

MPS EQUITY FRAMEWORK

**Pedagogy
of Equity**



**Families as
Education
Partners**



**Personal &
Collective
Responsibility**

**Equity in
Operations**



**Equity
Diversity
Impact
Assessment**



TRANSFORMATIONAL CHANGE

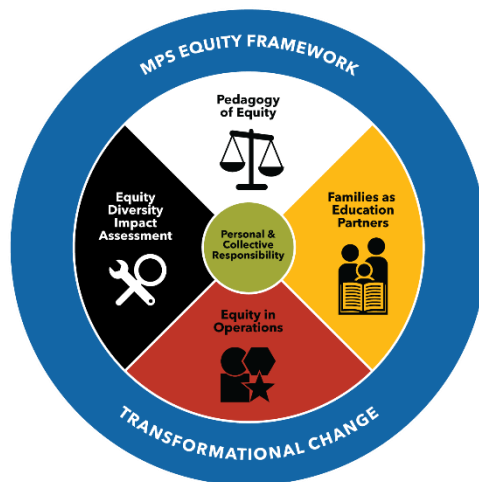
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Theory of Action

This MPS Educational Equity Framework has been developed through the effort, ideas and expertise of more than 50 people representing diverse roles, experiences, expertise, and perspectives within the district and greater community.

- **In order to meet the needs of underrepresented students and their families, we must:**
 - recognize personal and collective responsibility;
 - aim for true transformational change;
 - leverage a pedagogy of equity,
 - utilize equity and diversity impact assessments,
 - engage families as partners in education,
 - ensure equitable practices in operations,
 - and maintain alignment with both the district mission and the strategic plan.
- **Together, we can overcome persistent and predictable system barriers to racial equity and create an equitable educational system.**



In an effort to bring increasing and dependable balance, wisdom, honor, and respect to the policies and practices of the Minneapolis Public Schools, the MPS Educational Equity Framework connects with and honors the symbolism of a Medicine Wheel¹ as the visual representation of the MPS Equity Framework.

The Medicine Wheel is a metaphor for the balance we seek in life. It supports our understanding of our connection to our core essence, our wisdom, our light, our power. The Medicine Wheel is an interconnected system of teachings relating to the seasons, directions, elements, colors, human beings, animals, celestial bodies, plants and trees, times of the day and the cycle of life. It speaks of the need for balance, harmony and respect as bringers of happiness. It is an ancient system of traditional indigenous knowledge expressed through a metaphor that many tribal peoples share under many different names that helps us in present day to explain the balance we are to seek. The learning process addressed and teaches about the inseparability of the emotional, physical, intellectual and spiritual dimensions.²

¹ <https://www.nlm.nih.gov/nativevoices/exhibition/healing-ways/medicine-ways/medicine-wheel.html>

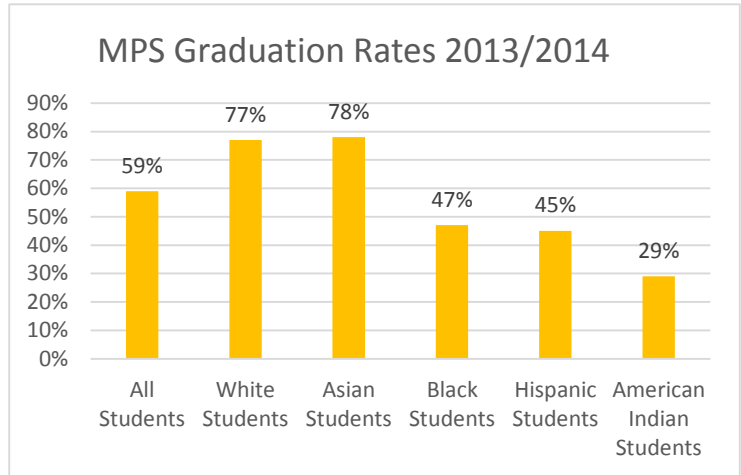
² Ida M. Downwind, District Program Facilitator-Indian Education, Minneapolis Public Schools

What and Why

The **Minneapolis Public Schools Equity Framework** is a response to the urgent need to reverse unrelenting inequities within our school system. This framework acknowledges that the MPS operates within *and* contributes to the larger societal norms that consistently create racially predictable and persistent inequitable outcomes. The status quo is not acceptable. Business as usual is not an option. In order to change these inequities, the MPS Equity Framework challenges us to put the needs of underrepresented students and their families first.

MPS' students experience:

- Delayed or denied graduation
- High rates of discipline and suspension
- Math or reading skills below grade level
- Course and program misplacement
- Underrepresentation in advanced academics and STEM Courses
- Low teacher expectations
- Lack of culturally responsive teaching
- Invisibility in the curriculum
- Unwelcoming schools



Purpose

The MPS Equity Framework reinforces the mission of the Minneapolis Public Schools and aligns student success and educational equity as the cornerstones of our work. The MPS Equity framework outlines the organizational beliefs, values, priorities and practices that contribute to equity and aims to give malleable and valuable direction to the creation and expansion of equity. This equity framework guides our understanding of where we must continue to grow and where we must embrace change, provide opportunities for reflection, research best practices, and practice collective accountability.

The MPS Educational Equity Framework:

- includes the voices of many in our education community
- conveys clear, high expectations
- is designed to be responsive and continuously evolving
- measures progress/outcomes along multiple dimensions
- is aligned to the mission, vision, and strategic plan
- outlines the actions associated with existing policies

MPS Mission

We exist to ensure that all students learn. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal, family and community lives into the 21st century.

If you do not change direction, you may end up where you are heading.--Lao Tzu

Emphasis on Underrepresented Students

The MPS Educational Equity Framework focuses on the inequities that occur as a result of societal and institutional racism. It boldly emphasizes the needs, experiences, and outcomes for students who identify as:

Black and of African descent, Chicano/Latino, Asian, and Indigenous Nations or American Indian

And the compounded experiences of students at intersection of race and the following labels or identities:

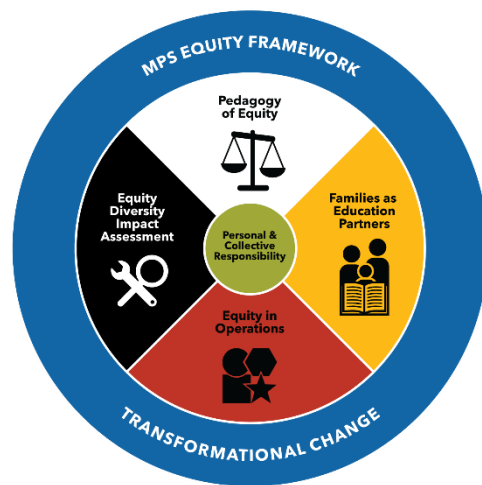
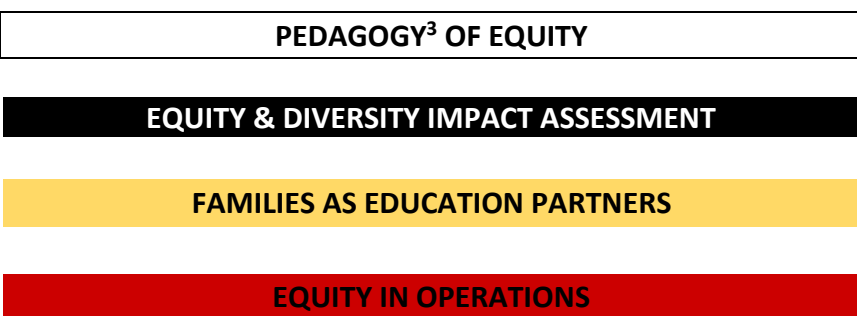
Immigrant, Refugee, English Learner, LGBTQ, free or reduced price lunch, religious minority, special education, physical or mental disabilities, homeless or highly mobile

A survey of national and MPS data shows that these students are consistently underrepresented in measures of academic belonging and achievement, and our education system creates an overrepresentation of these same students in measures of academic disengagement and struggle. By focusing on the student populations experiencing the biggest disparities in opportunity, we will advance our goals toward educational and societal equity.

The great news is research consistently shows educational programs that support underrepresented students have positive educational impacts for all students. Educationally equitable schools are academically beneficial for white, middle class and educationally connected students as well. We can and will create excellent classrooms, schools and educational outcomes for all of our students.

Areas of Focus: Big Levers

The MPS Educational Equity Framework expresses the belief that true change happens when there is responsibility both personally and collectively. We are all responsible for, and benefit from, schools that are equitable. The MPS Educational Equity Framework also envisions true transformational change. We must be willing to assess the habits of the system and make difficult changes to the way we operate to improve and create more equitable outcomes. As an important start, the MPS Educational Equity Framework focuses on four essential components (big levers) of our education system:



³ the art or science of teaching; instructional methods; the principles, practice, or profession of teaching

Alignment with Acceleration 2020

The MPS Educational Equity Framework is inspired and informed by our district’s strategic plan, Acceleration 2020, which states:

Every student deserves equitable access to quality academic programs and the support to be successful, regardless of race, economic status or circumstance. (MPS Acceleration 2020)

| MPS Education Equity Framework | MPS Acceleration 2020 |
|--------------------------------------|--|
| Pedagogy of Equity | Goal 1: Improved Student Outcomes Goal 2: Equity Goal 3: Family and Community Partnership Goal 4: Effective Teachers, School Leaders and Staff |
| Equity & Diversity Impact Assessment | Goal 1: Improved Student Outcomes Goal 2: Equity Goal 3: Family and Community Partnership Goal 4: Effective Teachers, School Leaders and Staff Goal 5: Stewardship Goal 6: Resources for Students and Schools |
| Families as Community Partners | Goal 1: Improved Student Outcomes Goal 2: Equity Goal 3: Family and Community Partnership |
| Equity in Operations | Goal 2: Equity Goal 5: Stewardship Goal 6: Resources for Students and Schools |

Support and Alignment

The Big Picture and Ultimate Goal

A system that is educationally equitable is one in which we accept and value each individual for who they are, and provide the structures, environment and resources each person needs to reach their greatest potential, with the long-term impact of educating globally skilled and engaged citizens and creating a more just world.



In its most simplistic definition, equity means that every child gets what he or she needs in schools – every child, regardless of where she comes from, what she looks like, who her parents are, what her temperament is, or what she shows up knowing or not knowing... Equity is about outcomes and experiences – for every child, every day. (Elena Aguilar, 2013)

Educational Equity Looks Like:

- Authentic relationships with and among students, staff and families
- Culturally responsive pedagogy
- High expectations for all students
- Representative enrollment in advanced courses
- Reflective and adaptive curriculum
- Welcoming and safe school environments
- All students meeting grade level and graduation expectations
- System-wide outcomes that contribute to a more just world.

Educational Equity Feels Like:

- I am valued for my strengths and contributions
- I am respected for who I am
- My voice is heard and appreciated
- I feel cared about and I care about others
- I see myself represented in curriculum
- I feel comfortable and welcomed at school
- I am academically confident and challenged
- I am empowered to achieve my goals, dreams and full potential
- I see my place and responsibility in creating a more just society

Systemic Change Barriers

Progress is a nice word. But change is its motivator. And change has its enemies.--Robert Kennedy

There are predictable barriers that arise as we attempt to make transformational organizational shifts. The design of the MPS Educational Equity Framework addresses and attends to common change barriers such as:

- Systemic inertia and habits of the system, the power of doing things the way we've always done them. (Ex: 15 minute parent/teacher conferences; traditional teaching and learning practices)
- Leadership and staff resistance - the belief that equity is not important or fear of being uncomfortable
- Lack of leadership vision, will, skill or experience with culturally responsive, authentic, equitable pedagogy.
- Lack of staff vision, will, skill or experience with culturally responsive, authentic, equitable pedagogy.
- Lack of allocated time or financial resources for equitable culturally responsive practice, professional development at all levels, relationship building, community engagement, and family partnerships.
- Lack of quality data for informed decision making and effective leadership.
- Families with historic privilege overwhelming and dominating school decision-making processes, events, and conversations.

Each element of the MPS Educational Equity Framework calls for broader coalitions, engagement and voice that lead to real conversations and representative schools, reflective practice, data-driven decision making, on-going professional learning, and resource allocations that support equity.

How We Will Use this Framework

The MPS Educational Equity Framework guides the district as we establish organizational priorities, adopt policies and procedures, engage in day to day decision making, implement programming, develop staff competencies, evaluate our processes and outcomes, set calendars and schedules, select curriculum, and communicate within our education community.

The MPS Educational Equity Framework can be used:

- By school leaders to assess and plan for creation and expansion of educational equity at individual sites (ex: create equity teams, plan professional development, plan family/school partnerships, assess resource allocation decisions)
- By teachers for pedagogical reflection or to create personal professional development plans
- By school staff to engage with students and families around the district's equity values and goals
- By families to share with schools, administration, and staff their hopes, needs, and dreams for their students
- By district leadership to align decision making with equity values and goals

The MPS Educational Equity Framework charges us to:

- Professionalize equity pedagogy by increasing the amount and the delivery models of culturally responsive teaching professional development
- Assess for and require culturally responsive curriculum and instruction
- Assess the equity and diversity impact of the decisions that we make
- Enhance the authenticity and effectiveness of our community partnerships
- Create respectful and collaborative relationships with families
- Infuse all of our academic and non-academic operations with an equity focus and culturally responsive delivery

Our learning environment is richer because of its diversity. Our students and families are our first and final priorities and MPS intends to realize the full potential of all of our students and the benefits of our diverse learning community. Even as we experience a mix of successes and setbacks, we acknowledge this framework is a beginning, not an end. A guide, not a recipe. True implementation and change requires commitment and participation by the whole school community. We are looking forward to learning and growing together.

"It always seems impossible until its done." --Nelson Mandela

For questions or further information please contact:

Dr. Lanise Block
Strategic Projects Administrator
Office of the Superintendent
Minneapolis Public Schools
lanise.block@mpls.k12.mn.us
612.668.0027



PEDAGOGY OF EQUITY

Vision, Definition and Beliefs

It is the vision of a Pedagogy of Equity to create an education system that focuses on the broad academic needs of underserved students in Minneapolis Public Schools; to bridge the academic divisions in MPS with individual schools and classroom teachers; and to make curricula and pedagogy more responsive to student intellectual development. A Pedagogy of Equity must place and keep the human element at the center of teaching and learning. A Pedagogy of Equity reduces the gaps between student learning and teacher knowledge, skills and attitude. It brings the student with their culture and the teacher with their knowledge about student experience into closer proximity to make the educational experience more equitable. A Pedagogy of Equity places a laser-like focus on curriculum content that connects with the students' cultural and linguistic strengths while insisting on culturally relevant and proficient instruction matching student interests. While a pedagogy of equity focuses on the needs of underserved students, every student benefits from culturally responsive, equity-focused pedagogy.

The practice of teaching reaches into the past, present and future of our students and our world in order to embrace the rich diversity within our classrooms. Given this, certain capacities and actions are needed to facilitate learning in a way that is equitable to all students. These capacities and actions include the ability to:

- Recognize there are multiple cultures/perspectives in classrooms and school.
- Recognize biases and inequities in materials, classroom interactions and school policies.
- Reject deficit views regarding culture; instead embrace the richness that comes with diversity.
- Adjust curriculum and materials to engage students.⁴

A Pedagogy of Equity understands the learning environment to be much broader than what the teacher instructs and what the student learns, but also who the teacher and student are at the level of racial and ethnic identity; socioeconomic position; family composition and history; teaching and learning styles; different communication patterns and perspectives about the world. A Pedagogy of Equity believes teaching and learning takes place in the classroom, in the corridors, in the staffroom, in the school, and beyond, and involves everyone all the time. A Pedagogy of Equity believes by focusing on specific underserved student populations we can drastically reduce the gap between many white students that are already doing well and more than half of students of color in the district that are not. A Pedagogy of Equity looks at the whole system and expects all (not just the students) must grow and develop intellectually and academically.

In order to create and implement a critical Pedagogy of Equity, we should use the visions and beliefs above to engage in a reflective back mapping process. Essential back mapping questions include:

What is missing? Where is student voice? Who is being taught? Who is learning at high levels? What is being taught? What is the hidden curriculum? How is it being taught? Who is teaching? How are they prepared for a pedagogy of equity?

⁴ Hollie, S. (2012) Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success. Huntington Beach, CA: Shell Publishing

Pedagogy of Equity: Implementation Goals and Action Plan

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|---|-------------------------|--|--|---|---|--|
| <i>Curriculum and Instruction is challenging and culturally relevant</i> | <p>Scan and assess existing curriculum, including the core standards for culturally relevant concepts and content</p> <p>Utilize assessments that demonstrate student knowledge and skills through a variety of methods and measures</p> | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 | Chief Academic Officer Deputy Education Officer | Directors of academic departments & Outside Curriculum Consultant for each content area \$80,000 (\$20,000 each area) \$10,000 supplemental resources | Goal 1: Improved Student Outcomes Goal 2: Equity Goal 4: Effective Teachers, School Leaders and Staff | Focused Instruction Curriculum Guides Review for Process Completed |
| | <p>Map and connect culturally relevant materials and content to core standards</p> <p>Incorporate a variety of critical multicultural pedagogical methodologies into instructional and curricular decisions.</p> | Planning | Plan: Spring and Summer 2016, Do: Fall 2016, Assess: Winter 2016 | Chief Academic Officer Deputy Education Officer | Directors of academic departments & Outside Curriculum Consultant for each content area \$20,000 (\$5,000 each area) | Goals 1, 2, 4 | TBD |
| | <p>Create and require a lesson planning template that is culturally responsive</p> <ul style="list-style-type: none"> Required for Achieving Tenure | Planning | Plan: Spring and Summer 2016, Do: Fall 2016, Assess: Winter 2016 | Chief Academic Officer Deputy Education Officer | Directors of academic departments & Outside Curriculum Consultant for each content area \$20,000 (\$5,000 each area) | Goals 1, 2, 4 | TBD Increased percent of teachers submitting CR lesson plans |
| | Increase instructional time that directly addresses the student of color experience Ethnic Studies | Implementation | | Chief Academic Officer Chief of Schools Officer | Commitment | Goals 1, 2, 4 | Every student has a course/curriculum that reflects who they are |

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|--|---------------------------|--|---|--|----------------------------------|--|
| MPS Teachers and Staff demonstrate high expectations for students; participation in educational opportunities is not predictable by race or poverty of students. | Use instructional strategies and display student work that include student voices from multiple perspectives. | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring 2017 | Chief Academic Officer Chief of Schools Deputy Education Officer | Fund Coaching for Racial Equity: All Mentors and Instructional Specialist Focused on Curriculum and development of site Equity Team Coordination \$30-40,000 | Goals 1, 2, 4 | TBD |
| | Develop school -wide & classroom management strategies that are culturally responsive and do not create racially predictable discipline disparities. | Planning & Implementation | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring 2017 | Chief Academic Officer <ul style="list-style-type: none"> • SPED • T & L • Indian Educ. • Professional Development Chief of Schools: Principals & Associates Deputy Education Officer: Multilingual | PSWE Team includes: Principal on Special Assignment, Restorative Practices Coordinator, PSWE coordinator, Six DPF's. | Goals 1, 2, 4 | Using Restorative Practices & Family Based Model. Office of Civil Rights (OCR) mandates to reduce disproportional suspensions. |
| | Actively and consistently connect families with the support necessary for academic success | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring 2017 | Chief of Schools Deputy Education Officer Executive Director of External Partnerships Executive Director of Communications | Accessible, Authentic Relevant tools to engage families | Goals 1, 2, 3, 4 | TBD |
| | Differentiate instruction to include flexible grouping based on student learning needs and academic excellence. Minimizing labels, tracking, pull-outs etc. | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief Academic Officer Deputy Education Officer | Professional Development Strategies | Goals 1, 2, 4 | TBD Reduction in number of pull outs. Increased achievement |

| Goal | Collective Actions (Top priorities in <i>bold</i>) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|---|-----------------------------|---|--|---|----------------------------------|---------------------|
| <i>Professionalize the practice of being a Pedagogy of Equity Educator</i> | Identify and activate student strengths, work to elicit high intellectual performance, focus on academic language, amplify student voice ⁵ and support student agency. | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief Academic Officer Deputy Education Officer | Professional Development Strategies | Goals 1, 2, 4 | TBD |
| | Purposefully teach students about how knowledge is constructed, and the student role in knowledge construction. | Planning | | Chief Academic Officer Chief of Schools Deputy Education Officer | Professional Development Strategies | Goals 1, 2, 4 | TBD |
| | Establish district-wide culturally responsive pedagogy core competencies to all IS's, specialists, teacher leaders, and principals—aligned with student achievement data. | Planning and Implementation | | Chief Academic Officer Chief of Schools <ul style="list-style-type: none"> • Principals & Associates Deputy Education Officer Chief of Staff | Full Time POE Coordinator \$75-100,000 | Goals 1, 2, 4 | TBD |
| | Ensure SOEI strategies and resources toolkit have an equity-focus | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief of Staff | Commitment | Goals 1, 2, 4 | TBD |
| | Curate a library of culturally responsive educational equity resources for teachers and school leaders. | Planning | Plan: Su-2016 Do: F-2016 Assess: W-2016 Analyze: Spr-2017 | Chief Academic Officer Chief of Schools Deputy Education Officer | TBD | Goals 1, 2, 4 | TBD |

⁵ Jackson, Yvette. (2011) The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools. Teachers College Press

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|------|---|-------------------------|---|--|------------------|----------------------------------|---------------------|
| | Create a culturally responsive teaching certificate program. A series of courses that allow for a step/lane change even for teachers who are at the highest step/lane. Partnerships with higher ed. | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief Academic Officer Deputy Education Officer Chief of Staff | TBD | Goals 1, 2, 4 | TBD |
| | Utilize a POE teacher/administrator profile for recruitment and hiring. | Planning | Plan: Sum-2016 Do: F-2016 Assess: W-2016 Analyze: Spr-2017 | Chief of Staff | Commitment | Goals 1, 2, 4 | TBD |
| | Create Pedagogy of Equity teacher coaches with model classrooms | Planning | Plan: Sum-2016 Do: F-2016 Assess: W-2016 Analyze: Spr-2017 | Chief Academic Officer Chief of Schools Chief of Staff | TBD | Goals 1, 2, 4 | TBD |
| | Create an equity leadership PD focus for principal PD and meetings | Planning | | Chief Academic Officer Chief of Schools Chief of Staff | TBD | Goals 1, 2, 4 | TBD |
| | Design and facilitate culturally responsive equity focused conversation ques and courageous conversation techniques for PLC's and professional development. | Planning | Plan: Sum-2016 Do: F-2016 Assess: W-2016 Analyze: Spr-2017 | Chief Academic Officer Chief of Schools Deputy Education Officer Chief of Staff | TBD | Goals 1, 2, 4 | TBD |

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|---|--|-------------------------|---|--|---|----------------------------------|---|
| Comprehensive POE Professional Development Plan | Ensure that all PD and summer institutes (ILT, Racial Equity, and PSWE, NTO) mirror the expectations and competencies of this framework. | Planning/Implementation | Plan: Sum-2016 Do: F-2016 Assess: W-2016 Analyze: Spr-2017 | Chief Academic Officer Chief of Schools Deputy Education Officer | | Goals 1, 2, 4 | Summer 2016 Institutes are evaluated for equity focus and impact |
| | Development of pedagogy of equity teams and goals at all sites and in all programs and departments | Planning/Implementation | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief Academic Officer Chief of Schools Deputy Education Officer | ILT Equity Leads Q comp will fund an ESAE coordinator to support all of the equity lead roles in each MPS school building. | Goals 1, 2, 4 | When all school sites have an identified equity lead for each building. |
| | Offer cultural competency PD for all staff; create a number of options to initiate and deepen participants' understanding <ul style="list-style-type: none"> • Culturally relevant pedagogy cohorts; • Equity-focused data retreats for all sites; • Equity-focused protocols for use in PLCs, by school leaders and PDPLC coordinators • Collaborative action research cohorts • A lyceum series to engage the broader community • Expand equity and engagement PD options for ESPs | Planning | Plan: Spring and Summer 2016 Do: Fall 2016 Assess: Winter 2016 Analyze: Spring | Chief Academic Officer Chief of Schools Deputy Education Officer | TBD | Goals 1, 2, 4 | TBD |



EQUITY & DIVERSITY IMPACT ASSESSMENT

Overview

In the 2015-2016 school year, MPS staff partnered with community members and parents to re-vision and develop the districts' Equity and Diversity Impact Assessment (EDIA) processes and plan. An EDIA working group made up of district staff and community members, from Voices for Racial Justice, The Education Equity Collaborative, HACER, Minnesota Education Equity Partnership, and Hope Communities, meets monthly to inform, advise, and develop the EDIA Process framework, including the: tools, definitions, methods, and practices outlined in this document. In addition to the EDIA working group, Parents United and Minnesota College Access Network were consulted in the development of aspects of this plan.

EDIA Vision, Beliefs, & Equity Defined

Vision

The EDIA process has been revised to support the needs of MPS district staff to do the following:

1. Correct existing and develop emerging policies, practices, programs and procedures to increase academic outcomes for Minneapolis students by eliminating racial predictability and the methods and systems that perpetuate opportunity and achievement gaps and institutional racism.
2. Create capacity-building assessments and tools that will guide and build the equity knowledge of staff through the stages of project management so that equity is a part of projects from formation, to implementation, and evaluation.
3. Provide transparent and consistent metrics that empower staff and district leaders to make decisions, comparisons, and monitor the impact of equity efforts.

Equity: Justice, fairness, and inclusion.

From the City of Minneapolis Eliminating Racial Employment Disparities report, March 19, 2013:

“Just and fair inclusion. It is the guarantee of fair treatment, access, opportunity and advancement for all while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Equity is different from equality; equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.”

Beliefs

1. To address persistent and predictable inequities, the district must focus its attention on under-represented, underserved students and the impacts of district staff habits, systems, and/or practices.
2. An intentional pause is required in the decision-making process and practices of district staff and leadership to put equity front and center.
3. The MPS Equity Policy mandates internal and external collaboration, representative participation from our families and community; and that parent and community voice informs and is reflected in district work and decisions.
4. The EDIA process is a learning tool, teaching how to create and expand equitable outcomes in decisions, implementation, and evaluation stages.
5. The EDIA is a project planning and decision-making process required by the district's equity policy. At its core, the EDIA guides staff through a process aimed at eliminating disparities by learning and exploring:
 - What is being planned?
 - Who will it impact and how is it known? What type and level of public participation is needed?
 - What are the perceived and known negative impacts?
 - How will funds and plans ensure the mitigation of negative impacts?
 - How has public participation changed plans to avoid negative impacts and improve outcomes?
 - What and how is this being communicated internally with staff, families, and community?
 - What is the plan for continuous evaluation and improvements?
 - How has this process impacted day-to-day staff decision making and practices?
6. With consistent system-wide implementation, the EDIA process will yield comparable and meaningful information regarding our progress on eliminating inequities and expanding high-quality educational outcomes for all students.
7. MPS leaders are required to complete an EDIA for all policies, practices, programs or procedures that have a *significant* impact on student learning and resource allocation.

Equity and Diversity Impact Assessment: Implementation Goals and Action Plan

| Goal | Collective Actions (Top priorities in <i>bold</i>) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|--|------------------------------------|--|--|---|---|--|
| <i>Consistent System Wide Use of EDIA process as an Equity Decision Making and Learning Tool</i> | Creation of a web-based, interactive EDIA tool to be utilized by district staff that will facilitate learning, documentation, review, and retention of EDIA plans and data. | Planning | <ul style="list-style-type: none"> Tools is reviewed, revised, and in use Dec-July 2016 Impact on staff is measured Dec. 2016. Data on individual EDIA's is available Dec. 2016 Data on EDIA trends is available Aug. 2017 | Superintendent | \$10,000 for Tool Development | Goal 1 | <ul style="list-style-type: none"> New tools are completed and in use By August 2016. 75% of staff report they have learned for participating in the tool and it has had a positive impact on outcomes for students. Data from completed EDIA's are shared in summary of trends and specific measures related to individual EDIA's. |
| | Hiring of a full-time Equity Specialist: <ul style="list-style-type: none"> Support leadership with EDIA process implementation Review Assessments Provide technical assistance during the EDIA process Develop and facilitate EDIA | Planning | A fte is hired or equivalent contract is in place by July 2016. | Superintendent | \$80-120K for Equity Specialist or consultant | Aligns with All 6 Goals | <ul style="list-style-type: none"> EDIA actions are accomplished and the EDIA is in use by August 2016. Staff report they receive satisfactory support with EDIA process. |

| Goal | Collective Actions (Top priorities in <i>bold</i>) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|--|------------------------------------|--|--|--|---|--|
| | Professional Development <ul style="list-style-type: none"> • Generate and monitor EDIA metrics and reports | | | | | | <ul style="list-style-type: none"> • Professional development is created. • District leadership receives EDIA specific summary metrics and combined trend metrics. |
| <i>Informed Decision Making at All Leadership Levels, including MPS School Board</i> | MPS leaders are required to complete an EDIA for all policies, practices, programs or procedures that have a significant impact on student learning and significant resource allocation. | Implementation | August 2016 | Superintendent | Dependent on dedicated FTE or Consultant | Goal 1 and supports all other goals | <ul style="list-style-type: none"> • District leadership and BOE start to receive data on EDIA's by Dec. 2016. |
| | All EDIA's must use and when needed consult with REA for district specific data and cite relevant research supporting the equity impacts. | Implementation | Starting August 2016 | Superintendent and REA | Dependent on dedicated FTE or Consultant and REA Staff | Goal 1 and supports all other goals | <ul style="list-style-type: none"> • EDIA show accurate data • REA makes district and school level demographic data available. |
| | MPS School Board will review selected EDIA's as a tool for making decisions. | Implementation | Already in place. Using new process and information in August 2016 | BOE liaison Superintendent | Commitment of BOE | Goal 1 and supports all other goals | <ul style="list-style-type: none"> • EDIA's are reviewed by Board and used to inform decision making related to policies. |
| | Staff resource to inform "everyday" equity decisions. | Planning | August 2016 | Superintendent | Dependent on dedicated FTE or Consultant | Goal 1 and supports all other goals | <ul style="list-style-type: none"> • A tool to inform everyday decisions with an equity lens is available for all staff. |

| Goal | Collective Actions (Top priorities in <i>bold</i>) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|---|--|------------------------------------|--------------------------------------|--|--|---|--|
| <i>Community Engagement and District Decision Making Transparency</i> | Maintain an EDIA working group that includes both internal and external stakeholders and equity professionals. | Implementation | Ongoing (currently underway) | Superintendent | \$1000 Hospitality for meetings | Goal 1 and supports all other goals | <ul style="list-style-type: none"> Group meets as needed and continues to advise on the EDIA process development and reviews EDIA's upon request from the Supe. or BOE. |
| | Completed EDIA's will be available to the public. | Implementation | Ongoing (currently underway) | Superintendent | Web Access and support from IT as needed | Goal 1 and supports all other goals | <ul style="list-style-type: none"> Completed or Considered EDIA's are available for public review on District website. |

Equity and Diversity Impact Assessment (EDIA) Tools & Process



Step 1 – Determining When the EDIA Process Needs to be Started and Getting it Going

Within the intent and guidance of the MPS Equity Policy, there are three specific times when the EDIA process is to be implemented. Any time **one** of the following circumstances occurs the EDIA process shall be started and completed:

- When the decision maker(s) in charge of a specific decision or action requires an EDIA;
- When there is significant* resources being allocated to any new or existing policy, practice, and/or procedure; or
- When there is a significant* impact to students.

Significant Resources are defined as:

While the EDIA is required in specific circumstances, anyone and everyone is encouraged to use the EDIA informally to center equity in decision making, planning and policy discussions throughout the district. Significant resources are defined as anytime resources are:

- **Equal to/greater than 5% of a program, department, or site budget**
- **Equal to/greater than .5% of the MPS district budget**

Significant Impact is defined as any one of the following criteria is met:

- **Impacts all students within one of the following: the district, an attendance zone, or a school**
- **Impacts 5,000 students or more**
- **If the policy, program, or procedure will have a disproportionate impact on students listed in the areas that EDIA emphasizes**
- **Significant impact on student’s ability to graduate and go to college outlined by the state of Minnesota’s World’s Best Workforce Law and affect one of the following:**
 - **Academic coursework;**
 - **College entrance exams participation; and**
 - **Access to extra-curricular activities.**

The Everyday Equity Tool - Path to Educational Equity Guide Questionnaire

To get started staff needs a shared resource that can guide their inquiry regarding the project or action they are contemplating. The Path to Educational Equity guide questionnaire was developed by the Voices for Racial Justice Community Group in Partnership with the Education Equity Collaborative long-term partners of Minneapolis Public Schools equity journey.

This tool serves both as a way to get started on the EDIA process and as a resource for when the EDIA is not required (for projects and actions that are not significant but where applying an equity lens is needed).

Step 2 – Information Gathering and Initial Assessment

Complete the pre-work portion of the EDIA to determine if the full EDIA process is needed. Pre-work includes (but is not limited) gathering the following:

- Staff and department information
- Statement of the goal, problem, or mandate
- Type: new or existing- policy, practice, program or procedure
- Description of the project, policy or description of proposed changes to projects or policies
- Implementation timeline
- Description of what success would look like
- Indication if there is budget allocated or not
- Initial Impact Assessment Pathways for Education Equity Guidance Questionnaire:
 - # of students/families will be impacted
 - Description of students will be impacted (ex: list school, grade level, zone, subject area etc.)
 - Identification of students from the emphasis groups will be impacted
 - Anticipated beneficial impacts
 - Anticipated harmful impacts
- Initial ideas, plans and approaches for mitigating harmful impacts.
- Description intra-district collaboration (ex: which schools or departments will be included and how)
- Description of community and family collaboration and level of public participation intended.
- Alignment with Acceleration 2020 goals and measures.
- Description for how evaluation and continuous improvement can occur and if it is resourced.
- Approval and signature of lead administrator on this policy, practice, program or procedure.

Step 3 – Information and Initial Assessment Review

The pre-work portion of the EDIA will be reviewed by Equity Specialist who will provide:

- Feedback on equity concerns and considerations
- Information, ideas, and resources for creating or expanding equity through this policy, practice, program or procedure.

The Equity Specialist will determine if the EDIA will enter the full EDIA process with input from district leadership.

Step 4 – Public Participation & Equity Planning and Mitigation

If the policy, practice, program or procedure needs to enter the full EDIA process, lead staff on the project will participate in a -- ***Using the EDIA to Create and Expand Educational Equity*** -- professional development session. The Equity Specialist will support the completion of full EDIA process.

The full EDIA process includes:

- Timeline for:
 - Public participation completion
 - Plan revisions
 - Evaluation
 - Mitigation plan development and implementation
- Actual plans and metrics for all the aspects described in Step 2.
- Comprehensive plan for mitigating harmful impacts.
- Barriers and needs assessment.
- Detailed description of internal and external stakeholder communication and collaboration following level of participation and promise outlined in the [IAP2 Public Participation Spectrum](#).
- A plan for racial equity professional development for all staff implementing the project or policy
- Plan for monitoring, evaluation, and continuous improvement including: progress metrics, measures of success, and needed adjustments.
- Citation of relevant research to inform and support project or policy implementation.
- Review and guidance from the EDIA working group on select EDIA's identified by the working group and district leadership.

Step 5 – District Leadership Review and Approval

As a part of a full EDIA Process, final findings and reports are presented to district leadership and the Board of Education when requested for review and/or approval.

Data collected through the EDIA Process will provide standard metrics (data points) across policies, practices, and or programs that will be collected to provide Equity metrics that can be monitored and shared.

Step 6 – Evaluation and Monitoring

Ongoing progress monitoring and continuous improvement will include:

- Support provided by the Equity Specialist.
- Reports sharing lessons learned and promising practices from the EDIAs.
- **Determination of continuation, expansion, modifications or cessation of EDIA projects or policies.**

Progress Measures

Specific District Wide Measures:

1. # of EDIAs by department or school
2. % of EDIAs with well-defined statement of the goal, problem or mandate
3. # of EDIA types submitted: new or existing and policy, practice, program or procedure
4. Qualitative summary of types of projects, policies, and programs that participate in EDIAs
5. # of EDIAs with realistic timelines that allow for authentic public participation with internal and external stakeholders.
6. % of EDIAs with a clear description of success
7. % of EDIAs with budget allocated when necessary
8. % of EDIAs with robust public participation plan and implementation
9. Identification of and % of Acceleration 2020 goals and measures it aligns with

Individual EDIA Measures:

1. # of students/families impacted
2. % of students impacted (ex: ethnicity, list school, grade level, zone, subject area, gender etc.)
3. Identification of students from the emphasis groups (outlined by equity policy) impacted
4. Level of significant resource and impact that triggered full EDIA
5. Summary of beneficial impacts
6. Summary of harmful impacts
7. Summary of mitigation of harmful impacts
8. Degree to which intra-district collaboration took place (ex: which schools or departments will be included and how)
9. Degree to which community and family collaboration took place
10. Level of and evidence of public participation
11. Identification of Acceleration 2020 goals and measures it aligns to and how
12. Degree to which there is a robust evaluation and continuous improvement plan
13. Degree to which senior leadership was engaged and supports final outcome of EDIA.

Related district-wide goals that impact EDIA process success

Acceleration 2020 Measures (from Goal 3)

With a successful implementation of the revised EDIA process, the following measures will increase and be maintained at high levels:

- % of parents who report, "I feel welcome at my child's school."
- % of parents who report, "I understand the different ways I can be involved in my child's school."
- % of parents who report their child's school "meets or exceeds their expectations."

Additional Measures

- All of the above measure evaluated for differences among underrepresented groups

Implementation Resources Needed

- Dedicated staff for the coordination and implementation of the EDIA process, technical assistance, professional development, and reporting and monitoring.
- \$10,000 for initial development of the online tool for implementing the EDIA process and annual maintenance budget of \$2,000.
- Revised regulations.
- Culturally responsive family and community engagement staff development for school staff, building leaders, and district staff.
- Staff time specifically allocated for family and community engagement
- Welcoming, engaging, useful family and community spaces within each school and department practices and physical spaces.
- True and strategic collective impact structures to address issues highlighted through the EDIA process.
- Sufficient budget allocation to address barriers to family and community in public participation (space and staff at family and community friendly times, transportation, food, translation and childcare).



FAMILIES AS EDUCATION PARTNERS

Vision, Definition and Beliefs

If we engage families as authentic education partners, our education system becomes more dynamic, student needs will be met, and students' academic success will increase. To achieve our greatest outcomes, we must develop and adopt an institutional culture and climate that demonstrates student-focused relationships with underrepresented families. Specifically, we must respect, value and affirm families of color as education partners who positively influence and inform their child's education and the decisions and practices of MPS. Through attentive collaboration, communication and coordination with families, we will better engage and partner with the families of our students. We believe we are accountable to families for the educational wellbeing of their children and understand family is essential for student academic success.

Universal Progress Measures

Acceleration 2020 Measures (from Goal 3)

- % of parents report, "I feel welcome at my child's school."
- % of parents report, "I understand the different ways I can be involved in my child's school."
- % of parents report their child's school "meets or exceeds their expectations."

Additional Measures

- All of the above measure evaluated for differences among underrepresented groups
- % and # of school families attending school events
- # of outreach activities offered at various locations
- # of parent volunteers at each school
- # of community partnerships at each school
- Feedback on impact of community partnerships
- % of school sites empowering the voice of parents by eliciting their perceptions on school-related concerns and seeking help to help increase parent involvement.



Implementation Resources Needed

- Dedicated positions: Parent liaisons—focused only on parent/family engagement
- Staff time specifically allocated for parent engagement
- Financial resources TBD for culturally responsive family engagement professional development for school staff, building leaders, and district staff.
- Sufficient budget allocation for transportation, food, translation and childcare for family events
- Welcoming, engaging, useful family and community space within each school
- Wrap-around service space and coordination at each school

Families as Education Partners: Implementation Goals and Action Plan

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|---|----------------------------|------------------------------|--------------------------------------|---------------------|--|---|
| <i>Authentic Consistent Engagement</i> | Opportunities for school/family partnerships and family engagement are offered in a variety of forms, at multiple locations and on varied schedules. (Ex: libraries, festivals, churches, community centers, Saturdays etc.) | Planning | 2016-17 SY | External Partnerships | \$5,000 | Goal 3 | %5 Increase in number of offsite engagement offerings |
| | Fully fund and utilize family liaisons. Have the position descriptions written by and for families. Ensure liaison work is focused on family engagement, not other duties of the school such as lunchroom and recess supervision. | Implementation | Summer 2016 | External Partnerships | Commitment | Goal 4 | Elimination of 'other duties' in liaison daily work |
| | Provide "train the trainer" opportunities for parents to support each other in navigating the school system and being engaged in our student's education and school. | Planning | Summer 2016 | External Partnerships | \$10,000 Consultant | Goal 3 | Family Survey Reporting |
| | School to family (parent/teacher) relationships are founded on authentic affection, appreciation for and belief in the brilliance of the student— assuming the equality, best intentions and highest ability of both families and school professionals. | Measurement | 2016-17 SY | CAO | Commitment | Goal 1 | Family Survey Reporting |
| | Provide needed supports to enhance family engagement including, welcoming space dedicated to families, transportation, childcare, translation services, and food. | Measurement | 2016-17 SY | External Partnerships | Commitment | Goal 3 | Every School with Dedicated Welcome space |

| Goal | Collective Actions (Top priorities in bold) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|---|------------------------------------|--------------------------------------|--|--|---|--|
| <i>Partnership Inspired Communication</i> | Develop a protocol for communication timelines | Planning | Summer 2016 | Executive Director Communications | Commitment | Goal 4 | Staff Training on Protocol |
| | MPS Board will be more transparent and accessible to families and the community. | Planning | 2016/2017 SY | Board Chair | Commitment | Goal 3 | 2 MPS Board meeting a year in the community. |
| | Communication is multi-directional, respectful, consistent, timely, accurate, relevant, and useful, utilizing multiple methods (text, phone, web based, mail, multiple languages, at community events, social media, informal conversations) | Planning | 2016/2017 SY | Executive Director Communications | Commitment | Goal 4 | Staff Training on Protocol, Parent survey 3x a year to get a baseline. |
| | Communication Department provides a site where all Family Liaison can post event/activities for families and community members. | | | Family Liaisons keep their schools site updated. | | | |
| <i>Enhanced Collaboration and Coordination</i> | Provide wrap-around services at schools. (Physical and mental health services, nutrition needs, mentoring, language acquisition, etc.) | Planning | 2016/2017 SY | Chief Academic Officer | Allocation for Health Clinics and Mental Health Services | Goal 3 | 2 partnership clinics open year around w/volunteer doctor and nurses. |
| | Collaborate with families on decision making, hiring, program implementation etc. within the district. | Planning | Ongoing | Chief of Staff | Commitment | Goal 4 | Creation of a HR parent and community council team |
| | Coordinate district schedules and utilize a master calendar. Create an Events Main Page-one place where all of the events are happening in the district, links with information, support services etc. | Adjustment | Ongoing | Executive Director of Communications | Commitment | Goal 4 | Family Survey Feedback |
| | Collaborate with community agencies to engage families. Build relationships and share information at community events. | Planning | Ongoing | Executive Director of External Partnerships | Commitment | Goal 3 | 5% increase in strategic, aligned community partnerships. |

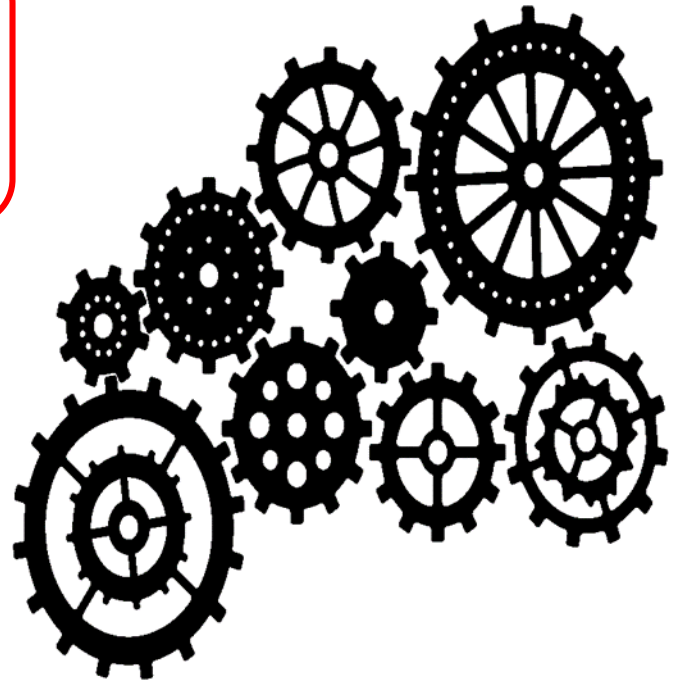


EQUITY IN OPERATIONS

Vision, Definition and Beliefs

Educational Operations (transportation, finance, grounds, security, maintenance, facilities, nutrition, information technologies, communications, human capital and human resources) are essential components of providing for the educational wellbeing of our students and families. Operations have an impact on the equitable outcomes of our system and must consistently use an equity lens in resource allocation, decision-making and project implementation. To achieve equity in operations, we must establish collaborative structures of continuous system improvement to meet the learning needs of underserved student populations. If we all take responsibility for learning about and understanding the diverse needs of our community, then our planning and our operations systems will become more equitable.

Never believe that a few caring people can't change the world. For, indeed, that's all who ever have. --Margaret Mead



Equity in Operations: Implementation Goals and Action Plan

| Goal | Collective Actions (Top priorities in <i>bold</i>) | Stage of Implementation | Implementation Time Frame | Function Area (Division or Chief) | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|---|--|---|----------------------------------|--|-------------------------|---|---|
| Equitable Staffing Practices that create a MPS staff responsive to and reflective of the diversity of the MPS student body | Hire and retain staff that reflects the demographics of our student population | Implementation | Ongoing | EDHC | Recruitment Funding | Goal 4 | Racial demographics of new hires |
| | ➤ Develop best practices guide and interview protocols for interviewing, hiring and onboarding processes | Planning | Fall 2016 | EDHC | Commitment | Goal 4 | Resources developed and disseminated |
| | ➤ Train all staff involved with the hiring process on overcoming racial biases | Planning | Fall 2016 | EDHC | Training Funding | Goal 4 | % of staff trained |
| | ➤ Utilize an equity focused profile for recruitment and hiring of teachers and other staff | Implementation and Planning (update job descriptions) | Fall 2016 | EDHC and EDHR Ops | Commitment | Goal 4 | Review and update of postings, recruitment materials and job descriptions |
| | Ensure that all staff develop and maintain a level of cultural competence | Implementation | Ongoing | EDHC | | Goal 2 | |
| | ➤ Develop, implement and require ongoing professional development focused on equity for all District staff | Implementation and Expand | Ongoing | PD | Training Funding | Goal 2 | % of staff trained |
| | ➤ Align performance management systems for all employees to the Equity framework and expectations | Implementation and Continuous Improvement | Summer 2016 | EDHC | Commitment | Goal 4 | % of PM systems aligned to equity framework |

| Goal | Collective Actions <i>(Top priorities in bold)</i> | Stage of Implementation | Implementation Time Frame | Function Area <i>(Division or Chief)</i> | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|--|---|--------------------------------|----------------------------------|--|--|---|--|
| <i>Optimization and alignment of centrally provided services to create more equity & improved outcomes</i> | Hire a Chief Equity Officer to oversee the equity framework and provide assistance with the goals of the various areas | All | Summer 2016 | Superintendent | A CEqO \$115-150,000 | Goal 2 | |
| | Ensure the <i>Chief Operating Officer</i> Position Description includes responsibility for collaboration among all operational district-level departments. | Planning | Summer 2016 | Superintendent | A COO \$115-150,000 | Goals 5 & 6 | |
| | ➤ Use the nationally recognized 'Baldrige Criteria for Education Organizations' to support organizational learning and development. | Measurement | Fall 2016 | COO | Evaluation \$10-15,000 Lead/Project Manager \$40-65,000 | Goal 5 | 5% increase in overall score every year through 2021 |
| | ➤ Train and coach staff on the use of continuous improvement practices such as project planning and management, change management, process improvement, and data-based decision-making. | Implementation | Ongoing | COO | Commitment | Goal 5 | Departments reporting over 50% of internal processes are mapped and documented |
| | ➤ Improve the quality, accessibility, and usability of data to support informed decision-making. | Adjust | SY16-17 | COO | Commitment | Goal 5 | A data dashboard is utilized by all operational departments |
| | Add equity goals and metrics within the position descriptions of each operations department manager | Planning | Ongoing | COO | Commitment, Training | Goal 2 | All directors and above by Aug 2016, all others by Jan 2017 |
| | ➤ Focus on reducing food insecurity by providing additional after school food | Implementation | 2016-17 SY | COO/Deputy | Commitment | Goal 6 | # of students served |

| Goal | Collective Actions <i>(Top priorities in bold)</i> | Stage of Implementation | Implementation Time Frame | Function Area <i>(Division or Chief)</i> | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|-------------|---|--------------------------------|----------------------------------|--|--|---|---|
| | services to students and athletes at high risk schools. | | | | | | against cost to implement |
| | ➤ Revise the IT service delivery model to provide appropriate levels of IT support through the district. | Adjust | 2016-17 SY | CIO/Deputy | IT Instructional Plan | Goal 6 | |
| | ➤ Re-design transportation services to reduce costs, increase flexibility and better meet the scheduling needs of school communities. | Adjust | T.B.D | COO/Deputy | Regulation/ Directives Change | Goal 6 | Pending Results of a Assessment with by CGCS |
| | ➤ Re-examine and update the School Resources Officer model to better support safe, positive and welcoming school environments. | Adjust | April-December 2016 | COS | \$65,000 for engagement and evaluation around EDIA | Goal 6 | Pending engagement campaign |
| | ➤ Revise the plant operations service model for greater efficiency and customer service. | Adjust | T.B.D. | COO/Deputy | Appropriate Budget/Funding | Goal 6 | Strict adherence to best practice resource allocation |
| | ➤ Develop metrics within the capital improvement plan to measure and ensure equitable distribution of funds system wide | Planning | T.B.D. | COO/Deputy | Commitment | Goal 6 | % of funds per project and group impacted |
| | ➤ Embed the Equity Framework into the Operational departments' culture no matter the district organizational structure | Implementation | 2016-17 SY | Equity in Operations Committee | Commitment, Time | Goal 2 | % participation in monthly meetings |

| Goal | Collective Actions <i>(Top priorities in bold)</i> | Stage of Implementation | Implementation Time Frame | Function Area <i>(Division or Chief)</i> | Resources Needed | Acceleration 2020 Goal Alignment | Measurement Metrics |
|---|---|--------------------------------|----------------------------------|--|---|---|---|
| <i>Structures that support development and utilization of diverse vendors</i> | Re-establish a leader for the work of policy 3310- Business Partner Diversity | Implementation | 2016-17 SY | CFO | \$100,000 for a multiyear project manager | Goal 6 | |
| | ➤ Create the systems, structures, and supports to assist emerging minority owned businesses satisfy all the requirements to provide services to MPS | Measurement | Ongoing | CFO | \$2,500 a month | Goal 6 | % of funds going to diverse suppliers and vendors |

Appendix A

Implementation Resources Needed

PEDAGOGY OF EQUITY

- Full-time position dedicated to planning and project management.
- Staff time dedicated for parent and community meetings.
- Staff time dedicated for large group seminar planning per school site.
- Staff time from the Research Evaluation and Assessment.
- Financial resources — (amount TBD) to provide professional development for school administrators.
- Financial resources — (amount TBD) for teacher professional development, informational/modeling site visits and leaders/coaches training.
- Financial resources — (amount TBD) for a three-day summer institute provided for teams of teachers and principals and other district leaders.
- Investment dollars TBD to create culturally responsive instructional assessment and lesson planning tools
- Time allotted for students and teachers to use the student survey (TBD) of the Instructional Assessment (TBD) to collaboratively develop communication, relationships and learning opportunities to increase student motivation and engagement.

EQUITY & DIVERSITY IMPACT ASSESSMENT

- Dedicated staff for the coordination and implementation of the EDIA process, technical assistance, professional development, and reporting and monitoring.
- \$10,000 for initial development of the online tool for implementing the EDIA process and annual maintenance budget of \$2,000.
- Revised regulations.
- Culturally responsive family and community engagement staff development for school staff, building leaders, and district staff.
- Staff time allocated for family and community engagement.
- Welcoming, engaging, useful family and community spaces within each school and department practices and physical spaces.
- True and strategic collective impact structures to address issues highlighted through the EDIA process.
- Sufficient budget allocation to address barriers to family and community in public participation (space and staff at family- and community-friendly times, transportation, food, translation and child care).

Appendix A

Implementation Resources Needed

FAMILIES AS EDUCATION PARTNERS

- Dedicated positions: Parent liaisons—focused only on parent/family engagement
- Staff time specifically allocated for parent engagement
- Financial resources TBD for culturally responsive family engagement professional development for school staff, building leaders, and district staff.
- Sufficient budget allocation for transportation, food, translation and child care for family events
- Welcoming, engaging, useful family and community space within each school
- Wrap-around service space and coordination at each school

EQUITY IN OPERATIONS

- Financial resources TBD to provide culturally responsive practice professional development for existing staff and directed recruiting efforts to diversify new hires.
- Critical review of current resources and processes
- Best practice business process
- Organizational & professional development
- Lean Sigma Six

Appendix B

Dr. Lanise Block, Equity Framework Project Administrator

Contributors

Equity Framework Subcommittees

PEDAGOGY OF EQUITY

Leads - Dr. Naomi Taylor & Dr. Keith Mayes

| | | |
|--|--|---|
| Susan Samaha Holly Kleppe Jenny Yang Margaret Thompson Odia Wood-Krueger | Dr. David Bernard Jen Rose Colleen Kaibel Elizabeth Martin Kleber Ortiz-Sinchi | Katie Stephens Macarre Traynham Carey Seeley Dr. Angela Osuji Tara Fitzgerald |
|--|--|---|

EQUITY & DIVERSITY IMPACT ASSESSMENT

Lead - Lynnea Atlas- Ingebretson

| | | |
|---|---|--|
| Julia Freeman: VORJ Melissa Kwon: VORJ Lynn Harper Andrew Hopkins: Hope Com. | Shana Moses Elanie Salina: MIGIZI Rodolfo Gutierrez: Hacer Marika Pfefferkorn: MnEEP | Eric Moore: REA Jennifer Godinez: MnEEP Mohamed Ahmed: SAA |
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FAMILIES AS EDUCATION PARTNERS

Lead – Dr. Lanise Block, Andria Daniel

| | | |
|--|---|---|
| Grace Christensen Raha Moaddeli Rochelle Cox | Damon Gunn Heather Walker Lynn Crockett | Kim Caprini Sara Washington Martine Smaller |
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EQUITY IN OPERATIONS

Lead - Cedrick Frazier, Jason Matlock, Franciso Gonzales

| | | |
|---|---|--|
| Dr. Emily Palmer Bertrand Russell Matt Felt Jennifer Bartels | Doug Hill Scott James Mason Campbell TARIRO CHAPINDUKA | Jason Matlock Maggie Sullivan Maria Mason Dirk Tedmon |
|---|---|--|

Additional Contributions from the following Stakeholders Committee:

Carla Steinbach, Michael Luseni, Anna Ross and Joselyn Beard

Appendix C

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