

Education Minnesota Affirmative Involvement Plan (AIP)

Updated December 13, 2019

About the AIP

In 1998, the Minnesota Education Association (MEA) and the Minnesota Federation of Teachers (MFT) merged to create the union known today as Education Minnesota. Seven years prior to the merge, in 1991, the MEA crafted its first affirmative involvement plan (AIP); the AIP's intent is to provide an outline of what members of color need from their union. This living document undergoes a series of edits and revisions by the Education Minnesota Ethnic Minority Affairs Committee (EMAC), and then goes to the Governing Board for final approval every two years. All Education Minnesota staff who work in the areas of racial equity use this document as a roadmap to guide their work.

Affirmative Involvement Plan goals: Transform Education Minnesota into a recognized advocate for education equity and social justice through member engagement, leadership development, internal education, external partnerships, by actively supporting programs and efforts to fight poverty and racial disparity, and transparency.

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MEMBER ENGAGEMENT

Member Engagement Goal: Elevate educator of color involvement by increasing the breadth and scope of opportunities related to equity and union leadership across our EdMN constituency.

Resources:

Racial Equity Organizer, Racial Equity Assistant, Educators of Color Forum Leaders, Field Staff, Officers, Governing Board, Community Organizer, Education Issues Specialist, Racial Equity Advocates, Public Affairs, Legal, Membership Staff, Data Systems Coordinator

Tactic 1. One-to-one conversations and small group discussions with members of color and Indigenous members as well as local, state and national leaders.

Tactic 2. One-to-one conversations between white members and leaders around accountability for interrupting racism and becoming anti-racist.

Tactic 3. Actively engage members of color and Indigenous members in Greater Minnesota to gauge their interests and needs (efforts should include the Education Issues Specialist, Racial Equity Organizer, and appropriate REA's)

Tactic 4. Student leaders of color and Indigenous student leaders will have conversations with high school students in areas with high minority populations

Rationale	Action Steps	Outcomes/Assessments
We are failing our diverse students by having the largest opportunity gap in the nation. Our members of color and Indigenous members believe EM is part of the institutional racism inherent in public education. Many members are not being contacted by	<ul style="list-style-type: none">Engage in one-to-one conversationsAdopt and utilize racial equity lens for decision-making at every level for major decisionsPut opportunity gap issues in more prominent positions in	<ul style="list-style-type: none">Increased member of color engagement through leadership forums, local affinity groups and coalition and taskforce workContinue to assist and sponsor member of color

<p>the union except during contract negotiations; this supports their belief that EM does not care about members of color, Indigenous members, or equity. EMAC believes that one-to-one conversations and small group discussions with members of color and Indigenous members need to happen consistently to promote member involvement and equity within local unions, EM and on the national level.</p> <p>Similarly, the work of interrupting racism by becoming anti-racist should not fall solely on the shoulders of members of color. It is the responsibility of white members and leaders to work with each other to do the work in and for their own community. Only white people can fully stop white supremacy.</p> <p>Corporate education reform organizations have full-time organizers in MN. These organizations have signed up hundreds of our members by tapping into our members' frustration with the lack of equity in public schools.</p>	<p>legislative goals and within EPIC papers</p> <ul style="list-style-type: none"> • Hold members of color and Indigenous members gatherings at local offices • Engage early career members of color and Indigenous members by convening them around professional issues and the opportunity gap. • EMAC members will complete cultural competency train the trainer • EMAC members will develop a member engagement tool kit specifically for member of color and Indigenous member engagement 	<p>meetings for several local organizations</p> <ul style="list-style-type: none"> • Increased member of color in leadership positions within their locals and on Governing Board • Increased member of color engagement at the RC, RA, and AFT conventions • Increased member of color participation and leadership at Summer Seminar • Continually decrease the opportunity gap. • Allocated staff and financial support to student-driven diversity and equity efforts in the Twin Cities including the Free Minds, Free People conference and the Coalition to Increase Teachers of Color and American Indian Teachers.
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Tactic 5. Train EMAC members to lead focus groups so they can gather information from their own locals

Tactic 6. Invite leaders of each of the ethnic forums to sit in on an EMAC meeting to share their ideas and concerns

Rationale	Action Steps	Outcomes/Assessments
<p>Members of color feel racially isolated and disconnected, so creating spaces to network and have conversations will ensure that members feel more involved and care about their union. In addition to ethnic-specific forums, local organizations provide a natural space for getting acquainted, meeting and organizing around common issues and interests.</p> <p>While recruitment of students and teachers of color is crucial, the climate under which students and teachers of color live and work leads to cultural taxation. This cultural taxation/hidden labor needs to be named and recognized by institutions. Mental health of students of color especially, those in higher education needs</p>	<ul style="list-style-type: none"> • Use surveys and educator and community needs assessments to encourage ideas for improving engagement of members of color and Indigenous members. Identify and implement personal accountability measures for local leaders to actively support and engage with to create measurable strides toward equity • Support and regularly engage higher ed and aspiring educator members of color to address issues of cultural taxation and mental health • Develop a regular, meaningful opportunity to convene white allies in racial justice work through Education Minnesota; these meetings will be led by well- 	<ul style="list-style-type: none"> • Have consistency in soliciting, recognizing and accepting new ideas from members of color. This creates honesty in the interactions with members • Staff will work together, across departments to prevent tokenizing member of color involvement

urgent action. EM needs the participation and partnership of locals to engage their members of color and Indigenous members in order to get accurate data for members who are engaged and to directly reach out to members to invite them to become leaders within our union. Often times, locals have more direct access to members and member lists and are a vital component to create an inclusive community.	<p>trained white social justice members, such as REAs</p> <ul style="list-style-type: none"> • Identify ways to sustain member involvement and prevent burnout including the enlistment of REAs of color and Indigenous REAs and EMAC members for listening and support • Encourage locals to provide time and space for support to occur 	
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Tactic 7. Establish and ground member of color and Indigenous members affinity work in local organizations

Tactic 8. Map member involvement with Indigenous communities and communities of color and anti-poverty groups

Tactic 9. Run issue-based campaigns in locals

Tactic 10. Continue local campaigns to include equity strategies that can be brought forward to the Representative Convention (RC); introduce to the AFT and NEA National Convention

Tactic 11. Track accurate data on ethnicity of members, and engage locals in the process of identifying members of color and Indigenous members

Rationale	Action Steps	Outcomes/Assessments
Members of color who live in communities with high levels of poverty must first identify what issues in the community that affect them and work to create a space for our members of color to voice their concerns.	<ul style="list-style-type: none"> • Maintain up-to-date organizational power maps and work to increase member involvement in key organizations • Use current needs assessments to inform work around issues of poverty and need • Recruit Education Minnesota members who are community leaders to be activists within the union • Activate members in campaigns related to their current community involvement (\$15/hour minimum wage in St. Paul, Roseville's educators of color affinity group and Sanctuary City campaign, Navigate MN/immigration rights, etc.) • Build issue-based coalitions in key communities • Use current data sources to identify members of color and Indigenous members. • Engage locals to improve data • Recognizing that issues around poverty can be varied, help members of color and Indigenous members who live/work in communities with high levels of 	<ul style="list-style-type: none"> • Community Organizer has supported MFCS with their strategic planning processes that included facilitating a power map analysis of their members and local. • Community Organizer has supported MFT with both of their teacher and ESP contract campaign which has involved community and organizational power mapping. • Community Organizer will continue to support MFT's Full-Service Community School taskforce to ensure the success of Minneapolis's 3 Full-Service Community School sites (that MFT and the Equity Coalition won) and future expansion campaigns. • Community Organizer has continued to support the organizing and advocacy efforts of the Equity Coalition which will center its focus on Pre-k and Full-Service Community Schools.

	<p>poverty use needs assessments to identify what community issues affect student learning.</p> <ul style="list-style-type: none"> • Create a working definition of “poverty” 	
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Member Engagement Accomplishments:

- ✓ Created educators of color forums for each target ethnic group
 - Determined forum names, logos, mission statements, leaders
 - Hosted forum gatherings
- ✓ Promoted EMAC and member input for Cruz-Guzman desegregation lawsuit
- ✓ Provided information about the teaching profession to approximately 300 people at pow wows throughout the state via the American Indian Education Professionals’ Pow Wow Outreach program
- ✓ Continued involvement in Equity Coalition (est. March 2015) that includes faith groups, labor groups, and communities of color
- ✓ Continued member involvement in the Equity Coalition Minnesota Miracle 2.0 Campaign for: universal pre-k, and Full-Services Community Schools expansion
- ✓ Connected and continue to connect members of color and Indigenous members in informal support networks (back-to-school, end of the year, and winter celebrations)
- ✓ Continued member engagement in the Coalition to Increase Teachers of Color and American Indian Teacher
- ✓ Successful lobby day efforts that included coffee hours with member of color legislators and Education Minnesota member legislators

LEADERSHIP DEVELOPMENT

Leadership Development Goal: Provide intentional, measurable opportunities for leadership development, outreach, and advancement; serving to strengthen EdMN equity goals.

Resources:

Racial Equity Organizer, Racial Equity Assistant, Field Staff, Officers, Governing Board, Locals, Education Issues Specialist, Racial Equity Advocates of Color, Elected/Appointed Leaders of Color

Tactic 1. Establish a mentoring program for members of color and Indigenous members

Tactic 2. Provide training for field staff and locally elected leaders (presidents, treasurers, etc.) on how to mentor and help members of color and Indigenous members become active leaders in their local organizations

Tactic 3. Recognize excellent educators by encouraging nominations for state and national awards

Rationale	Action Steps	Outcomes/Assessments
<p>In order to have the best schools, we need the best leaders in education. Mentorship programs are an excellent way to engage our members of color to become active leaders in their local organizations. It promotes excellence by providing support and guidance, one-to-one training, encouragement and knowledge to navigate a system that can be confusing and daunting without the correct information. Many leadership opportunities within our union are not widely known about due to the increased pressures of the day to day classroom expectations. Mentorship would provide new leaders with the right information and</p>	<ul style="list-style-type: none"> • Develop a cadre of teachers of color to serve as informal mentors via email and phone • Activate a cadre of veteran teachers of color to attend, monitor and speak at public meetings around issues regarding racial and educational equity in the profession. • Activate a cadre of veteran, antiracist white teachers to attend, monitor and speak at public meetings around issues regarding racial and educational equity. • Develop a resource for educators of color to provide them with 	<ul style="list-style-type: none"> • Engaged a cadre of 25 veteran teachers of color to monitor, and speak at attend public meetings on issues of antiracism and equity • Engaging a small group of experienced anti-racist white teachers to monitor and speak at public meetings on issues of antiracism and equity

encourages a culture of collaboration and openness.	<p>tools for documenting experiences and understanding member rights</p> <ul style="list-style-type: none"> • Interested REAs to take on mentoring roles at the conclusion of year of training and engagement • Take advantage of train-the-trainer opportunities (members who have been to trainings share their experiences with other members) • Create formal and informal spaces for educators of color to network and connect during major conferences and events 	
Acknowledging excellent educators of color for their work is another way to strengthen the support of current educators of color and Indigenous members. It also helps to recruit and retain educators of color and Indigenous people to become educators by highlighting those members already in the profession.	<ul style="list-style-type: none"> • Create recognitions within forums based on Teacher Leadership Competencies model 	<ul style="list-style-type: none"> • Recognition for leaders of color application/nomination form created • Annual dates published for nominations • Process established on choosing members to be recognized • Annual recognition event planned

Tactic 4. Provide additional development and training opportunities for leaders of color

Tactic 5. Provide opportunities and pathways for members of color and Indigenous members to attend leadership conferences and events locally and nationally

Tactic 6. Encourage members to join AFT and NEA Ethnic Caucuses and participate in meetings and events at the local, state and national levels.

Tactic 7. Encourage leaders of color to run for delegate seats and other elected positions

Tactic 8. Encourage leaders of color to run for elected office locally and statewide.

Rationale	Action Steps	Outcomes/Assessments
Members of color, particularly in greater Minnesota, report feeling culturally isolated at school. Many members report that because of their race and a lack of a supportive network, there's a need to work twice as hard as their white counterparts to be successful as new educators.	<ul style="list-style-type: none"> • Encourage non-elected delegates to state and national meetings to reflect diversity • Encourage local leaders to promote involvement of educators of color within local leadership positions, and recommend members of color and Indigenous members for EM committees • Set up a governance training/dinner for members of color and Indigenous members at the RC • Bring NEA to Summer Seminar to offer Minority Leadership training, Diversity training, Cultural Competence training, 	<ul style="list-style-type: none"> • Increase member of color and Indigenous member participation by 10% annually • Increase member of color and Indigenous members in leadership roles by 10% annually • Increase member of color and Indigenous member participation from greater Minnesota by 10% annually • Creating roadmaps for REAs to help clarify how to become more active as a racial equity advocate. • Trained 29 member leaders of color over the past two years through the Illinois Education Association (IEA)

	Social Justice training, and Women's Leadership training <ul style="list-style-type: none"> Actively reach out to members of color and Indigenous members in greater Minnesota to assess their needs 	Ethnic Minority Emerging Leader Training (EMELT) <ul style="list-style-type: none"> Developed and trained a member of color leadership track at Summer Seminar 2019 Training EMAC members in one-to-one conversation training
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Tactic 9. Develop a streamlined and transparent process of choice, communication, record-keeping, and data collection so members of color and Indigenous members, Officers, and staff can meet the leadership development needs of members of color and Indigenous members

Rationale	Action Steps	Outcomes/Assessments
There are lots of opportunities both nationally and locally for our members to be trained on race and equity issues, but there needs to be one place where members can access these events.	<ul style="list-style-type: none"> Develop a method to track who attends events 	<ul style="list-style-type: none"> Accessible list of events posted and continually updated for members to view Method of apply to these events developed and posted Opportunities are openly advertised Funding options are transparent

Leadership Development Accomplishments:

- ✓ Identified social justice/racial equity activists through one-to-one conversations
 - Conducted survey for educators of color in winter 2016
- ✓ Created online support networks for members of color and Indigenous members for online learning; the Racial Equity Community of Practice is the most popular forum on EdCommunities for Minnesota
- ✓ Continue to convene the Elder Squad (Education Minnesota retirees) to design a mentoring program and pull together resources for members of color and Indigenous members containing information about member rights, documentation, and reporting information
- ✓ Provided spaces for active members of color and Indigenous members to attend the 2018 Asian Pacific Islander Caucus Issues Conference, 2018 Social Justice Conference and NEA RA in Minneapolis
- ✓ Engaged non-delegate members of color and Indigenous members in NEA ethnic caucus meetings and RA sessions at the 2018 NEA RA in Minneapolis

INTERNAL EDUCATION

Internal Education Goal: Visibly increase equity pursuits that are inclusive in language, action and scope.

Resources:

Racial Equity Organizer, Racial Equity Assistant, Education Issues Specialist, Officers, Governing Board, Local Presidents, Regional Governing Boards, EMAC, Public Affairs, Legal, Our Diverse and Healthy Workplace Team, Intercultural Development Inventory

Tactic 1. Anti-racism and racial equity training for the Governing Board and local leaders

Tactic 2. Anti-racism and racial equity training for Education Minnesota staff

Tactic 3. Develop a “race rubric” for each Education Minnesota department to use to assess the department’s racial equity in regard to members as an accountability and transparency piece

Tactic 4. Help the Governing Board, Education Minnesota staff, and local leaders understand the history and context of deep culture of Minnesota, the Midwest, and the United States in general

Tactic 5. Actively educate local leaders about equity barriers to recruitment and retention; staff should try to have critical conversations around this topic with districts

Rationale	Action Steps	Outcomes/Assessments
In order for equity to be recognized as an organizational priority, staff members need to assess their current ways of interacting with members of color and Indigenous members. EM needs to evaluate race impact of its policy advocacy, issues, campaigns and communications on members, students, and the public education system. If EM is to be a leader in promoting education equity, staff need to be equipped to articulate the need for racial equity to members and the public, and be able to organize around the issue. Our self-interest in education equity needs to be defined and articulated to staff and the members.	<ul style="list-style-type: none"> Require governance and staff to participate in regular journey partner activities around racial equity led by Education Issues staff or Racial Equity Advocates Develop guidelines and trainings for departmental race equity analysis Require governance and staff to reach out to locals and advocate for equitable hiring practices, policies, and continuous evaluation of their practices to establish equitable environments that actively challenge white supremacy and cultural norms that isolate members of color and Indigenous members 	<ul style="list-style-type: none"> GB was able to begin cultural competency training on 10/04/19. Completed a cultural competency train-the-trainer for 18 staff and 14 members.

Tactic 6. Create a cultural shift by recognizing that teaching conditions and learning conditions that affect all educators and students also affect all educators and students of color

Rationale	Action Steps	Outcomes/Assessments
Using inclusive language is necessary to create a community of respect that recognizes and appreciates the rich diversity of our members across the state. In order to engage members of color and Indigenous members, inclusive language must be used. Intercultural competence is necessary for all educators and using inclusive language is one step in creating inclusive spaces where all members feel validated, supported, and respected.	<ul style="list-style-type: none"> At the 2014 RC, delegates voted to adopt NAACP inclusive classroom language; Education Minnesota will incorporate this specific language as much as possible into its communications, publications and professional development and actively work with locals to do the same. 	<ul style="list-style-type: none"> Working to increase member leader voice in EM policy and practice through deeper engagement of EMAC members

Tactic 7. Encourage all sponsored conferences to demonstrate inclusiveness in presenters, materials and content

Tactic 8. Reflect diversity in organizational publications

Rationale	Action Steps	Outcomes/Assessments
According to EM website, “One of the core purposes of the ‘Believe in ‘We’” campaign is to emphasize how our members and the Minnesota public share the same values for our students—fairness, freedom, opportunity, equity, inclusiveness, excellence—and that we must all speak up for these values. ‘Believe in ‘We’” also will help us express the value of belonging to Education Minnesota and the power we have when we speak with a united voice.	<ul style="list-style-type: none"> Integrate racial equity component into all of our requests for proposals Publications will include racially diverse pictures, and articles dealing with members, organizational leadership, and students interacting in a meaningful way; publications will also acknowledge ethnic and diverse celebrations 	<ul style="list-style-type: none"> At the last GB meeting, Denise communicated that “This is _____ Land” posters will be presented at every meeting that is hosted here in St. Paul, and that posters will be made for distribution to all locals.

Publications should represent all members and include racially diverse leaders to show we value all our members and that all our members have a place in our union.		
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Internal Education Accomplishments:

- ✓ Created a new ER&D strand for anti-racism and racial equity (Facing Inequities and Racism in Education/FIRE)
 - Widely distributed application for members to apply to join the work group in fall 2015
 - Work group held first retreat in February 2016; online and in-person meetings are ongoing
 - Modules of curriculum identified in spring 2016
- ✓ Governing Board and local leaders attended Science House training on racial equity in 2015-16
- ✓ Certified Education Minnesota staff as Intercultural Development Inventory (IDI) administrators
- ✓ Continuing staff exploration of racial equity issues through the Our Diverse and Healthy Workplace (ODHW) Team
- ✓ At least 40 staff members have taken the Intercultural Development Inventory (IDI) as of December 2017
- ✓ Continuing to encourage staff to participate in the Intercultural Development Inventory (IDI)
- ✓ Implemented anti-racism and racial equity professional development in a variety of venues (face-to-face, hybrid, online) through the Minnesota Educator Academy (MEA)
- ✓ Racial Equity Advocate (REA) Cohort established in summer 2017 and REAs continue to engage in the year-long process
- ✓ Community Storytelling professional development series launched in late 2016
- ✓ REAs and Education Issues Specialists hosted and continue to host Community Storytelling train-the-trainer sessions and racial equity EdCamps across the state

EXTERNAL PARTNERSHIPS

External Partnership Goal: Actively support programs and efforts to fight poverty and racial disparity.

Resources:

Racial Equity Organizer, Racial Equity Assistant, Governing Board, Community Organizer, Officers, student programs, Public Affairs, Racial Equity Advocates, Local Leaders, community partners

Tactic 1. Build and maintain cooperative relationships with community organizations

Tactic 2. Countering corporate reform by building and maintaining organizations to support and strengthen public education including campaigns and political organizers throughout the state

Tactic 3. Build and maintain relationships with local colleges and Universities to develop mentorship programs with aspiring teachers of color

Tactic 4. Ensure ALL preservice teachers complete courses in racial equity and cross-cultural curriculum development

Tactic 5. Ensure educators-in-training have diversity and cross-cultural courses

Tactic 6. Partner with local community organizers to support Restorative Practice training for Education Minnesota members

Tactic 7. Community engagement with parents and organizations working to eliminate the school-to-prison pipeline and racial disparities in suspensions and discipline

Rationale	Action Steps	Outcomes/Assessments
Members of color, community leaders, elected officials, unions and education leaders criticize EM for a lack of equity focused policy solutions and messaging that reframes race and the education debate. Our efforts must be powerful, public and offer meaningful ways for parents and communities of color to work with	<ul style="list-style-type: none"> • Build on existing relationships with partners • Support ongoing partnerships with organizations including Headwaters Foundation for Justice, Take Action Minnesota, MRLF, Navigate MN, Coalition for Quality Public Schools, NOC, ISAIAH, SEIU, MnEEP, CTUL, 	<ul style="list-style-type: none"> • Community Organizer fostered intentional and new partnerships with several organizations via Minneapolis Community School Campaign as well as the Equity Coalition's and EPIC Pre-k campaign. Such partnerships include Black Lives Visions

<p>educators to address racism and racial disparities.</p>	<p>Shakopee Diversity Alliance, Esperanza</p> <ul style="list-style-type: none"> • Invite Equity Coalition members to help present MN Miracle 2.0 campaign at the December 2017 Governing Board meeting • Build community alliances into integration and desegregation efforts; examples include: Osseo local and the MRLF collaboration on Osseo School Campaign which aims to increase racial diversity within the school board • Continue commitment to resolving school discipline disparities • Continued involvement in the Coalition to Increase Teachers of Color and American Indian Teachers 	<p>Collective, Isaiah, BRIC, the Black Woman Wealth Alliance, and Parent's Alliance to Reclaim Our Schools.</p> <ul style="list-style-type: none"> • Partnerships with the following organizations have not been centralized or continued since last year: NOC, Take Action, CTUL, Shakopee Diversity Alliance, Esperanza. • The Equity Coalition has invited a representative from Navigate MN (Unidos). • Community Organizer has engaged funding foundations around Full-Service Community School efforts such as Headwaters and the Carlson Family Foundation. • Equity Coalition members did present their 2017 Minnesota Miracle 2.0 campaign plan to the governing board and received massive support. • Education Minnesota has provided mostly legal support to the Osseo and MRLF desegregation campaign. Community Organizer also helped facilitate the MRLF's financial request to help staff the campaign. While the campaign itself, was not successful, the larger coalition involved did help elect 2 new school board members of color. • Community Organizer has continued their support of internal and community-led efforts such as Full-Service Community School Campaigns, to address school discipline disparities • Four EM members of color sit on the core steering committee for the Coalition to Increase Teachers of Color and American Indian Teachers • EM Racial Equity Organizer continues to be involved with the Coalition to Increase Teachers of Color and American Indian
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		Teachers legislative and other committees
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Tactic 8. Invite staff and members from partners who have been fighting poverty and/or racism to speak at staff meetings and governance meetings

Tactic 9. Run external organizing campaigns to promote meaningful ways to address racial disparities in public education

Rationale	Action Steps	Outcomes/Assessments
EM is working on equity projects with external partners. We need to build on our existing relationships with community partners to create more buy-in from staff and leaders.	<ul style="list-style-type: none"> • Activate members to join the planning committee for the August 2018 International Restorative Justice conference • Work with Equity Coalition to integrate Restorative Justice programming into their Full Service Community Schools and ESSA School Improvement strategy • Invite members of color and other racially conscious members to speak at events and rallies that is focused on ending racial inequities and the school-to-prison pipeline 	<ul style="list-style-type: none"> • 6 members were sent to the 2018 International Restorative Justice Conference, and Community Organizer acted as a panelist for one of the conference workshops. • The lead Isaiah Organizer who focused on school discipline issues had to step away from his role. Thus, EM's organizing around school discipline has taken a pause. Yet, the Community Organizer has facilitated school safety workshop at the 2018 Summer Seminar to help educators learn the ways they are complicit in perpetuating school discipline issues and the alternative ways to address them. • Members of color have mainly been invited to attend relevant events and actions via the Social Justice Newsletter, or direct text and email.

Tactic 10. Full-service community schools policy and organizing campaign

Rationale	Action Steps	Outcomes/Assessments
Full-service community schools make a difference in the lives of children, families, educators and their communities by moving beyond the normal confines of the school and partnering with local stakeholders. Community schools provide real solutions to the unique problems of the students and families they serve, and are another major step forward in reclaiming the promise of public education. Community schools are places where teachers, families, community members, and service providers come together in partnership that meet the community's needs creating better conditions for both teaching and learning and become the centers of	<ul style="list-style-type: none"> • Continue external campaign to promote race equity through full-service community schools • Continue leadership of the Minnesota Network of Community Schools • Use EPIC research and tool-kit to support local campaigns for FSCS • Integrate Full Service Community Schools advocacy into EM's Equity Coalition Efforts • Connect MN Network for FSCS leaders to community events, conferences, and forums that will enable them to raise the profile and awareness around FSCS's • Partner with EM lobbyists to advance a legislative agenda for FSCS's (Robin Wonsley and 	<p>≠ Community Organizer is working with the MN Network for FSCS to strengthen their internal infrastructure so that they can better advocate for the resources and support needed for both expansion and sustainability of FSCS's across the state. Since 2018, the network has held 3 statewide convenings, and 1 national conference to grow their profile and the support of FSCS's</p> <p>≠ Help parents support the work of classroom teachers</p>

their communities. Community schools become a genuine partnerships with everyone in the community and promote stable, healthy neighborhoods, providing supports and services for students and their families.	Jodee Buhr are working on a FSCS strategy for the 2018 legislative session)	<p>through FSCS and Pre-K campaigns.</p> <p>≠ For the past 2 years, the Equity Coalition has kept FSCS expansion and sustainability efforts as a key coalition priority, and in 2018, won a \$1.5 million dollar investment in (3) new sites in Minneapolis.</p> <p>≠ MN Network for FSCS will be leading a speaking tour at various community and organization events to help raise awareness about the FSCS model.</p> <p>≠ Community Organizer will invite Jodee to develop a FSCS legislative proposal that is reflective of the MN Network for FSCS's needs and concerns in November 2019.</p>
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Tactic 11. Research effective teachers of color preparation programs, and ways to recruit teachers of color from other states to teach in Minnesota

Rationale	Action Steps	Outcomes/Assessments
<p>One of the reasons we do not have educators of color in leadership positions is because there are few educators of color, and there are few students of color going into teaching. Often these reasons are of a personal or cultural nature. More often they stem from a system that actively works against successful recruiting, accepting, induction and retaining candidates of color.</p> <p>Further, the discourse around the issue of recruiting and retaining remains silo-ed in that only students of color are regularly identified as benefitting from a diverse teaching force when in fact data shows that all students benefit from experiencing school from a culturally wide range of teachers.</p>	<ul style="list-style-type: none"> Commission research on effective teacher of color preparation programs, in the hopes that these programs could be replicated here in Minnesota Provide mentoring and professional support for teachers of color via the Education Minnesota Elder Squad and other experienced members of color Support efforts of Roseville, Anoka Hennepin and other local affinity groups that have specific classes and professional development for non-tenured TOC in their districts Regular convening of Education Minnesota Elder Squad to analyze teacher evaluation tools for racial and cultural bias. Continue participation on the Coalition to Increase Teachers of Color and American Indian Teachers (TOCAIT) EPIC paper on why teachers of color leave the profession 	<ul style="list-style-type: none"> Through the EM, EPIC, and Isaiah Pre-K pilot program, we will be partnering with Metro State University to create a teacher prep program that will specifically center child-care providers/educators of color with the goal of addressing the early education workforce shortage.

External Partnerships Accomplishments:

- ✓ Expanded coalition in support of Full-Service Community Schools
- ✓ Advocated for more funding for Full-Service Community School pilots in 2016 legislative session
- ✓ Minnesota Network for Community Schools convened in July 2017 with the National Coalition for Community Schools to discuss sustainability
- ✓ Full-Service Community Schools was a demand included in the Equity Coalition's 2017-19 Minnesota Miracle 2.0 Campaign
- ✓ Minnesota Network for Community Schools presented on Full-Service Community Schools model at the 2017 Twin Cities Social Justice Education Fair
- ✓ Minnesota Network for Community Schools leaders hosted a table at the 2017 Minnesota Educator Academy (MEA) Conference
- ✓ Paper released by Educator Policy Innovation Center (EPIC) in March 2016 on recruitment and retention of educators of color
- ✓ Paper released by Educator Policy Innovation Center (EPIC) in March 2017 on restorative practices and trauma-informed instruction

TRANSPARENCY

Transparency Goal: Design and implement methods for tracking and communicating the accomplishments of EdMN with regards to equity programs and initiatives.

Resources:

Racial Equity Organizer, Racial Equity Assistant, Public Affairs, Data Systems Coordinator

Tactic 1. Create an annual report summarizing what progress has been made within racial equity work

Tactic 2. Create a process where members of color are informed of local or national events with enough time to apply to attend

Tactic 3. Direct quarterly meetings or communication between the Racial Equity Organizer, EMAC Chair, Education Issues Specialist, and EM officers

Rationale	Action Steps	Outcomes/Assessments
It is much easier to see what progress has been made and where work needs to be done if EMAC is on the same page as staff when it comes to racial equity work. Creating an annual document highlighting what was done during that year in regard to racial equity, along with developing a process for members of color to use to apply to attend events, would improve transparency.	<ul style="list-style-type: none">• Education Minnesota staff will meet to create the report• Report will be distributed to EMAC members• Create a streamlined process where members can apply to attend state or national conferences• Quarterly meetings or communication between the Racial Equity Organizer, EMAC Chair, Education Issues Specialist, and EM officers• On-going measurement and review of the AIP and corresponding S.M.A.R.T. goals	<ul style="list-style-type: none">• Created a graphic organizer on how our FIRE program builds power and showcases the intersectionality of our equity programs.

RESOURCES

[Resources here]