

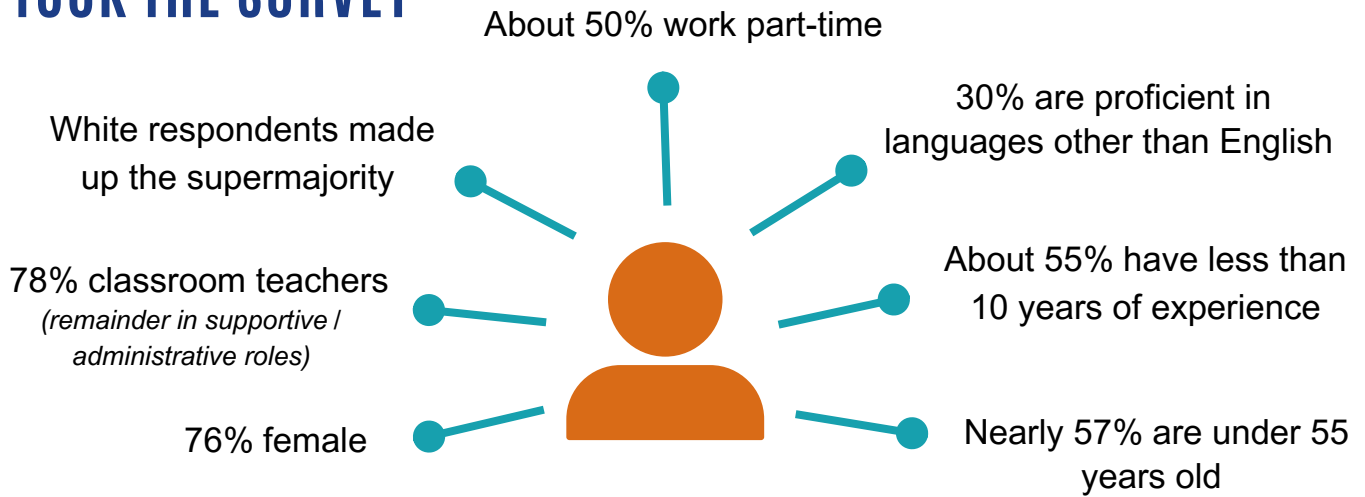
Racial Equity in Minnesota Adult Basic Education

Educator Survey Findings

The sample findings presented here are part of a project funded by MN Department of Education to analyze and understand the current state of the adult education system in Minnesota from an equity lens. In this context, "equity" involves examining systems, processes and practices to ensure that each student's needs to develop their full academic and social potential are met.

WHO TOOK THE SURVEY

123
RESPONDENTS



KEY FINDINGS

Percentage of respondents who selected "Strongly Agree" or "Agree"

I feel adequately trained to advance diversity, equity & inclusion.



I am knowledgeable about equity-centered teaching practices that promote student learning in an inclusive and equitable environment.

I am comfortable planning lessons and creating a learning environment that meet the needs and skill level of my students beyond state requirements.



I feel equipped and trained to assist students that may need special accommodations or other accessibility support.

I feel comfortable discussing current events and topics related to race and/or racism with my colleagues.



I feel comfortable and safe to be myself in my workplace.

**BIPOC responses overall lower*

SOME NARRATIVE RESPONSES

"I started my position here in the mid-2000s, so diversity, equity and inclusion training & was not part of the original new staff onboarding process. However, there were other trainings in place for new staff to address inclusion."

“ We have never had any discussions regarding diversity, equity, inclusion or race during my entire career as a teacher in corrections. ”

"When I started teaching this was not considered necessary. ABE has always by its very nature been an inclusive program of equity and diversity."

“ Everyone can always use more training. ”

"There isn't much time for team building with the online community of teachers-it's a very different situation than being together at one site."

"We discuss if they come up in conversation, but we haven't had any time to specifically address these topics in depth at our site."

"...I work hard and believe my class is inclusive, but I don't have a way to measure it objectively."



A FEW KEY RECOMMENDATIONS

1. Develop a more systematic approach to professional development: in communication, in minimal system of support, in best practices, in service of student outcomes, etc.
2. Create safe and brave affinity spaces for educators' voices: by race, by geography, by subject matter, etc. For example, there is a need to gain understanding and insights into some of the survey responses with differences between BIPOC and white educators. For other comments that span multiple perspectives and ideological differences, there is a need for restorative and healing practices to connect and reconnect intentionally the passion of everyone to do right by students.
3. Connect to the recommendations for ABE administrators to develop an ABE equity framework collectively yet implemented at the local site.