

Minneapolis Public Schools

EQUITY & DIVERSITY

IMPACT ASSESSMENT

2013-2014



POLICIES | PRACTICES | PROGRAMS | PROCEDURES

EQUITY & DIVERSITY IMPACT ASSESSMENT

PURPOSE

Minneapolis Public Schools is committed to identifying and correcting policies, practices, programs and procedures that perpetuate the achievement gap and institutional racism in all its forms. In order to apply corrective measures, MPS leaders are required to apply the Equity & Diversity Impact Assessment to all future policies, practices, programs and procedures that have a significant impact on student learning and resource allocation.

The impact assessment provides decision makers guidance on how various MPS communities are impacted by the policy, practice, program or procedure and offer alternative solutions so that no community is disproportionately impacted.

Signature

Date

FOR OFFICE USE ONLY	ACCPY BY:	DATE/ TIME
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EQUITY & DIVERSITY IMPACT ASSESSMENT

CONTACT INFORMATION (MUST BE DIRECTOR LEVEL OR ABOVE)

Name		Department/ Business/ Title	
Street Address			
City	State		Zip Code
Work Phone		Cell Phone	

PRE-WORK & FOUNDATION FOR THE PROPOSED ACTION

Is the internal/ external team proposing this action racially and economically diverse? Are the appropriate individuals and/ or departments engaged in consultation? (English Language Learner (ELL), Homeless and Highly Mobile (HHM), lesbian, gay, transgender (LGBT), mental and physical ability, racial demographic, religion, social economic status, Special Education (Spec. Ed.), etc.)?

Is there representation from different groups that reflect the demographic of the group potentially impacted by the proposed action (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.)? Are the appropriate departments represented in the planning group?

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PRE-WORK & FOUNDATION FOR THE PROPOSED ACTION (CONTINUED)

Are various groups and communities collaboratively engaged in discussion?

How have you engaged different groups (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.) that serve these populations, or others, in the development, implementation, and agreement methods of the proposed action?

Is there support and/or opposition to the proposed action? What is the basis for support and/or opposition?

Please list any community partnerships relevant to the proposed action.

	Current	Future
1.		
2.		
3.		
4.		

Community Partnership Template (Insert)

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PRE-WORK & FOUNDATION FOR THE PROPOSED ACTION (CONTINUED)

Please list any parent involvement arrangement relevant to the proposed action.		
1.	Current	Future
2.	Current	Future
3.	Current	Future
4.	Current	Future
Parent Engagement Template (Insert)		

SHIFT & MINNEAPOLIS PUBLIC SCHOOLS

What SHIFT priorities are addressed by the proposed action? Check all that apply.	
<input type="checkbox"/>	College and Career Preparedness (student focus)
<input type="checkbox"/>	Diversity Recruitment and Retention Strategies (staff focus)
<input type="checkbox"/>	Cultural Competency and Educational Equity Development (student and staff focus)
<input type="checkbox"/>	Quality Program Choice (student focus)
<input type="checkbox"/>	Partnership Schools (student and staff focus)
<input type="checkbox"/>	Community and Business Partnerships (student and staff focus)
<input type="checkbox"/>	Achievement Gap Reduction (student focus)
<input type="checkbox"/>	Other

PROPOSED ACTION, GOALS & DESIRED OUTCOMES

What is the proposed action (program, policy, procedure, practice)?
What are the desired outcomes/results of the proposed action?

EQUITY & DIVERSITY IMPACT ASSESSMENT

CURRENT STATE & EQUITY IMPACT ANALYSIS

Which demographic groups receive the existing service (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.)?

Which demographic groups are impacted by the proposed action? Which groups are most impacted by the proposed action?

	ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed, etc.?
	Community Engagement Equity
	Teacher Equity (quality and diversity of teachers and quality of instruction, staff disruption)
	Staff Equity (diversity of staff, staff disruption)
	Programmatic Equity (type and quality of programmatic offerings or services)
	School Demographic Equity (racial demographic, ELL, FRL,HHM, Sec. Ed.)
	Business Diversity Equity (contracting opportunities with diverse businesses)
	Finance Equity (equitable allocation of resources)
	Other

If a demographic groups is negatively impacted by the proposed action (program, policy, procedure, practice), what is your proposed plan for identifying additional actions to address the potential inequities (time, resources, etc.)?

How does the proposed action (program, policy, procedure, practice) expand the access or opportunities for certain groups?

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SYSTEMS CHANGE: DEVELOPMENT

For those staff responsible for implementing your plan, are there any knowledge or skill gaps in working with different abilities that may interact the equitable implementation of the initiative? What is the process for understanding the cultural competence needs of staff implementing the plan?

Which indicators of success—based on recent literature or based on local or national past practice—is there to support the proposed strategy or course of action?

Does the plan have a formal evaluation component that examines process implementation and outcomes? What are the anticipated barriers in implementing the proposed action? What strategies are in place to address the challenges to implementation? How will you use data to improve the implementation process? Please include a draft evaluation plan that includes a timeline for collecting and analyzing data.

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SYSTEMS CHANGE: IMPLEMENTATION

How will other MPS departments be impacted by your plan? What type of support do you need from other departments to successfully implement the proposed action? How will you collaborate with other departments to successfully implement the proposed action?

SYSTEMS CHANGE: IMPACT

What is the decision-making process for determining the continuation of the initiative?

How will we measure and monitor the impact (success) of the proposed action from a racial economic equity lens? Please provide qualitative and quantitative analysis.

Are there any unintended consequences of the proposed action (program, policy, procedure, practice)? Are there strategies to mitigate the unintended consequences?
