



Minnesota
Minority
Education
Partnership

Defining Equity and Excellence in Education

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MMEP's Vision

We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success.



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MMEP's Mission

Minnesota Minority Education Partnership **uses a race equity lens** to transform educational institutions, organizations, and leaders to ensure that students of color and American Indian students achieve full academic and leadership success.

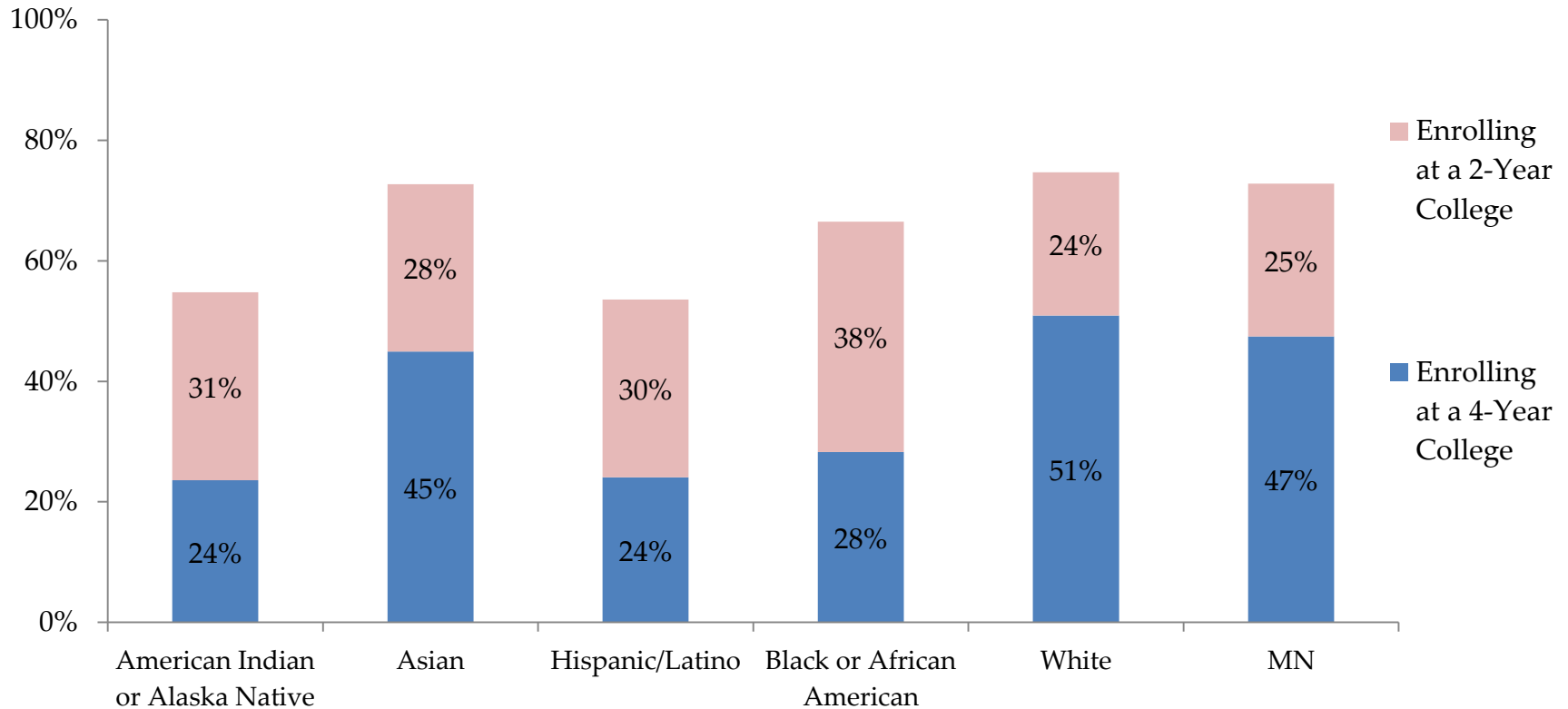
Minnesota Education Equity Partnership:
Advancing Race Equity and Excellence

We have all seen disparities in education in MN along the continuum (PreK to 20).

We describe them as the “achievement gap”

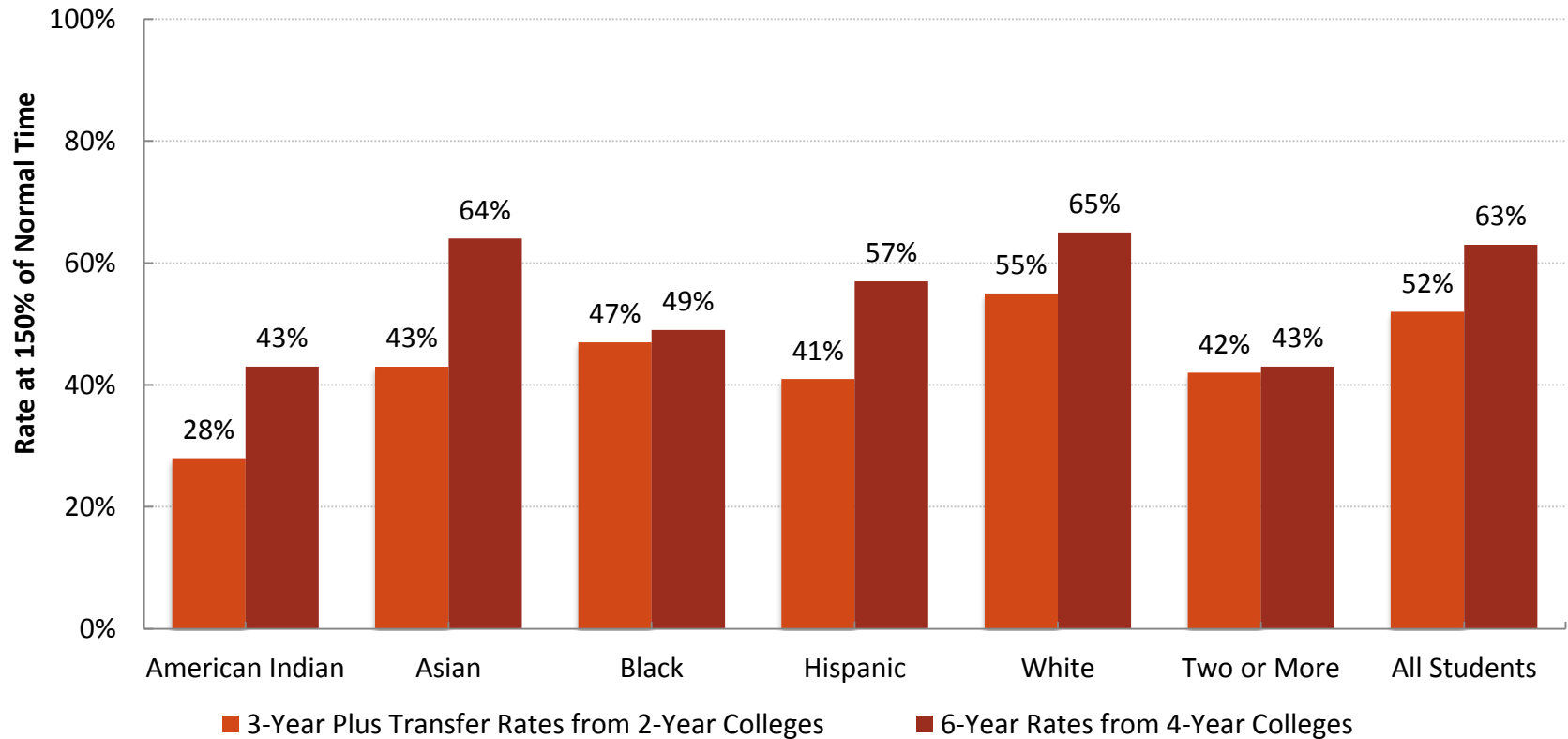
Race Equity is not the Achievement Gap.

College Enrollment Rates of 2012 Minnesota Public High School Graduates in the First Year after Graduation



Source: SLEDS, Minnesota Office of Higher Ed

Minnesota College Graduation Rates, 2012



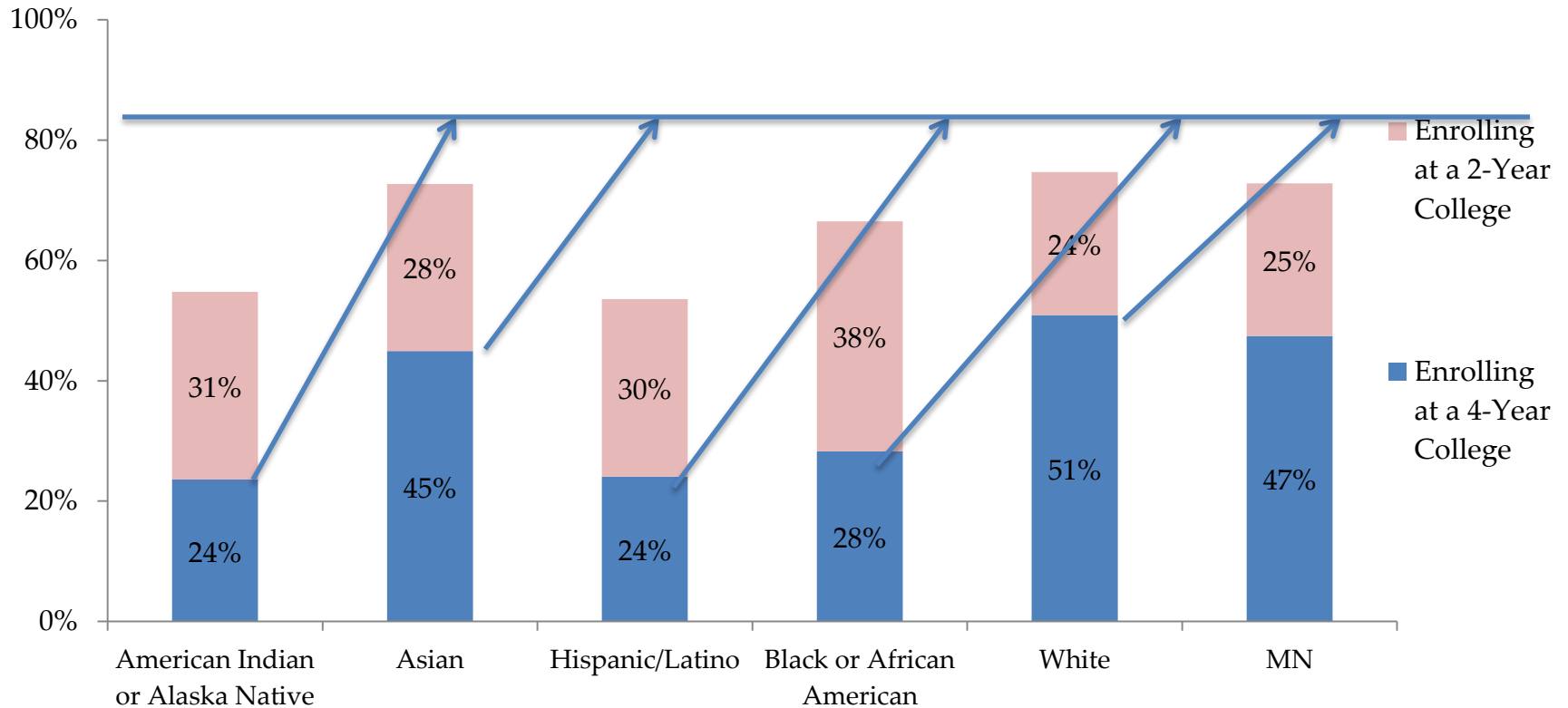
Source: SLEDs, Minnesota Office of Higher Ed

Dr. Ron Ferguson, Harvard Racial Equity:

“As all groups pursue excellence, a compelling goal for racial equity is that lagging groups should rise faster until race and ethnicity cease to be predictors of grades, test scores, or any other measure of academic skill or knowledge.” p.285

Toward Excellence with Equity: An Emerging Vision for Closing the Achievement Gap, Dr. Ron Ferguson

College Enrollment Rates of 2012 Minnesota Public High School Graduates in the First Year after Graduation



Source: SLEDs, Minnesota Office of Higher Ed



Defining “equity in higher education?”

The phrase “equity in higher education” refers to creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic minority and low-income students. Within the postsecondary education community, “equity” is further defined into three terms including:

- (1) representational equity**, which refers to the proportional participation of historically underrepresented student populations at all levels of an institution;
- (2) resource equity**, which takes account of the educational resources, when unequally distributed, that are directed at closing equity gaps; and
- (3) equity mindedness**, which involves institutional leaders and staff demonstrating an awareness and a willingness to address equity issues.

-By Dr. Estela Mara Bensimon, Center for Urban Education, Rossier School of Education at the University of Southern California

Policy changes that could be adopted to help address equity issues in higher education:

Some policy recommendations include:

- (1) establishing accountability practices for routine data collection, use, and reporting to continually monitor the status of educational opportunity and outcomes by racial-ethnic student groups and
- (2) allocating resources to develop systemic and institutional capacity to transform accountability from a system of data reporting into a system for organizational learning and successful change.

-By Dr. Estela Mara Bensimon, Center for Urban Education, Rossier School of Education at the University of Southern California

“It is not just the absence of discrimination and inequities, but also the **PRESENCE** of deliberate **systems and supports** to achieve and sustain racial equity.”

Race Equity and Inclusion Action Guide. 7 Steps to Advance and Embed Race Equity and Inclusion within Your Organization.—Annie E. Casey Foundation

