

Education Minnesota Affirmative Involvement Plan (AIP)

Updated October 3, 2018

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 merger, 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 and state and local leaders

Tactic 2. One-to-one conversations between white leaders around the topic of member of color engagement

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 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	<ul style="list-style-type: none"> Engage in one-to-one conversations Adopt and utilize racial equity lens for decision-making at every level for major decisions 	<ul style="list-style-type: none"> Increased member of color engagement through leadership forums, local affinity groups and coalition and taskforce work

<p>inherent in public education. Many members are not being contacted by 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 EM.</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>	<ul style="list-style-type: none"> ● Put opportunity gap issues in more prominent positions in legislative goals and within EPIC papers ● Hold members of color and Indigenous members gatherings at local offices ● Engage young members of color and Indigenous members by convening them around professional issues and the opportunity gap. 	<ul style="list-style-type: none"> ● Continue to assist and sponsor member of color meetings for 7 local organizations ● 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
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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>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>	<ul style="list-style-type: none"> ● Develop a mechanism to encourage ideas for improvement, by providing a high quality of standardized commitments to members of color, as well as collecting data from different communities that analyze the problem areas. ● Identify and implement personal accountability measures for local leaders to actively support and engage with to create measurable strides toward equity ● Develop a regular, meaningful opportunity to convene white allies in racial justice work through Education Minnesota; these meetings will be led by well-trained white social justice members, such as REAs ● Identify ways to sustain member involvement and prevent burnout 	<ul style="list-style-type: none"> ● Have consistency in recognizing and accepting new ideas from members of color. This creates honesty in the interactions with members

Tactic 7. Establish and ground member of color affinity work in local organizations

Tactic 8. Map member involvement with 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
<p>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.</p>	<ul style="list-style-type: none"> ● Maintain up-to-date organizational power maps and work to increase member involvement in key organizations ● 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 ● Work with America Votes to identify members of color and Indigenous members in the VAN ● Engage locals to improve data 	

Member Engagement Accomplishments:

- ✓ Created educators of color forums for each target ethnic group
 - Determined forum names, logos, mission statements, leaders
 - Hosted forum gatherings
- ✓ Promoted member involvement in integration rule hearing at state and local levels
- ✓ Promoted member involvement in desegregation lawsuit
- ✓ Launched Equity Coalition in March 2015 that includes faith groups, labor groups, and communities of color
- ✓ Activated members in the Equity Coalition Minnesota Miracle 2.0 Campaign for: free college tuition, 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)
- ✓ Developed and implemented a universal sign-in sheet for Education Minnesota events in spring 2016 that allows individuals to self-identify their ethnicity

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 encourages a culture of collaboration and openness.</p>	<ul style="list-style-type: none"> ● Develop a cadre of teachers of color to serve as informal mentors via email and phone ● Develop a resource for educators of color to provide them with tools for documenting experiences and understanding member rights ● 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 	<ul style="list-style-type: none"> ● Convened a meeting of the Elder Squad (retired master teachers and ESPs) to discuss mentoring structure and evaluation of teacher evaluation system for racial bias ● Pilot of mentorship model currently being tested in St. Paul School district ● Compilation of documentation resource is currently underway
<p>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.</p>	<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 NEA Ethnic Caucuses and participate in meetings and events

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
<p>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.</p>	<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 	<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

	<p>committees (over 50% increase in members of color and Indigenous members on standing committees in 2016)</p> <ul style="list-style-type: none"> ● Set up a governance training/dinner for members of color and Indigenous members at the RC ● Secure guest passes for non-delegate members of color and Indigenous members to attend the RC ● Work with NEA to provide spaces for up to 50 active members of color and Indigenous members to attend the 2018 Social Justice Conference in Minneapolis ● Work with NEA to obtain guest passes for non-delegate members of color and Indigenous members to attend RA sessions ● Bring NEA to Summer Seminar to offer Minority Leadership training, Diversity training, Cultural Competence training, Social Justice training, and Women’s Leadership training ● Actively reach out to members of color and Indigenous members in greater Minnesota to assess their needs 	<p>participation from greater Minnesota by 10% annually</p>
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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
<p>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.</p>	<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

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 	

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	<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 	

for all educators and using inclusive language is one step in creating inclusive spaces where all members feel validated, supported, and respected.	and actively work with locals to do the same.	
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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. 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.	<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 	

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
<p>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 educators to address racism and racial disparities.</p>	<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, ISIAAH, SEIU, MnEEP, CTUL, Shakopee Diversity Alliance, Esperanza ● 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 	

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
<p>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.</p>	<ul style="list-style-type: none"> ● Activate members to join the planning committee for the August 2018 International Restorative Justice conference 	

	<ul style="list-style-type: none"> • 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 	
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Tactic 10. Full-service community schools policy and organizing campaign

Rationale	Action Steps	Outcomes/Assessments
<p>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 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.</p>	<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 Jodee Buhr are working on a FSCS strategy for the 2018 legislative session) 	<ul style="list-style-type: none"> • Support communities that are interested in developing full service community schools • Help parents support the work of classroom teachers • Promote community involvement and programming • Encourage schools to provide adult education, family counseling • Partner with local businesses to invest in FSCS

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</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 	

<p>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>	<p>of color via the Education Minnesota Elder Squad and other experienced members of color</p> <ul style="list-style-type: none"> ● 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 	
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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	<ul style="list-style-type: none"> ● Education Minnesota staff will meet to create the report 	

<p>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.</p>	<ul style="list-style-type: none"> ● 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 	
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RESOURCES

[Resources here]