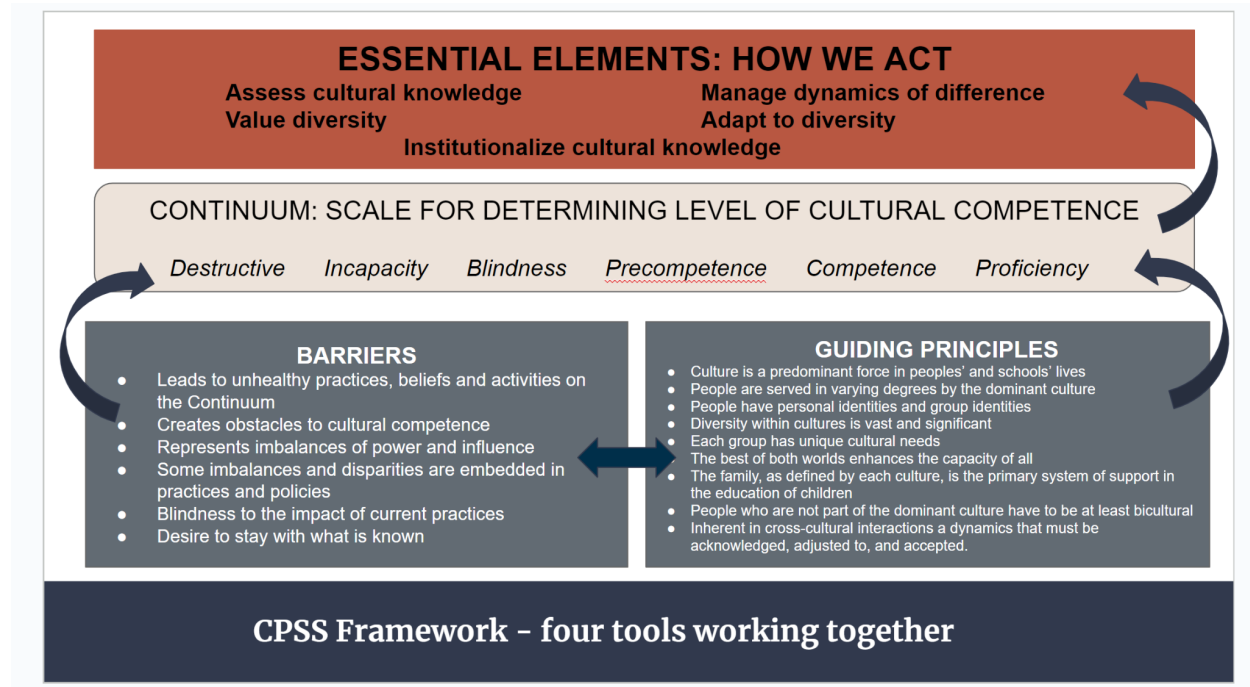


7.3 Explain if, when and how the consortium addresses diversity, equity and inclusion (DEI), including but not limited to racial equity. Consider the following:

- **What definitions of diversity, equity and inclusion is the consortium using to guide its work?**

Burnsville ABE is constantly striving to create a respectful learning environment in which each student's identity and background is valued and contributes to successful outcomes for all students. We are a part of Burnsville 191 Community Education and we are guided by District 191's [District Equity Plan](#), which is to establish and implement a comprehensive Culturally Proficient School System (CPSS) framework which ensures learning disparities amongst student groups are eliminated resulting in every student being future ready, community strong.

Burnsville ABE staff take part in CPSS staff development each year to help us strive for cultural proficiency. We also implement culturally proficient strategies into each lesson, to ensure that students' voices are heard and represented.



Cultural Proficient School Systems

Essential Element	Instructional Look Fors
Assessing Cultural Knowledge	Lesson includes 4 or more opportunities for students to dialogue with classmates
Valuing Diversity	Lesson includes materials that represent the students. Create a learning environment that welcomes and values all students
Managing Dynamics of Differences	Lesson includes adaptations to ensure English Learners and students served by Individual Education Plans are successful (visual cues, sentence frames, graphic organizers)
Adapting to Diversity	Student opportunity for choice and personal voice is included in the lesson.
Institutionalizing Cultural Knowledge	On-going timely & personalized support is provided to students who have not met mastery

- **What is the consortium's vision or strategy for addressing issues of equity? How is this vision or strategy shared amongst providers, staff and students? If a vision doesn't exist, how and when will one be developed?**

Burnsville ABE follows our district's commitment to equity and we participate in Culturally Proficient School System Framework training each year. Cultural Proficiency is about educating all students to high levels through knowing, valuing, and using as assets students' cultural backgrounds, languages, and learning styles within the context of our teaching. A central tenet of Cultural Proficiency holds that change is an inside-out process in which a person is, first and foremost, a student of his own assumptions. Initially, educators must have the capability to recognize our own assumptions in order to retain those that facilitate culturally proficient actions and to change those assumptions that impede such actions. Similarly, educators as a community apply this inside-out process to examine school policies and practices that either impede or facilitate culturally proficient practices. This ability to examine one's self and organization is fundamental to interdependent thinking needed when addressing achievement gap issues. Cultural Proficiency is about being effective thinkers and educators in cross-cultural situations.

In ABE, we are striving toward becoming culturally proficient in many ways:

- Hiring diverse teachers and support staff
- Participating in district CPSS training
- Using staff and CT Meetings to discuss ideas for culturally proficient lesson ideas
- Providing multiple pathways for students to be successful in their goals (GED, career pathway classes, digital literacy classes, ABE Drivers Education)
- [Celebrating our student accomplishments with an all school celebration at the end of each school year.](#) We honor and acknowledge: GED Graduates, Paraprofessional Graduates, Pre-CNA Graduates, Level Gains, Drivers Permit, Drivers License, Published Journeys Authors, Northstar Digital Literacy Certificates, Earning Citizenship, and Passing GED Subject Tests
- Making sure our ABE students voices are being heard outside of our ABE Program (school board presentation, district website, district Wayfinder Magazine, involving Superintendent at our end of the year celebration)
- Using student voices to guide our school's decision making process

● **How do you implement and measure the effectiveness of your DEI strategies?**

In ABE, we are striving toward becoming culturally proficient in many ways:

- Hiring diverse teachers and support staff: *we currently have 4 multilingual staff members, all 4 have been hired in the past three years.*
- Participating in district CPSS training: *we have been participating in ongoing district CPSS training since 2016*
- Using staff and CT Meetings to discuss ideas for culturally proficient lesson ideas: we do this on an ongoing basis, using this graphic organizer:

Culturally Proficient Lessons Look-Fors

	☐ Lesson includes 4 or more opportunities for students to dialogue with classmates in partnerships or small groups to develop a deeper understanding of content.
	☐ Lesson includes materials that represent the students in my classroom (trade books, slide images, video clips, student community experiences, student interests, etc)
	☐ Lesson includes adaptations to ensure English Learners and students served with IEPs are successful (visual cues, sentence frames, graphic organizers)
	☐ Student opportunity for choice and personal voice is included in the lesson.
	☐ On-going timely & personalized support is provided to students who have not met mastery.

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- Providing multiple pathways for students to be successful in their goals (GED, career pathway classes, in person, online, hyflex, and hybrid class options, digital literacy classes, ABE Drivers Education): *Each year we expand student class opportunities, using a [student survey](#) (student voice and choice).*
- Celebrating our student accomplishments with an all school celebration at the end of each school year. We honor and acknowledge: GED Graduates, Paraprofessional Graduates, Pre-CNA Graduates, Achieving English Proficiency, Published Journeys Authors, Northstar Digital Literacy Certificates, Earning Citizenship, and Passing GED Subject Tests: *We have done this every year since 2017, and each year the celebration gets bigger and better!*
- Making sure our ABE students voices are being heard outside of our ABE Program (school board presentation, district website, district Wayfinder Magazine, involving Superintendent at our end of the year celebration): *We did our first ABE Program Presentation for the school board in May 2023, and we worked with our district communications department to feature ABE students on the district website and in district communications in FY2023 and FY2024.*
- Using student voices to guide our school's decision making process: *We have surveyed our ABE students (google form and paper forms) over the past three years. We used the results to guide our decision making when adding new classes (more online options, Drivers Education, Math and Spelling Class, and the Pre-CNA Class). We also added an ABE Hot Beverage Center in the fall of 2022, based off of the results of the most recent student survey.*
- An ABE Student was asked to speak at the 191 State of the District Address to city leaders in August 2023.

