Members learn to build union power at Summer Seminar

Hundreds of educators attended Education Minnesota’s annual Summer Seminar to get high-quality professional development and take the next steps to ensure our union is strong in the future. Nearly 570 educators from more than 150 locals gathered at the College of St. Benedict campus in St. Joseph July 31-Aug. 2 for three days of learning, leadership training and networking opportunities. The number of first-time participants hit an all-time high, making up almost half of attendees.

“The fact that we’re all here today shows we care enough about public education to give up a few summer days to make ourselves better educators,” Education Minnesota President Denise Specht said during the general session. “It shows we care. That’s good for us and for our students in the fall.”

Summer Seminar is an annual event the union develops and staffs for member training and collaboration. The 153 courses offered covered everything from advocating for your profession to developing union leadership skills and negotiating to organizing and community engagement.

Edutors dove into topics ranging from trauma-informed teaching and mental health to district-union collaboration. This year’s expanded lineup included more member-led courses focused on the use of technology to deliver instruction.

Attendees also learned about the importance of engaging fellow educators in the work of our union and renewing their commitment to working together for public education.

This work is vital in the coming year and beyond to keep the labor movement strong because corporate interests and newly elected lawmakers want to financially destabilize labor unions. The latest attack is Janus vs. AFSCME, a case making its way to the Supreme Court challenging how unions collect dues and fees for collective bargaining. If it goes as expected, workers will no longer be required to pay their fair share of collective bargaining costs. Fewer resources means it will be harder for educators to stand together to negotiate fair wages and benefits, fight for the things students need and offer training opportunities like Summer Seminar for members.

Education Minnesota can and will remain strong if all members find value in their union and show their commitment by signing a membership renewal form. Our power is in our numbers, Specht said.

“We can use what billionaires will never have —true relationships with other educators,” Specht said. “We just need to find the courage to reach out to each other...short, but honest conversations, between educators. That’s how we win. That’s how our union survives. That’s how our students get what they need to succeed.”

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WE WANT TO HEAR FROM YOU!

Read the back-to-school resources article on page 3. Then answer the question, “What was the best piece of advice you’ve received or the best resource you’ve found to help you succeed in your job?” and send it to us via email, Twitter or Facebook to be entered into a drawing for a $25 Target gift card. Email us at educator@edmn.org or post on Twitter or Facebook using @Edeunion and on Twitter @EdueducationMN. Answers will be run in next month’s Minnesota Educator. Congratulations to last month’s contest winner, Mary Sue Kruger of Montevideo.
New school year brings opportunities to nurture new teachers

One of the best parts of fall is welcoming new educators to the profession. Just the other day I was in line at the store and the cashier was a member of Education Minnesota’s student program. She proudly told me she had just landed her first job—teaching. I wish her the best.

Later that same night I checked my social media feed and found them full of new (and newly returning) teachers posting photos of their school and deadlines for classes as they prepared for their first days of school. Those snapshots showed pride, enthusiasm and more than a little ingenuity in stretching a dollar to outfit a classroom.

It brought me back to my first days in teaching in 1989. I was excited and nervous, but never doubting that teaching was the greatest profession in the world and I would spend my career in public education. I still believe that, although when I look back at my first year I can see it should have been easier.

Back then, everyone expected new teachers to do the hardest assignments and volunteer for every extra duty. It was part of the culture. Sink or swim. Sprint to the finish line. Volunteer for every extra assignment and support the rookies to accept the hardest assignments and retain by Education Minnesota’s own Educator Professional Innovation Center. The report says: “Minnesota teachers in their first years in the classroom experience the same stressors that teachers around the country make clear: they are asked to do too much with too little time; they are compensated so poorly they cannot pay for living expenses and health care and keep up with student loan payments; they lack opportunities for collaborative support; they are overwhelmed by the state’s relentless focus on data at the expense of the whole child; and they are acutely aware of their starring role in dominant political narratives as the only buffer between the state and the public outside of their realm of control.”

So what can we do? I will leave aside the work Education Minnesota is doing to change state and federal policies for a moment and suggest some solutions we, the veterans educators can do immediately. It all starts with helping our new teachers feel supported.

After the National Education Association surveyed 12,000 new teachers in 2015, the pollsters concluded that the single biggest driver of professional satisfaction was in feeling supported. Not surprisingly, new teachers who said they were supported were much more satisfied were unlikely to quit.

So please, experienced educators, help those new teachers. Start conversations, start an informal one. Be patient without being patronizing and proactive without being bossy. It is a lot to ask, but take on that extra assignment, form a mentor pair or support the new teacher to do it. The first year or two are overwhelming and our schools just can’t afford to lose more good people who have already put in the time and effort to earn a teaching degree.

Our union can help. We can assist with bargaining language that can support your ideas for helping our newest colleagues. Our NextGen Ed MN committee is working to build local and regional union-led networks of new educators. We offer professional development at Summer Seminar, the Minnesota Educator Academic Conference in October and other venues.

Finally, remember, new teachers don’t make much money. They probably have student loans to pay off. They don’t have a stash of classroom supplies built up. Find a new educator and share, loan, donate, offer and gift. Offer them the support they need, even if they don’t ask.

Minnesota schools are losing too many good teachers in their first few years in the profession. We can all do our part in keeping them in the classroom where they can grow in their practice into the next generation of Minnesota educators. I know we can all succeed, but only if we work...

Together,
Sarah De Vries, Education Minnesota Student Program-St. Olaf

Do you believe music is an important part of a child’s education?

“Yes, music is a very important part of a child’s education! Music helps students expand intelligence to more than reading and math. It allows them to be creative, curious, and engaged and use their brains in new ways!”

– Lora Rogness, Plymouth Education Association

“Yes! I believe music is not only an important part of a person’s education, but an integral part. With so much division in the world today, music ensembles are one place where a wide variety of students come together despite their differences and make beautiful art as a team. They put aside their disagreements and the problems of society. They breathe together, they create together, and they must work together and trust each other through the entire process. Music is an incredibly powerful tool that I have seen change students’ lives and bring even the most diverse groups together.

Our world needs more of it.”

– Sarah De Vries, Education Minnesota Student Program-St. Olaf

“Music is absolutely important. It tells stories, lifts spirits, and children LOVE to sing.”

– Rhonda Vijaya Gyetty, Minneapolis Federation of Teachers

“I agree that music is an important part of a person’s education. However, the question is should it be done at the expense of giving students time to take other life skills courses. When students are doing it, if a third of the students are taking music classes for 4 years they have lost the opportunity to take 6 other classes. Many of these classes would be in the elective areas of Education and Family and Consumer Science. It becomes very frustrating to educators who have to make the choice between a additional year of music (or art for that matter) or a class that will help them prepare for other aspects of their adult life.”

– Lora Hofstadst, Education Minnesota Retired

The Educator is reported, edited and designed by union staff online at www.educationminnesota.org. Go to the News menu, then Minnesota Educator.

M I N E S O T A  E D U C A T O R

To reach the newspaper for queries, story or commentary requests:
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Phone: 651-292-4805
For information about union activities, work and resources, go to www.educationminnesota.org.

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Brandy Robinson Director of Public Affairs
Kieren Steinboll Art Director
Back-to-the-classroom tips, advice for educators


NEA’s new edCommunities site is another online space where educators can connect, share and collaborate with each other. Education Minnesota has multiple communities already created through our ConnectED learning network. Find out more about the program and how to register at www.educationminnesota.org/resources/minnesota-educator-academy.ConnectED/.

Education Minnesota also offers multiple boards on social media for sharing ideas and resources and how to talk to students about bullying and hate in schools. The site also includes an article on 10 must-haves for new teachers, including how to set up a student support center, homework landing point and information centers. The NEA Today website also shares a story about how to stay positive and survive your first year of teaching.

Working with parents
Share My Lesson’s collection includes resources that will help teachers build effective relationships with parents, as well as resources teachers can provide to parents, so that they may better understand their child’s school environment and the educational standards their child will have to meet. Topics include:
• Reaching out to parents of ELL students.
• Building parent-teacher and school partnerships.
• An NBC News parent toolkit.

The NEA’s back-to-school guide page also features articles on school support staff topics. Topics include:
• Strategies for better behavior.
• Eight ways to make students feel welcome on the first day of school.
• Reducing stress.

How to talk about hate, create safe spaces for all

In the wake of the events in Charlottesville last month, educators across the country are talking about ways to engage students in the national dialogue about racism, hate and bias, as well as creating safe spaces in our schools for all students to learn and feel welcome.

The National Education Association and American Federation of Teachers have compiled some of the submissions on their Share My Lesson website, https://sharemylesson.com/CharlottesvilleCurriculum. The collections feature lesson plans, activities and classroom resources. The topics include addressing racism and stereotyping, explaining children’s responses to traumatic events, bullying prevention, immigration resources and teaching social justice and human rights. Lesson topics include:
• Talking about race and privilege in grade and high school students.
• The history of segregation and desegregation.
• How to engage young people in conversations about race and racism.
• Talking to children about race.
• Civil discourse in the classroom and beyond.
• Youth making a difference.
• Welcoming ELL parents into the classroom.

Paraprofessionals and school-related personnel
The Share My Lesson site features a collection specifically for school support staff including bus drivers and cafeteria workers to paraprofessionals, recess aids and front office personnel. Topics include:
• Professional development webinars on managing student behavior.
• Preventing bullying.
• Staying safe and healthy on the job.

The NEA’s back-to-school page also features articles for school support staff topics. Topics include:
• Strategies for better behavior.
• Eight ways to make students feel welcome on the first day of school.
• Reducing stress.

The Anti-Defamation League compiled a guide talking about the so-called “alt-right” in class, including talking points on the use of propaganda as a recruitment tool and the First Amendment’s protection of hateful speech. Also included on their website, www.adl.org/blog/lessons-to-teach-and-learn-from-unite-the-right, are lesson plans on contemporary monuments and their removal, swastikas and other hate symbols and empowering youth in the aftermath of hate.

Teaching Tolerance, a project of the Southern Poverty Law Center, has compiled articles and classroom resources on the topic of all students, bullying, bias, race and activism. Their website, www.tolerance.org, currently features articles on recognizing hate and defamatory symbols in schools, including white nationalism.

The Southern Poverty Law Center has released a guide for colleges on how to respond if speakers or marches happen on their campus. Go to www. splcenter.org/20170810/alt-right-campus-what-students-need-know-to-see-suggestions on what to say and what to do if something happens on your campus and who is the “alt-right.”

Responding to hate, bias
The National Education Association’s Education Justice campaign engages and mobilizes activists in the fight for racial, social and economic justice in public education.

The site features a page on Uniting Against Hate, http://educationvotes.nea.org/unite-against-hate, which focuses on educators can react to the tragedy in Charlottesville.

Articles and links on the site include:
• Tips from the National Association of School Psychologists for talking to your students about racial violence and other national tragedies.
• How to deal with acts of racism and hate in schools—before, during and after a crisis occurs.
• Talking about race in the classroom.
• Helping children cope with a traumatic event.
• Teaching tolerance and acceptance.
We focus on you, so you can focus on them.

It’s California Casualty’s policy to do more for the people who give more. That’s why we are the only Auto and Home insurance provider to earn the trust and endorsement of NEA. Take advantage of the combined buying power of over 3 million fellow members and get your quote today.

Call 1-866-655-0708 or click JustForOurMembers.com
Educators join fight to save DACA program

St. Paul teacher Juanita Ortiz called it “all too well” how the rise in deportations affects children of unauthorized parents.

Ortiz had a first-grader who called her father every day to make sure he was on his way home. The girl was afraid U.S. Immigration and Customs Enforcement would pick him up. Her parents never left the house together—it was too risky.

This was a very bright student, but this was on her mind all too well and affected her ability to concentrate,” Ortiz said Aug. 15. “Maybe if you’re just constantly wondering, How am I going to teach these students with this fear hanging over their heads?”

Ortiz had a first-grader who called her father every day to make sure he was on his way home. The girl was afraid U.S. Immigration and Customs Enforcement would pick him up. Her parents never left the house together—it was too risky.

Ortiz—along with Minneapolis Federation of Teachers President Michelle Wiese (second from left) and joined advocates to talk about the importance of keeping the program in existence. The forum was recently held at the University of Minnesota's Science and Medicine Building. The forum was recently held at the University of Minnesota's Science and Medicine Building.

Music education

"There are scores of studies proving the value of music in our education settings but being a music teacher, I don’t think anything states it better than this poem by an Unknown Author.

This is the Life of a Music Teacher Not because I expect you to major in music, Not because I expect you to play or sing all your life. Not because you have a passion for music. But—so you will be human so you will recognize beauty so you will be music creators. So you will be closer to an infinite beyond this world so you will have something to cling to so you will have more love, more compassion, more music skills, more good... in short more life.

Of what value will it be to make a prosperous living unless you know how to live?"

— Mary Sue Krueger, Montevideo Education Association

"Yes, I believe that music is an important part of our education as it teaches the child skills that are transferable to the classroom. In music class students learn: to focus their attention, wait their turn, listen to new vocabulary (e.g. staccato) and learn to: focus their attention, wait their turn, listen..."

"Definitely! One must remember that music is co-curricular not extra-curricular like sports. I was in my high school choir for 4 years and still sing today. I have 2 children; one was in high school choir and the other was in the high school band."

— Marianne Olson, Education Minnesota Retired

"I believe it is important for students to have the opportunity to participate in music classes as part of their education. Students who have an interest or special talent in the area of music should have the opportunity to develop their skills in music."

— Melissa Williams, Education Richfield
Lineup complete for 2017 MEA conference

East Oakland teacher and school leader Jeff Duncan-Andrade will headline this year’s MEA conference Oct. 19 at the Saint Paul RiverCentre.

Duncan-Andrade, an associate professor of Raza Studies and Education at San Francisco State University, will speak about equity in education and how community responsive practices can transform engagement and outcomes for all students.

He is also the founder of the Roses in Concrete Community School, a community responsive lab school in East Oakland; the Teaching Excellence Network; and the Community Responsive Education Group.

Duncan-Andrade’s work on the elements of effective teaching in schools serving poor and working-class children is recognized throughout the U.S. and abroad. He lectures around the world and has authored two books and numerous journal articles and book chapters on effective practices in schools.

His research interests also span the areas of urban schooling and curriculum change; urban teacher development and retention; critical pedagogy; and cultural and ethnic studies. He holds a doctorate in social and cultural studies in education and a bachelor of arts degree in literature, both from the University of California-Berkeley.

The Minnesota Educator Academy (MEA) conference Oct. 19-20 is union-sponsored professional development for educators, by educators. It includes a full day of activities on Thursday and a half-day program on Friday.

Other featured speakers on Thursday include Dr. Anne Gearity, a Minneapolis mental health practitioner known for her work developing an intervention model for working with stressed children; a panel on restorative practices led by NEA Vice President Becky Pringle; and Keron Blair, the director of the Alliance to Reclaim Our Schools.

Friday will be open to members only. Education Minnesota wants to make sure our members can get the most up-to-date training. Many of our MEA workshops are so popular, we have to turn away attendees.

Free child care will also be available onsite for members only Thursday and Friday. Preregistration is strongly encouraged to guarantee a spot. On-site registration may be possible, depending on participation rates.

Check out our full lineup of workshops and speakers and register for both Friday’s sessions and child care at www.educationminnesota.org/events.aspx#mea.
After a busy and productive summer, it’s time to welcome back to school all of our members and students.

Our welcome back TV ad, featuring members and students from around the state, debuted Aug. 21 and runs for two more weeks on broadcast and cable television statewide. Members were filmed for the ad at Summer Seminar Aug. 1.

Check out the ad on Education Minnesota’s YouTube page, where you’ll also find videos of members offering back-to-school tips for the new school year.

More back-to-school tips are available at the ad campaign website: BelieveInWeMN.com/tips. The back-to-school ad is part of Education Minnesota’s “Believe in We” campaign. One of the core purposes of the 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 our members express the value of belonging to Education Minnesota and the power we have when we speak with a united voice.

The campaign calls on everyone—educators, students, parents, employers, school administrators and board members—to speak up for the one place that welcomes, embraces and helps students from all walks of life find their voice: public schools.

(Top left) Rosemary Ash, a kindergarten teacher from Milaca Elementary School, delivered lines for Education Minnesota’s welcome back TV ad during Summer Seminar at the College of St. Benedict in early August.

(Top right) Nancy Cordes, an English as a Second Language teacher from Robbinsdale, recorded the latest welcome back to school TV ad, as well as tips for students and parents on how to handle the back-to-school season.

(Left) Tucker Quetone, an English teacher from Rochester, worked with staff from the ad agency, Flint Group Duluth, and Education Minnesota staff on the back-to-school ad.

(Bottom) Waleid Hassan, a high school math teacher from Osseo, participated in the ad shoot. The TV spot welcomes students, staff, parents and community members to the new school year.

See video clips of these educators and others who shared their back-to-school tips on Education Minnesota’s YouTube page, as well as BelieveInWeMN.com/tips.
Student debt is no longer just a burden—it has become a barrier for many who want to enter the teaching profession and make it a lifelong career. Making post-secondary education affordable and accessible to all students can pursue higher education free from the stress of unmanageable loans and debts can be done. But what is the best way to tackle this crisis and how do we get our lawmakers to take action?

Those were the questions educators grappled with at Education Minnesota’s Student Loan Debt Symposium Aug. 9 in St. Paul.

Attendees heard from state legislators about the landscape at the Capitol on the student loan debt crisis and how educators can advocate for solutions to this problem. They also started brainstorming actions that will help push this issue to the front burner during the 2018 legislative session.

The nine lawmakers who attended the symposium agreed that their fellow legislators recognize student debt as an issue, but do not understand that it is truly a crisis.

“I’ll never understand a nation that puts up barriers to something that makes it better,” said Sen. Jason Isaacson, DFL-Shoreview. “We have to do better. People who care about this have to win back the majority in the state Legislature.”

Legislators encouraged attendees to meet with their senators and representatives and share their stories. They also suggested reaching out to unlikely allies like the Chamber of Commerce to come up with solutions lawmakers on both sides of the aisle can support.

The symposium is part of Education Minnesota’s popular Degrees, Not Debt program, which helps educators relieve their debt burden and advocate for making college more affordable and accessible to all. This is particularly important for our public schools. If teaching becomes an unaffordable profession, it will become even more difficult to attract and retain high-quality educators and weaken the diversity and depth of our teaching corps.

Next steps include planning back-home meetings with legislators to talk about the mental and physical toll of increasing student debt. Participants also brainstormed some solutions that Education Minnesota could push next legislative session, including creating a student loan ombudsperson and expanding the Minnesota Teacher Shortage Loan Repayment program to include more fields like counselors, nurses and other non-classroom educators.

Want to get involved in Education Minnesota’s Degrees, Not Debt program or learn more about loan forgiveness programs? Visit www.educationminnesota.org/advocacy/Degrees-Not-Debt/Overview.
Legislation addresses teacher shortage issues

**Knowledge is power. Information is liberating. Education is the premise of progress, in every society, every culture, every family.** — Kofi Annan

The 2017 legislative session increased funding and passed new legislation with the intent to help address teacher shortage. This legislation focused on three areas: increasing the number of teachers of color, promoting and encouraging students and community members to enter the teaching profession and providing funding to ease the financial barriers of entering and staying in the teaching profession.

**Increasing teachers of color and addressing teacher shortage**

**Collaborative Urban and Greater Minnesota Educators of Color Program**

- Amends title of current program to include “Greater Minnesota” and states the specific purpose “Educators of Color.” (See HF2 pp 82-83, Article 2, Sect 57, Subd 23)
- Continues Collaborative Urban Educator (CUE) fund with $300,000 for 2018 and provides funding to 30 percent teachers of color and American Indian candidates at other public or private institutions throughout the state.

**American Indian teacher preparation**

- Continues funding ($460,000 per fiscal year) for existing American Indian teacher preparation programs at four higher education-school district partnerships. (See HF2 pg 84, Article 2, Sect 57, Subd 31)

**Grants to teacher candidates**

- Amends policy to include teachers of color and American Indian candidates with the percentage of grants at least equal to the percentage of K-12 students of color and American Indian students in the state (currently 32 percent), and specifies that grants for student teachers shall be up to $7,500 per candidate. (See SF943 pp 29-30, Article 2, Sec. 11, amending 136A.1275)
- Appropriates $500,000 in fiscal years 2018 and 2019 in addition to $2.8 million one-time appropriation in 2016 that has not yet been administered for Grants to Student Teachers in Shortage Areas program 136A.1275. (See SF943 pg 9, Article 1, Sect 2, Subd 30)

**Introducing and facilitating new candidates to join the teaching profession**

**Concurrent enrollment “Intro to Teaching” College in the Schools courses**

- Creates an eight-credit program to expand concurrent enrollment with the development of “Introduction to Teaching or Education” courses offered in high schools for college credit in order “to encourage students, especially American Indian students and students of color, to consider teaching as a profession.” (See HF2 pg 49, Article 2, Sect 31 amending 124D.09, subdivision 10)
- Appropriates $375,000 in fiscal years 2018 and 2019. (See HF2 pp 81, Article 2, Sect 57, Subd 23)

**Paraprofessional to Teacher “Grow-Your-Own” Programs**

- Continues grant funding of $1.5 million per fiscal year ($500,000 more than base appropriation) for districts with at least 30 percent students of color to develop nonconventional teacher residency programs that provide tuition scholarships and stipends to district employees and community members seeking teaching licensure. (Current program sharing $1.5 million include Minneapolis Public Schools, St. Paul Public Schools and Northeast Metro 916 Intermediate School District)
- School districts that receive funds are “strongly encouraged to recruit candidates of color and American Indian candidates to participate in the Grow Your Own new teacher programs” and may also use funds to develop programs for secondary students to pursue teaching. (See HF2 pp 81, Article 2, Sect 57, Subd 23)

**Hiring Bonuses and Grow-Your-Own Alternatives Pay System**

- Amends policy to expand possible uses of Alternative Teacher Preparation System, also known as Q-Comp, funds to offer hiring bonuses to provide students with equitable access to effective and diverse teachers (120B.11, subd 2, clause 3) who demonstrate skills for closing achievement gaps.
- “Help fund a Grow Your Own new teacher initiative involving non-licensed educational professionals, including paraprofessionals and cultural liaisons.” (See HF2 pg 45, Article 2, Sect. 23, part (c) amending 122A.414, subdivision 2)

**Education Minnesota**

Education Minnesota's innovative training program, Facing Inequities and Racism in Education, or F.I.R.E., was featured Aug. 16 on the “Wide Ruled” podcast, which examines issues of equity in education.

In the podcast, Education Minnesota President Denise Specht and organizers of the program tell the story of how a curriculum-writing initiative became an examination into the hidden biases and stereotypes in teaching careers. Only after educators take a hard look at themselves, ELEUM alumni organizers say, can they make real change in their schools.

In this episode, Daniel Bozarth and his guests from Education Minnesota discuss how these educational policies, standardized testing and educators' own unconscious biases affect racial inequalities in schools. The episode was recorded in July at the bi-annual TEACH conference hosted by the American Federation of Teachers.

The F.I.R.E. program is now training its first cohort of 29 volunteer racial equity advocates, who are all working educators from districts in Minnesota. A committee of educators selected them from more than 80 applicants. All have knowledge or experience in providing the sort of anti-bias training that improves student achievement.

After several months of training, these advocates will go back to Minnesota districts to work with educators. They will produce professional development classes and work with communities on conflict resolution and restorative justice within school districts, and help our educators working through issues around racial equity as a supportive peer.

The podcast is available on Soundcloud, iTunes, other podcast sites and we will post it to our oot.tv/wideruledpodcast.

"Wide Ruled" is a story-based podcast on the past and present of equity in education. The podcast highlights stories of teachers innovating in their classrooms while contextualizing these stories in the wider educational system, past and present. Wide Ruled is a production of Brainroot Light and Sound.

**WHAT IS MEA F.I.R.E.?**

F.I.R.E. is the Minnesota Educator Academy's anti-racism program, and the acronym stands for Facing Inequities and Racism in Education.

The program's goal is to establish a comprehensive, systemic and sustainable framework to support all educators in developing a mindset of racial equity, in an effort to empower educators in designing for racial justice. Education Minnesota members are working to develop anti-racism resources and personal growth experiences for social justice educators.

Along with the racial equity advocacy, the F.I.R.E. program also works with educators interested in becoming community storytellers. Join the Racial Equity Community of Practice and MEA F.I.R.E. groups on Connected at mynea.360.org to learn more about these opportunities or go to www.educationminnesota.org/resources/minnesota-educator-academyMEA-FIRE.

Helping reduce the economic barriers of joining the teaching profession

**Teacher Shortage Loan Forgiveness**

- Amends current program criteria that defined shortage area as only licensure and geographic areas. It now includes teachers of color and American Indian teachers as a shortage area with this additional definition: "economic development regions where there is a shortage of licensed teachers who reflect the racial or ethnic diversity of students in the region as reported by the commissioner of education." (See HF2 pg 63, Article 2, Sect. 45, amending section 136A.1791, subdivision 4, part (c))

These continued and newly created laws could be helpful in addressing the lack of teachers of color, as well as concurrently help tackle the teacher shortage areas. Accordingly, allowing students to have qualified and effective teachers in their classroom and increase the likelihood that those teachers will reflect the varied backgrounds of those students.

- Cedrick R. Frazier Frazier is a staff attorney for Education Minnesota.
Foundation hosts 24th annual golf tournament

Members, local leaders, officers, staff and member benefits providers hit the golf course once again to help support projects that promote teaching and learning.

The 24th annual scramble golf tournament Aug. 7 brought in $42,125 for the Education Minnesota Foundation for Excellence in Teaching and Learning. Since its inception, the event has raised $720,806.

The tournament is sponsored by Education Minnesota ESL, a corporation affiliated with Education Minnesota that enhances the economic status of the union and its more than 86,000 members by providing programs of exceptional value.

Through the foundation, Education Minnesota members have opportunities for thousands of dollars in grants that support professional development, student success initiatives and community engagement in public schools and colleges.

The Education Minnesota Foundation for Excellence in Teaching and Learning is one of two major sources of grants through the union that are open only to active members.

The foundation offers grants in various categories and scholarships for members pursuing National Board Certified Teacher status. Also, the IMPACT grant for a member-led project working with a nonprofit. In the last full school year, the foundation awarded 32 classroom grants and 25 grants for technology.

Nine ESPs and eight higher education faculty received professional development grants last year. The Education Minnesota foundation is built on members helping members. By contributing only $5 a year through dues, any active member is eligible to seek grant funding for such things as innovative classroom programming, a professional development opportunity or to purchase technology for students.

The foundation board, which evaluates proposals and makes the awards, is comprised of Education Minnesota members.

View the 2017-18 timelines in the box to the right and go to www.edmnfoundation.org for more information about the foundation and how to apply.

2017-18 FOUNDATION GRANT APPLICATION TIMELINES

The Education Minnesota Foundation for Excellence in Teaching and Learning will offer the following grants to eligible members during the 2017-18 school year.

Professional Development Grants (New name): Formerly called Classroom Professional Development, Higher Education Faculty Professional Development and Education Support Professionals Professional Development

- Professional Development Grants are intended to provide education support professionals, higher education faculty and teachers with opportunities to take the lead in acquiring and sharing new skills and knowledge. Recipients of the higher education faculty grant must pay for all grant expenses out-of-pocket, and then submit receipts to the Education Minnesota Foundation for reimbursement. ESPs and teachers may request up to $1,500, and higher education faculty may request up to $3,000.
- Applications are due Nov. 1, 2017 and April 6, 2018.

Bruce Vento Science Educator Professional Development Grant

- The Bruce Vento Science Educator Professional Development Grant supports educators who teach science as part of their day and want to acquire and share new skills and knowledge. Applicants may request up to $1,500.
- Applications are due Dec. 8, 2017.

Classroom-Focused Grants (New name): Formerly called Classroom Project, Classroom Technology and Second-Year Classroom

- Classroom-Focused Grants are intended for licensed personnel who work with students and wish to improve their practice and student achievement. Applicants may request up to $3,000 for a project designed now and implemented in the upcoming school year.
- Applications are due Dec. 8, 2017.

IMPACT Grant

- IMPACT Grant projects must be coordinated by an active member of Education Minnesota who has teamed up with a nonprofit organization or their local union/school district.
- Approximately $15,000 is available for one year. The budget should reflect a one-year project.
- Applications are due Jan. 12, 2018.

National Board Certified Teachers (NBCT) Scholarship

- The NBCT process is demanding and complex. The Foundation Board is looking to award scholarships to members who are familiar with and able to commit to that process.
- Applications are due Nov. 1, 2017.

No cost member benefit

Identity Theft Recovery Plan
- No cost recovery plan for active members, paid for by ESL. Register today.
- Upgrade to family coverages for as little as $2/month.
- Other members including retired, students, substitutes and more can purchase plans at negotiated discount rates.
- www.educationminnesota.org/identitytheft
- 651-238-0340 Toll-free: 888-888-9001

Insurance and Health

Auto and Home/Renters insurance
- Special pricing and features for auto, home, renters, boats and more.
- Online quotes: esi.educationminnesota.org
- Liberty Mutual: 952-229-6592
- DirectLine: 888-907-7777

Health Insurance Solutions
- Affordable health care for all stages of life including Medicare enrollment supplements, aging-off parents’ plans and COBRA alternatives.
- www.educationminnesota.org
- 952-445-0722 Toll-free: 877-956-3736

Long-Term Care Insurance
- Protect your savings and assets, special discounts for members and families.
- www.eslinsure.com
- 763-969-9350 Toll-free: 877-400-2214

Senior Care Navigation
- Assistance with aging parents and 24/7 personal concierge service for all senior care needs and services.
- www.eslnet.com/edmnnav
- 952-345-8770 Toll-free: 800-345-3177

MEMBERS WANT TO KNOW

Discount Programs

ForksConnect Online Shopping
- Order discount gift cards and access discounts for local and national merchants.
- www.forksc.com
- Click on “Register Now.”
- Use group code EDKMN2
- Toll-free: 877-353-7102

BOSE® Music Products
- Special savings on most Bose® products.
- Toll-free: 877-605-0581
MSP will utilize grids to ignite our idea sharing and professional connection and growth. The morning will be the traditional open space where attendees build a schedule based on participants’ passions and learning needs. After lunch, attendees create a new agenda that builds upon what was learned and discussed in the morning.


Learn about intervention strategies for youth experiencing complex trauma Learn new skills to work effectively with youth and parents who have lived through attachment disruptions and relational trauma. Attendees will learn about, practice and roleplay different integrative therapy interventions. To register, visit www.macmh.org/event-page-workshops-trainings/summer-2017-training-series/7

CLASSROOM RESOURCES
Free accounting classroom presenters available Members of the Minnesota Society of Certified Public Accountants are available to come speak to students about the profession can be by talking to students about accounting careers. Each speaker will provide free materials to students, such as career planners and salary guides.

For more information or to request a speaker, please contact Tabitha McDonald at tmcDonald@mnca.org or 952-885-5522.

DIGITAL RESOURCES
Financial education resources available through University of Minnesota Extension The University of Minnesota Extension program offers multiple resources to teach students about personal finance. The interactive financial education resources are aimed at teaching middle and high school students about money management. Topics include entrepreneurship, consumer roadmaps, credit scores, financial aid for students, hands-on banking, financial resources for living on your own and much more.

To see all of the topics and explore the offerings, go to www.extension.umn.edu/family/personal-finance/youth-and-money/student-resources/middle-school.

Project Paradigm Challenge for classrooms The Paradigm Challenge is an annual competition that inspires youth to use STEM skills plus kindness, creativity and collaboration to make a difference. The 2017-18 challenge aims to generate new ideas, or improve on an existing idea, to improve personal health through wellness or healing. Youth aged 4 to 18 compete in three age divisions. Submission types include posters, videos, inventions, public messages, community events, websites, mobile apps or anything else that will help reduce waste.

For more information, go to www.projectparadigm.org.

Sound Learning by Minnesota Public Radio Sound Learning connects Minnesota Public Radio programming with statewide academic standards. Students can independently listen to a feature and read the transcript as research or to reinforce key points. Teachers can use Sound Learning lesson plans to incorporate the drama of audio into group exploration of a topic. Subject areas include history and civics, world religions, economics and personal finance, language arts and science and health.

To see all of the offerings, go to soundlearning, publicradio.org.

Virtual art field trips, lessons Discover art works, collections and stories from all around the world. Google Arts and Culture focuses on daily features of art pieces, collections and looks into artists’ lives. The website also features virtual tours of sites, such as Prambanan Temple, Sydney Opera House, the Museum of Modern Art and the National Museum of Modern Art in Tokyo.

To review the offerings, go to www.google.com/culturalinstitute.

GRANTS
NEA Foundation teacher grants The NEA offers grants in two categories, Student Achievement and Learning & Leadership. Student Achievement grants are designed to help teachers engage students in critical thinking and problem solving in standards-based subject matter. Winning programs should also improve students’ inquiry, self-paced learning, and critical reflection skills. The Learning & Leadership grants fund professional development experiences and collegiate study for educators. Grants range from $2,000 to $5,000. The next application deadline is Oct. 15. For more information, go to www.neafoundation.org/pages/grants-to-educators.