Reimagine Minnesota

Strategy Session

Minneapolis Public Schools EDIA Report

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Agenda

- Context and National Trends

- Current Progress

- EDIA Process

- EDIA Findings

- MPS Plan of Action

Timeline

1839 — **1863-65** — **1896** — **1954** — **1980s** — **2003**

1863-65: Slavery Ends

President Lincoln issued the Emancipation Proclamation on January 1, 1863, changing the legal status of over 3.5 million enslaved African Americans. The Thirteenth Amendment was adopted on December 18, 1865, abolishing slavery in the United States.

1954: Brown v. Board of Education of Topeka, Kansas

The U.S. Supreme Court delivered a ruling that racial segregation was "inherently unequal," thereby ordering the desegregation of schools. This is considered one of the most influential milestones impacting modern education. Racial integration had many unintended detrimental effects on communities of color. Many Black students left their segregated schools to attend historically White schools; because this ruling did not protect the jobs of Black school staff, tens of thousands of Black teachers and school leaders lost their jobs.

2003: Grutter v. Bollinger

The U.S. Supreme Court upheld the University of Michigan Law School's affirmative action admissions policy favoring underrepresented groups. This ruling intended to increase access to higher education for these groups. As evidenced by the U.S. Department of Education, this ruling had a minimal impact on the diversity of postsecondary programs.

1839: First State-sponsored Normal School Established

Normal Schools, or schools providing systematic training for teachers, were established over 25 years before slavery was abolished. Normal Schools laid the groundwork for modern-day teacher preparation programs in an era when some people of color were prohibited from both informal and formal teaching and learning.

1896: Plessy v. Ferguson

The U.S. Supreme Court issued the well-known doctrine "separate but equal," thereby upholding racial segregation. During this time, education was formalized in communities of color, including developing and investing in a large Black teacher workforce. Part of these efforts included formal teacher training through Historically Black Colleges and Universities and racially segregated Normal Schools. Though this ruling intended that communities of color had equal access to high-quality education, schools in these communities received an unequal share of resources, resulting in unequal opportunities for their students.

1980s: Alternative Licensing

In response to a projected teacher shortage, legislators created alternative pathways to teacher licensure; these pathways have grown drastically over the past 30 years. Alternative licensure pathways and programs tend to be more diverse than traditional licensure programs, reaching a "different" pool of teacher candidates.

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National Trends

Postsecondary education programs attract largely white students

Across the United States, teachers of color experience challenging work environments

Limited resources lower teacher retention rates

Teachers of color are in short supply

Teachers of color often leave their positions due these challenging environments

MPS Policy 1304 (Passed in 2013)

Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. Minneapolis Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements.

MPS Context

Equity Groundwork:

- Creation of school-based equity teams at all sites (funded through Q-Comp)

- Development of a district equity framework to define equity in practice

- Implementation of the EDIA process to examine whether current policies or practices result in inequities

- Development of an Equity Considerations for Budgetary Decisions for district and school leaders

Links:
http://www.mpls.k12.mn.us/equity_framework
http://www.mpls.k12.mn.us/edia
http://humanresources.mpls.k12.mn.us/uploads/equity_considerations_school.pdf

Plan

Current Progress

Minneapolis Public Schools is committed to recruiting, hiring, retaining, and supporting staff of color, and has made some critical progress towards this goal:

- **Increased and targeted recruitment of diverse candidates** resulting in improved new hire diversity trends across employee groups (e.g. teachers, ESPs, principals)

- **Launched innovative teacher residency programs** that provide pathways to teaching for our diverse staff

- **Developed close partnership with higher education institutions** to inform how they are recruiting and training new teachers to work in urban education

- **Improved onboarding and mentoring for new teachers** to support staff early in their careers with MPS

- **Committed to participate in the EDIA process** in order to determine how to identify additional ways to improve

EDIA Process

Do

During the summer of 2017, the Board of Education directed the Accountability, Research, and Equity (ARE) Division to identify and examine inequities in Human Resources' (HR) policies, practices, and procedures through the Equity and Diversity Impact Assessment (EDIA).

- This EDIA examined the extent to which HR's policies, practices, and procedures influence the recruitment, hiring, and retention of effective teachers of color. ARE worked in partnership with the MPS HR Division and the EDIA Committee to complete the HR EDIA.

- Through this process, HR engaged in public participation from internal and external stakeholders to identify areas where it can improve how we recruit, hire, and retain diverse staff.

Do

2018-19 Committee Partner Organizations

- AchieveMpls
- Asian Media Access
- Community Education – Bancroft
- Community Education - Wellstone
- Hispanic Advocacy and Community Empowerment through Research (2 members)
- Heritage Academy
- Little Earth of United Tribes, Inc. (2 members)
- Migizi Communications, Inc.
- MPS Parent
- Northside Achievement Zone
- Voices for Racial Justice

EDIA Methods

Teachers of Color

Focus groups examined teachers' lived experiences as MPS employees of color.
- ✓ Four focus groups, reaching
  33 MPS teachers of color

Interviews were conducted with MPS teachers of color who were unable to attend focus groups.
- ✓ Interviews were conducted with
  10 MPS teachers of color

School Leaders

Interviews explored barriers, strategies, and solutions to recruiting, hiring, and retaining teachers of color.
- ✓ Twenty interviews, reaching
  25 school leaders

A survey was administered to leaders who did not participate in the interviews.
- ✓ Surveys were collected from
  51 school leaders

Human Resources

Data from HR's ongoing exit survey were analyzed for staff on a teacher contract who exited MPS during SY17 or SY18.
- ✓ 195 exiting teachers, including
  40 teachers of color

A group interview examined the role of HR Directors in the recruitment, hiring, and retention of teachers of color.
- ✓ One interview was conducted with
  3 HR Directors

Existing data were analyzed, including:
- ✓ HR's *Partial EDIA* form
- ✓ *Personnel data* for the past five school years (SY14 – SY18)

EDIA Phase 1: Data Analysis

Overall teacher workforce diversity and new teacher hire diversity has increased over the past five years:

Teacher Workforce Diversity

17%
14%
29%
17%

Overall ———— New Hires
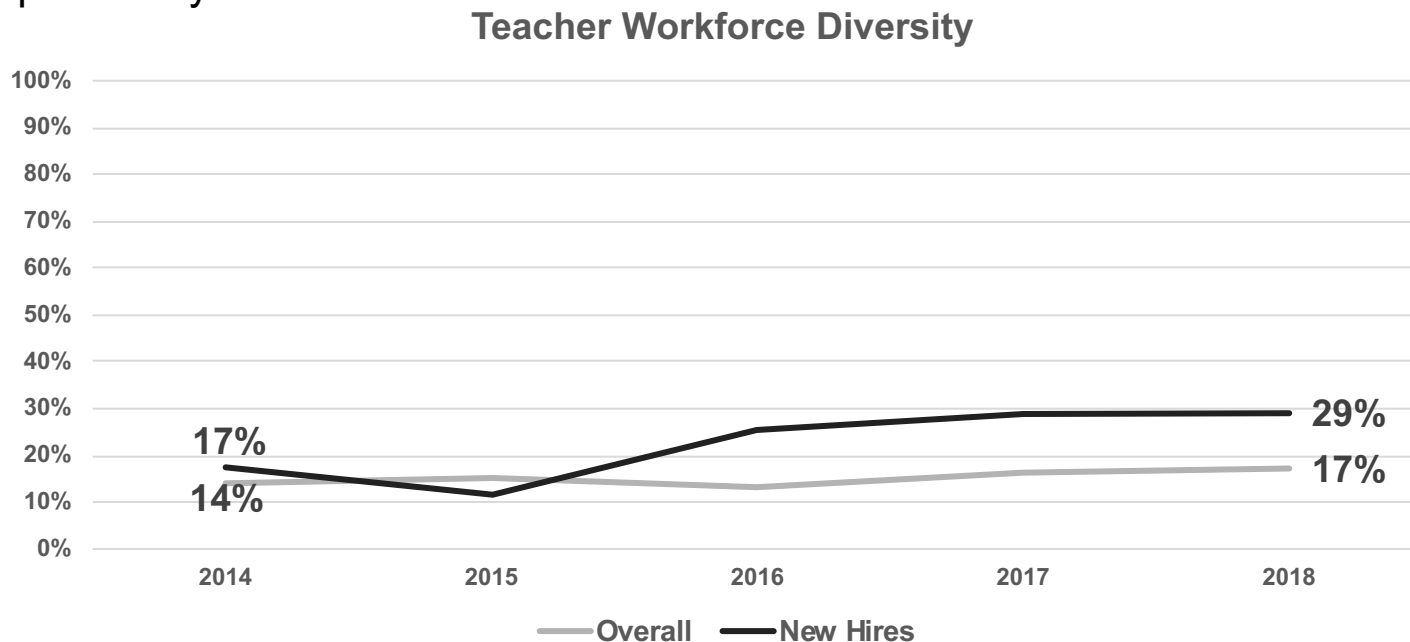
EDIA Phase 1: Data Analysis

Retention among white teachers and teachers of color is similar and has remained generally consistent:

Teacher Retention Over Time

88%

87%

Legend: ● White teachers ● Teachers of color

EDIA Phase 2 Findings: Recruitment & Hiring
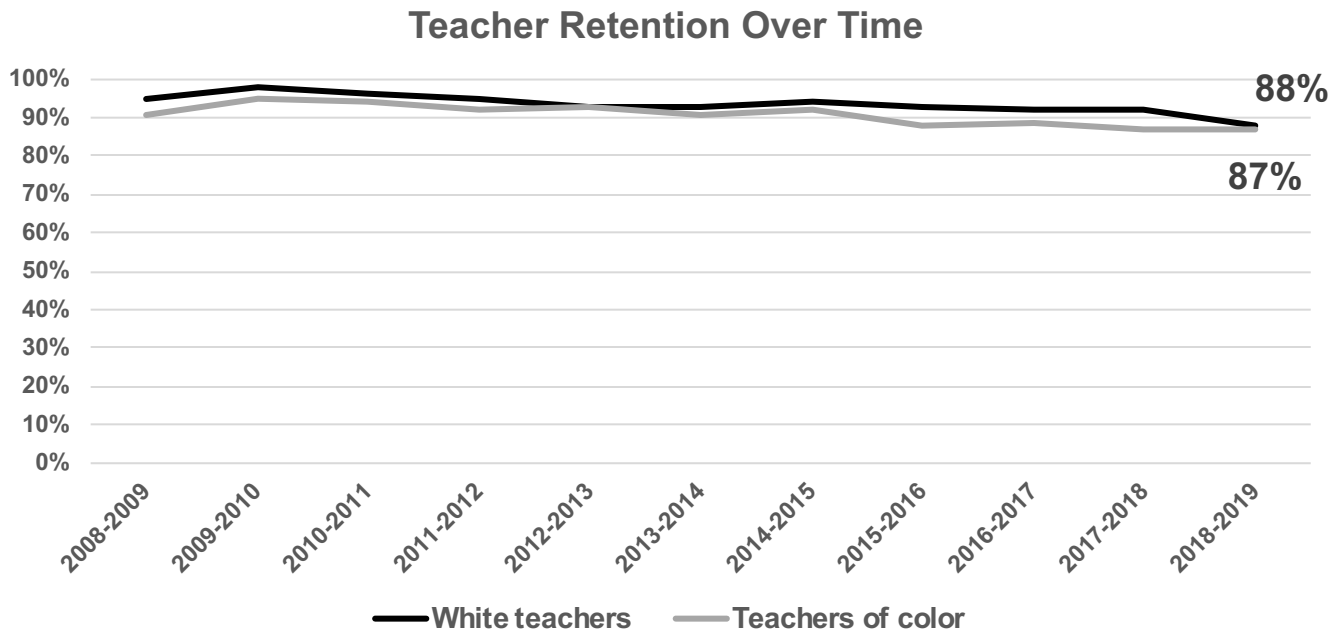
MPS has access to a limited pool of teachers of color due to:

Systemic barriers
- Number of diverse candidates in preparation programs
- Rigid teacher licensure requirements

Recruitment strategies
- Passive recruitment
- Unclear roles and responsibilities for school leaders
- Teachers of color feel frustrated by this approach, as they feel it demonstrates a lack of commitment

EDIA Phase 2 Findings: Recruitment & Hiring

Check

MPS has access to a limited pool of teachers of color due to:

Systemic barriers

"It's a nightmare. I'm certified as an ESL teacher [from another state] but they won't give me an ESL certification here. They want me to go back to school, get another 30 hours. Why would I do that? I've been certified and teaching for 12 years and you want me to go back to school and do you know how much that will cost?"

–Teacher

"There are not enough people of color going into education; the pool of teachers of color is just too small."

–School Leader

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EDIA Phase 2 Findings: Recruitment & Hiring

MPS has access to a limited pool of teachers of color due to:

Recruitment strategies

"A challenge in hiring is that MPS does not actively seek candidates of color. Another challenge is that MPS does not do marketing outside of the city."

–School Leader

"I don't know what applications of color might be just sitting out there that are being glazed over for I don't know what reasons. I don't know why mine was sitting there for a whole year and not looked at."

–Teacher

"Technically, school leaders are not in charge of recruitment. I assume HR is doing that."

–School Leader

Check

Teacher candidates of color face challenges in hiring due to:

Contractual obligations
- Particularly internal hiring, including Interview & Select, Matching, and seniority
- This process delays hiring timelines, limits the number of external postings, and prevents school leaders from shielding probationary staff, ultimately leaving MPS' largely white workforce in place

Hiring practices
- Decentralized hiring processes, resulting in challenging communication between HR, school leaders, teachers
- Teachers of color desire additional support navigating the process

Teacher candidates of color face challenges in hiring due to:

Contractual obligations

> *"Timing of Interview and Select for MPS puts us at a distinct disadvantage for hiring when compared to other districts. By the time we figure out that we might be able to rehire some of the people we laid off, they have gotten jobs in other districts."*
>
> **–School Leader**

> *"The system [seniority] is flawed because it does not honor the new talent we receive. We really need to consider a system that allows us to focus on effective teachers rather than years of service. Years of service does not equate to effective."*
>
> **–School Leader**

Teacher candidates of color face challenges in hiring due to:

Hiring practices

"There have been many incidents in previous years where I went to extend an offer through HR and it would be days (even weeks) before the candidate was called. By this time the candidate would already be picked up by another school/district."

–School Leader

"Once MPS is allowed to consider external applicants, most high quality candidates (of color and white) are already employed."

–School Leader

"Why should I recruit teachers of color and when they go through the process with HR, they don't call you… They're just disappointing and I'm tired of recruiting them and encouraging them to apply and then when they go through the process the majority of them have had bad experiences."

–Teacher

MPS teachers of color endure a challenging work environment due to:

Persistent negative interactions
- Being assigned roles based on race
- Being held to different standards than white colleagues, while receiving messages that they are not meeting these expectations
- Negative interactions with school communities, ranging from microaggressions to more serious forms of bias
- HR and school leaders are aware of these issues

MPS teachers of color endure a challenging work environment due to:

Persistent negative interactions

"I personally experience someone who straight out said that they were prejudiced and the reason why is that all of us people who get here with programs and she had to 'work her butt off.' And that was a general theme that people were working their butts off and if you're a person of color than you got the job because you were a person of color and did not have that same rigor."

–Teacher

"I have never felt welcomed by my white peers. I am constantly given the crap shifts and treated by fellow teachers as though I should serve them as a [support staff] rather than a peer with [the same credentials]."

–Teacher

"I think sometimes people are doing things that sabotage people of color. I have experienced it and seen others experience it."

–School Leader

"There is extra scrutiny. You get it from the parents, you get it from the students themselves, and you certainly get it from your colleagues and administration. You're constantly doing everything that you're expected to and more."

–Teacher

MPS teachers of color endure a challenging work environment due to:

Isolation
- Feeling excluded and unwelcome in their buildings
- Feeling responsible for modeling respectful and inclusive interactions with white colleagues
- School leaders are aware of this issue

MPS teachers of color endure a challenging work environment due to:

Isolation

"It was really difficult to build relationships, to make connections, to feel connected, to feel welcomed in that environment…They don't know how to talk to me so I am going to have to show them... I started smiling and started to say hi to everybody…. I thought they didn't know how to talk to me because I look different…I'm a human being."

–Teacher

"I'm the only [person of color], mainstream teacher… I feel like the pressure, 'Well, I'm the voice [of color] in the room. We're doing the equity work and we're talking about this.' I've heard this so many times… I'm never really included … It feels very isolating."

–Teacher

"I think being one of the only staff of color… at my building you are one of two or three. That's hard."

–School Leader

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Insufficient technical supports
- All parties are challenged by MPS' insufficient technical supports.
- School leaders and teachers of color are dissatisfied with MPS' limited onboarding process. School leaders feel that it is insufficient in preparing staff for their roles, and teachers feel it is limited in scope and poorly timed.
- HR does not provide resources designed for teachers of color, which is challenging for school leaders.

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Insufficient technical supports

"If you place a new person in this building, I have no resources to support them."

–School Leader

HR provides basic, standardized information to new teachers during New Teacher Orientation.

–Human Resources

"There was [sic] no systems in place. I don't know if that's a site thing but…I was walking blind and I had to try remember any snit-bit that I could about the process….There was no go-to person."

–Teacher

In the HR exit survey, exited teachers of color were less likely than white teachers to report that:

- ✓ MPS policies, rules, and procedures were clearly communicated to them (53% TOC; 66% white);
- ✓ they knew what was expected of them in their job (65% TOC: 79% white);
- ✓ the realities of their job matched what they expected when they were hired (44% TOC; 62% white); and
- ✓ they understood how their work aligned with the goals and strategic direction of MPS (59% TOC, 69% white).

–Teacher

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Insufficient adaptive supports
- Neither HR nor school leaders feel that they are able to provide sufficient adaptive supports
- HR does not provide support directly to teachers, only school leadership teams
- Teachers of color feel unsupported by their leaders, though some teachers feel that the District, rather than their leader, is to blame

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Insufficient adaptive supports

"As far as being supportive, I hear the support but I don't feel the support."

–Teacher

"There isn't a mentorship system in place to build that support and affirmation. Everyone needs [mentorship] but its more readily available for more white teachers given that the pool is larger."

–School Leader

In the HR exit survey, exited teachers of color reported less positive experiences with their supervisors as compared to exited white teachers. Exited teachers of color were less likely to report that their supervisors:

- ✓ established work rules and ensured they were followed (55% TOC; 71% white);
- ✓ provided clear direction (39% TOC; 55% white);
- ✓ were fair and provided opportunities and support to all team members (46% TOC; 59% white);
- ✓ gave them feedback on their work, both positive and constructive (47% TOC; 59% white); and
- ✓ were receptive to feedback, suggestions, and new ideas (39% TOC; 60% white).

–Teacher

MPS teachers of color endure a challenging work environment due to:

Job Insecurity
- Teachers of color feel targeted by colleagues or school leaders when speaking about bias and inequity
- This experience is especially pronounced among probationary teachers who are more likely to be excessed
- School leaders know that teachers feel targeted by their colleagues, and agree that contractual obligations produce a sense of job insecurity

EDIA Phase 2 Findings: Teacher Experience

MPS teachers of color endure a challenging work environment due to:

Job Insecurity

Leaders also described instances in which white teachers have bullied their colleagues of color. One leader, for example, shared that during budget tie-out, white teachers taunted teachers of color about losing their jobs or *"imply that the person of color was taking a position away from a white teacher."*

–School Leader

"I'm going to lose my job because I'm speaking up and being vulnerable."

–Teacher

"I don't feel safe. I don't feel like I have job security and part of that is because I'm not tenured."

–Teacher

EDIA Phase 2 Findings

The compounding effect of these negative experiences make MPS an unwelcoming place to work:

- Teachers of color feel that MPS' white dominant culture discredits how they think and act, and question MPS' commitment to equity. These negative experiences have a detrimental effect of teachers' satisfaction and well-being.

- Teachers of color are concerned about how these dynamics harm the student experience, particularly for students of color.

- HR and school leaders know that retention rates are noticeably lower among teachers of color. School leaders feel that teachers' inability to be their whole selves at work makes retention difficult, and HR feels unable to support retention.

The compounding effect of these negative experiences make MPS an unwelcoming place to work.

"I feel like although the District seems to value teachers of color, it operates within a very white structure that is hierarchical and I think that if there were more practices that were not part of the white dominating culture, I think that more teachers of color will be open to teach and speak their truth in the classrooms."

–Teacher

"The most problematic challenge is getting teachers of color to trust that Minneapolis Public Schools values diversifying the workforce."

–School Leader

"Retaining staff is primarily the responsibility of managers and principals at the department and school level. However, it is the responsibility of the HR department and District leadership to provide support to managers to ensure they maintain quality talent and support struggling teachers."

–Human Resources

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MPS Proposed Plan of Action

Summary

- Based on the findings of the EDIA process, the EDIA Committee provided MPS with feedback on ways to address the challenges identified

- Human Resources and Accountability, Research, and Equity worked collaboratively to develop an initial action plan based on the report and the Committee feedback

- The plan recommends many technical solutions, but will lead to the adaptive changes in culture that are needed for long term success in making MPS a welcoming environment for its staff of color

MPS Proposed Plan of Action

Ongoing HR Commitments

- **Continue to develop pipelines and career trajectories** for critical and hard-to-staff positions across the District, including our Special Education Residency program

- **Centralize and enhance onboarding** to attract, excite and retain strong staff

- **Design recruitment and retention training** for leaders

- **Create and activate recruitment networks and partnerships** with our schools and communities

- **Increasing exit reflection session participation** to identify ways we can better support staff

MPS Proposed Plan of Action

Recruitment & Hiring

- **Add an additional Recruitment and Retention Coordinator** to engage deeply and authentically with our broad MPS community, and provide feedback from community stakeholders to HR on ways that we can continually improve.*

- **Expand our recruitment budget** to more explicitly emphasize active, community-focused and out of state recruitment efforts.

- **Deepen and expand the extent to which we train hiring managers and interview teams** on implicit bias in the hiring process, in order to ensure that all candidates are being treated fairly and consistently, and helping to ensure that we can continue to diversify our workforce.

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MPS Proposed Plan of Action

Recruitment & Hiring

- **Reframe our annual higher education partnership event** to showcase and amplify voices of teachers of color, to help our preparation partners better understand and prepare candidates for the authentic experiences of educators of color in MPS.

- **Investigate how new rules with the Professional Educator Licensing and Standards Board (PELSB)** regarding including teachers of color as part of the definition of "hard-to-fill" licensure areas can support our broader effort to increase the diversity of our new teacher hires.

MPS Proposed Plan of Action

Support & Retention

- **Hire a Mediator** dedicated fully to helping employees resolve issues that are affecting their job satisfaction without having these issues rise to the level of formal Human Resources or Equal Opportunity Office processes. This new role would create a safe space for employees to share their thoughts, provide a structure for mediation between employees, and help maintain a positive staff culture across the district*.

- **Offer in-person reflection and feedback sessions** to all interested teachers of color who are leaving the district in order to gain critical insight into the reasons that we are losing talented staff.

- **Increase levels of mentorship support** for teachers of color in MPS*. This could take the form of hiring additional PAR mentors for supporting early-career teachers, but could also represent new or innovative models for ongoing mentorship support for teachers of color.

- **Emphasize the elimination of disparities** as an explicit focus in contract negotiations, particularly with our teacher's contract.

Act

Academics & Accountability, Research, and Equity:

- **Examine and leverage the new district calendar**, which presents new opportunities to provide additional professional development around equity to teachers at the beginning of each school year.

- **Support affinity groups for teachers of color** and provide avenues to access system leaders and decision makers.

- **Review current data** and triangulate findings from HR data to inform improvements to school culture and climate.

- **Add additional equity coaches** to assist school leaders in supporting positive and inclusive climate

- **Ensure all MPS leadership complete the IDI Assessment and engage in ongoing equity professional development** (Cabinet, Executive Directors, Directors, Principals, APs)

MPS Proposed Plan of Action

Act

Accountability:

- We are committed to following through on the commitments outlined in this plan, and to be transparent about progress as it is implemented.

- We will continue to meet with the EDIA Committee and provide quarterly updates in order to ensure that we remain accountable to the results that we want to achieve.

- These quarterly meetings will also serve as an opportunity to modify the plan based on feedback and outcomes.

Moving Forward

We know that many of our proposed changes are technical, and MPS is also committed to making the sustained adaptive cultural shifts in our attitudes, behaviors, and mindsets, that will truly make this work transformational for our teachers and staff of color.

Embracing authentic discourse and engagement takes significant time and investment (people, time, urgency, & priority).

We are moving in the right direction, but real change will take place over the longer term and our underlying culture issues have deep roots.

We look forward to continued partnership and collaboration with those in this room as we continue to address these challenges.

What can you take away from these findings and recommendations that could be useful for addressing similar challenges in your district?