excellence - Minnesota
 Equity Alliance MN
 Generation Next
 Hiawatha Academies
 Hopkins Public Schools
 Minneapolis Public Schools
 Minnesota Comeback
 Minnesota Department of Education
 Minnesota Professional Educator Licensing and Standards Board (PELSB)
 Minnesota Transforming the Early Childhood Education Workforce Committee
 Northwest Suburban Integration School District
 Roseville Public Schools
 Saint Paul Public Schools
 Teach for America Twin Cities
 University of St. Thomas

TEACHMN2020: IMPRINT

Advisors and Content Experts:

Ini Augustine, *SocialWise*
 Bill Barberg, *InsightFormation*
 Arlene Birt, *Background Stories*
 Molly Priesmeyer, *Good Work Group*
 Jack Sellwood, *Wedge US*
 Dario Otero, *Youth Lens 360*
 Dr. Joaquin Munoz, *Augsburg University*
 Dr. Margaret Finders, *Augsburg University*
 Alex Liuzzi, *MN Professional Educator Licensing and Standards Board (PELSB)*

TEACHMN2020: RESEARCH STUDY

“The Tale of Two States 2018: How Policy and Funding Affect Efforts to Diversify the Teaching Corps in Oregon and Minnesota,”

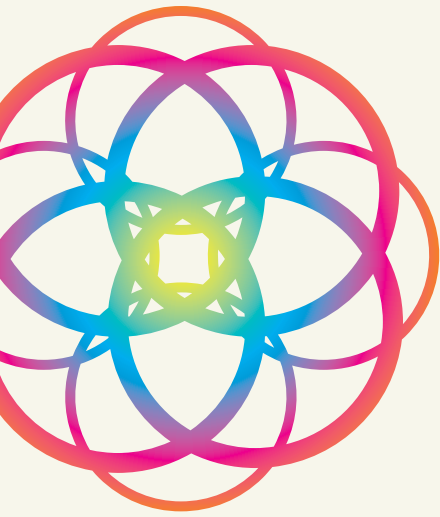
Capstone Research Instructors/Advisors
 Dr. Angela Fertig, *University of Minnesota*
 Dr. Kevin Gerdes, *University of Minnesota*
 Alison Griffin, John Fetzer, Danyika Leonard and Marny Thomas, *Humphrey School of Public Affairs Student Capstone Team, University of Minnesota*

BBG #4

“SOMALI STUDENT ACHIEVEMENT IN MINNESOTA REPORT”

Advisors:

Nimo Abdi, PhD, *Assistant Professor of Curriculum and Instruction at the University of Minnesota*
 Nimo Abdullah, *Mother of six students in Minneapolis Public Schools*
 Mariam Adam, *New-to-country Accelerated Bilingual Academic Development Teacher at Anne Sullivan Elementary School (Minneapolis Public Schools)*
 Martha Bigelow, PhD, *Professor of Curriculum and Instruction at the University of Minnesota*
 Kelly Frankenfield, *Director of EL and Cultural Programs at St. Cloud Public Schools*
 Said Gaarad, *Counselor on Special Assignment: Multilingual at Minneapolis Public Schools*
 Mohamed Hadi, *Somali Cultural Specialist at St. Paul Public Schools*
 Ahmed Keynan, *Engagement and Outreach Specialist at Minneapolis Public Schools*
 Fadumo Mohamed, *Elementary Education Teacher Candidate at University of Minnesota*
 Muhidin Warfa, *Executive Director of Multilingual Department at Minneapolis Public Schools*
 The leadership and senior students at Ubah Medical Academy Charter School in Hopkins
 The leadership and teachers at Discovery Community School and North Junior High School in St. Cloud Public Schools



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.

FOUNDATION SUPPORT FOR MNEEP IS PROVIDED BY:



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.



Minnesota
Education Equity
Partnership

Advancing **Race Equity** & Excellence

Top 7 Things You Can Do as an Individual and with your Networks to Advance Race Equity in Education in Minnesota!

- 1** Join Our Movement for race equity in education, sign up for our newsletter, and follow our Twitter and Facebook accounts for the latest updates and opportunities to engage further in our mission.
- 2** Join MnEEP today! Become a member and donate to help the cause of race equity in education and our 5 Big Bold Goals!
- 3** Use and Share MnEEP tools— Spread the word about our new race equity in education glossary and blogs to shape dialogues about race equity in education with your friends and colleagues.
- 4** Host a small group of friends and family to “spread the word” about MnEEP’s mission, vision, and 5 Big Bold Goals (we’ll provide the MnEEP presentation if you provide a living room).
- 5** Read a book about the history of racial inequities in public policy and read authors of color who are proposing new approaches to race equity in our school and community systems. Email us for recommendations at info@mneep.org.
- 6** Learn more about the laws and policies that guarantee quality education for immigrant students and multilingual learners.
- 7** Learn more about treaty rights and the impact these rights have on Native American communities.

Minnesota Education Equity Partnership

2233 University Ave West

St Paul, MN 55114

651.645.7400

[@MnEPRaceEquity](https://twitter.com/MnEPRaceEquity) | [Facebook.com/MnEPRaceEquity](https://facebook.com/MnEPRaceEquity)

MnEEP.ORG