



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



Fiscal Year 2023 Teacher
Mentorship and Retention of
Effective Teachers Grant Report to
the Legislature

As required by Minnesota Statutes §122A.70

Grant Period: July 1, 2022 – June 30, 2023

Grant Purpose

Minnesota State Statute §122A.70 requires the Professional Educator Licensing and Standards Board (PELSB) to publish a summary report for the public and submit the report to the committees of the legislature with jurisdiction over kindergarten through grade 12 education policy and finance in accordance with section 3.302 by November 30 of each year.

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Introduction

Grant Overview

History

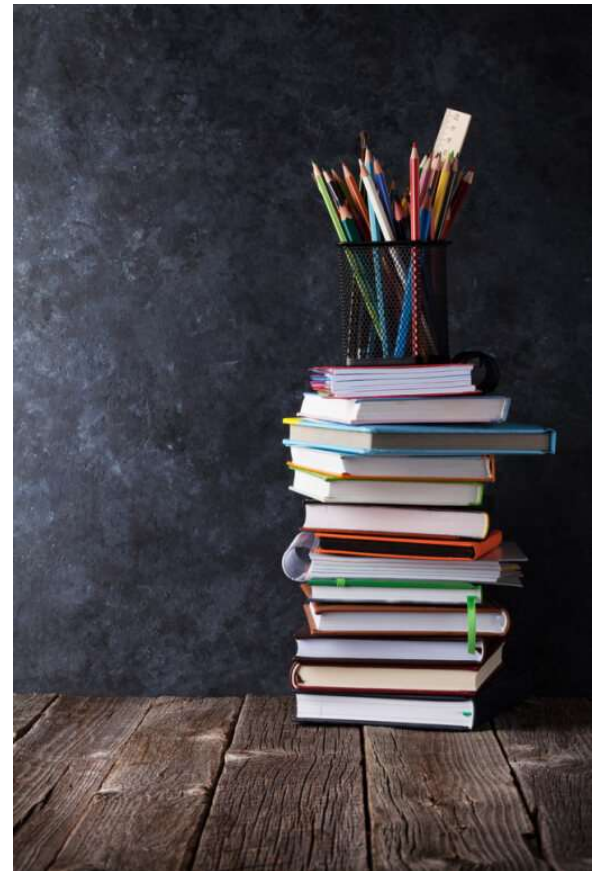
The Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) was established in 1987 by the Commissioner of Education and a Teacher Mentoring Task Force to explore the potential of various teacher mentorship programs; assure that highly capable individuals are attracted to and retained in the teaching profession; and to determine ways in which teachers can be empowered through expanding to new and more professional roles.

Transition to PELSB

In 2019, Minnesota's Professional Educator Licensing and Standards Board (PELSB) was authorized to administer the grant.

Per Minn. Stat. §122A.70, the statute authorizing the grant, school districts “must develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with districts' teacher evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5. A district may use staff development revenue under section 122A.61, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan.”

School districts; groups of school districts; schools or coalition of schools; or a coalition of teachers may apply for a Teacher Mentorship and Retention of Effective Teachers program grant to develop, sustain, or expand a mentorship program. To the extent possible, approved



applications must reflect effective mentoring, professional development, and retention components, and be geographically distributed throughout the state.

Beginning in 2023, a higher education institution or nonprofit organization may partner with a grant applicant but was no longer eligible as a sole applicant for grant funds.

Appropriations for this competitive grant increased after fiscal year 2023 to develop and expand mentoring, induction, and retention programs designed for teachers of color and American Indian teachers.

Grant funds may be utilized to:

- Pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan;
- Provide additional stipends as incentives to mentors who are of color or who are American Indian;
- Provide financial supports for professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" means groups of licensed and nonlicensed educators who share a common racial or ethnic identity in society as persons who are of color or who are American Indian;
- Fund programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups;
- Provide professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or, for teachers of color and American Indian teachers, to provide graduate coursework toward a first master's degree in a field related to their licensure or toward an additional license.

A charter school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

At a minimum, applicants for grants must express commitment to:

- Allow staff participation;
- Assess skills of both beginning and mentor teachers;
- Provide appropriate in-service to needs identified in the assessment;
- Provide leadership to the effort;
- Cooperate with higher education institutions or teacher educators;
- Provide facilities and other resources;
- Share findings, materials, and techniques with other school districts; and
- Retain teachers of color and teachers who are American Indian.

Pursuant to statute, “priority must be given to fund programs to induct, mentor, and retain Tier 2 or Tier 3 teachers who are of color or who are American Indian, and Tier 2 or Tier 3 teachers in licensure shortage areas within the applicant's economic development region.”

Grant recipients must submit an annual report to PELSB on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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Grant Award History

In state fiscal year 2020, PELSB awarded \$661,484.94 dollars to the following twenty-eight school districts, charter school districts, and district and teacher coalitions:

Anoka-Hennepin ISD 0011	\$35,052.00
Anoka-Hennepin Teachers of Color Coalition	\$23,910.00
Augsburg University Educators of Color Coalition	\$13,600.00
Bluffview Montessori School 4001-07	\$2,363.06
Chinese Language Teachers Association of MN Coalition	\$6,500.00
Columbia Heights Public Schools ISD 0013	\$19,350.00
Dakota County United Educators (DCUE) Rosemount ISD 0196 Coalition	\$46,000.00
Eastern Carver County Schools	\$9,000.00
East Grand Forks ISD 0959	\$9,000.00
Great River School Education for Liberation Coalition	\$34,500.00
Hamline University School and Charter School District Coalition	\$39,287.50
Indigo Education Coalition	\$4,000.00
Intermediate District 0287 Plymouth	\$25,648.74

MN Association of Agriculture Educators (MAAE) Coalition	\$20,000.00
Moorhead Area Schools ISD 0152	\$5,500.00
New Century School Charter School District Coalition	\$22,200.00
Osseo Area Schools ISD 0279	\$55,000.00
Robbinsdale Area Schools ISD 0281	\$38,002.75
Rochester Public Schools ISD 0535	\$36,330.00
Roseville Area Schools ISD 0623	\$49,522.00
Sejong Academy	\$17,560.00
Southwest West Central Service Cooperative (SWWCSC)	\$8,000.00
St Cloud ISD 0742 St Cloud State University Coalition	\$59,127.36
St Paul Public Schools ISD 0625	\$81,919.00
Success Academy	\$4,800.00
University of St Thomas Charter School Coalition	\$10,178.59
University of MN Twin Cities MN Writing Project Teachers Coalition	\$11,149.00
Wildflower Foundation Equity Teachers Coalition	\$25,000.00

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In state fiscal year 2021, PELSB awarded \$712,500.00 dollars in Teacher Mentorship and Retention of Effective Teacher grant funding to the following twenty-five school districts, charter school districts, and district and teacher coalitions:

Anoka-Hennepin ISD 0011	\$43,000.00
Cook County ISD 0166	\$19,071.00
Dakota County United Educators (DCUE) Rosemount ISD 0196 Coalition	\$30,000.00
East Metro Equity Alliance Teachers Coalition	\$20,000.00
Eden Prairie Schools ISD 0272	\$37,920.00
Hamline University School and Charter School District Coalition	\$30,000.00
Hiawatha Academies	\$20,000.00
Intermediate District 0287 Plymouth	\$6,150.00
Isle Public Schools ISD 0473	\$6,540.00
Lincoln International High School	\$9,100.00
Minnesota Association of Agriculture Educators (MAAE) Coalition	\$30,000.00
National Hmong Language Academy Coalition	\$45,400.00
New Century School Charter School District Coalition	\$46,270.00
Noble Academy	\$14,300.00
Osseo Area Schools ISD 0279	\$20,000.00

Owatonna Public Schools ISD 0761	\$38,000.00
Roseville Public Schools ISD 0623	\$71,508.00
Saint Paul Public Schools ISD 0625	\$59,881.00
Sejong Academy	\$14,900.00
South Washington County Schools ISD 0833	\$44,560.00
Southwest West Central Service Cooperative (SWWCSC)	\$10,000.00
St Cloud ISD 0742 St Cloud State University Coalition	\$25,000.00
Stonebridge World School	\$5,900.00
Wildflower Foundation Equity Teachers Coalition	\$17,000.00
University of St Thomas Charter School Coalition	\$48,000.00

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Thirty-seven school districts, charter school districts, and district and teacher coalitions were awarded \$1,923,924.88 dollars **in fiscal year 2022** after funding was increased for the purpose of attracting and retaining teachers of color and Indigenous teachers across the state of Minnesota:

Anoka-Hennepin Teachers of Color Coalition	\$16,400.00
Anoka-Hennepin ISD 0011	\$141,210.00
Augsburg University Educators of Color Coalition	\$19,250.00
Burnsville-Eagan-Savage ISD 0191	\$39,500.00
Columbia Heights ISD 0013	\$45,860.83
Community School of Excellence	\$15,000.00
East Grand Forks ISD 0595	\$17,150.00
Eden Prairie ISD 0272	\$193,670.91
El Colegio Coalition	\$15,000.00
Fisher ISD 0600	\$36,000.00
Friends of South High BIPOC Teachers Coalition	\$43,700.00
Hamline University School and Charter School District Coalition	\$82,750.00
Intermediate District 0287 Plymouth	\$32,020.00
Lakes International Language Academy (LILA)	\$25,160.00
Mankato ISD 0077	\$31,658.00

Minnesota Association of Agriculture Educators (MAAE) Coalition	\$54,435.00
MnACTE Coalition	\$49,625.00
MN Zej Zog Hmong Teachers Coalition	\$58,400.00
New Century School	\$50,000.00
NE Metro ISD 0916	\$141,640.00
Osakis ISD 0213	\$14,890.00
Osseo ISD 0279	\$90,000.00
Owatonna ISD 0761	\$37,450.00
Partnership Academy	\$23,000.00
Restoring Our Roots Collective Teachers Coalition	\$31,200.00
Riverway Learning Community	\$16,000.00
Rochester ISD 0535	\$51,628.00
Rochester STEM Academy	\$20,000.00
Roseville ISD 0623	\$98,455.52
St Cloud ISD 0742	\$133,732.82
SPPS ISD 0625	\$165,355.00
Southwest West Central Service Cooperative (SWWCSC)	\$29,400.00

Teach for America, Twin Cities	\$15,000.00
Ubah Medical Academy	\$13,500.00
University of MN Twin Cities MN Writing Project Teachers Coalition	\$43,440.00
Wildflower Foundation Equity Teachers Coalition	\$24,600.00
Willow River ISD 0577	\$7,843.80

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In state fiscal year 2023, over \$5.5 million dollars was requested by seventy-six school districts, charter school districts, and district and teacher coalitions applying for Teacher Mentorship and Retention of Effective Teacher Grant funds.

PELSB had \$3,943,267.34 dollars in Teacher Mentorship and Retention of Effective Teachers grant funding, which were distributed to the following forty-six awardees:

Anoka-Hennepin ISD 0011	\$190,429.00
Brooklyn Center ISD 0286	\$30,250.00
Burnsville-Eagan-Savage ISD 0191	\$56,750.00
Chinese Language Teacher Association (CLTA) MN Coalition	\$15,000.00
Columbia Heights ISD 0013	\$47,444.90
Concordia College, Moorhead Coalition	\$97,907.00
Eden Prairie Schools ISD 0272	\$187,796.22
Excell Academy Charter District Coalition	\$37,895.00
Friends of South High BIPOC Teachers Coalition	\$44,000.00
Hamline University School and Charter School District Coalition	\$90,320.00
Hmong College Prep Academy (HCPA)	\$62,700.00
ISD 0287, Plymouth	\$39,132.00
MnACTE Coalition	\$151,645.00

Learning Disabilities Association of MN Coalition	\$114,202.00
MN Association of Agriculture Educators (MAAE) Coalition	\$68,735.00
Mahtomedi Public School District 0832	\$27,230.00
Mankato Area Public Schools, ISD 0077	\$102,888.00
Metro State Coalition	\$70,370.40
Minneapolis Public Schools, Special School District No. 1	\$653,990.00
MN Zej Zog Hmong Educators School and Teacher Coalition	\$310,000.00
Monticello Public Schools, ISD 0882	\$63,441.00
MPS BIPOC Educators Coalition	\$33,990.00
Nevis Public School District 0308	\$39,994.20
New Millennium Academy	\$44,000.00
Northeast Metro, ISD 0916	\$72,740.00
Osseo Area Schools, ISD 0279	\$45,903.63
Partnership Academy	\$34,000.00
Pine City Public School District, ISD 0578	\$36,980.00
Prior Lake-Savage Area Schools, District 0719	\$17,881.00
Prodeo Academy	\$53,000.00

Robbinsdale Area Schools, ISD 0281	\$13,549.95
Rochester Public Schools, ISD 0535	\$136,400.00
Rosemount-Apple Valley-Eagan School District 0196	\$110,274.40
Roseville Public Schools, ISD 0623	\$147,401.64
Sejong Academy	\$22,000.00
South Washington County ISD 0833	\$77,196.00
St Cloud State University ISD 0742 Coalition	\$138,486.00
St Paul Public Schools, ISD 0625	\$193,754.00
STEP Academy	\$39,452.00
Teach for America (TFA) Coalition	\$20,000.00
(Regents of the) U of M, MN Writing Project Coalition	\$22,236.00
University of St Thomas Charter School Coalition	\$22,700.00
Venture Academy	\$62,000.00
Wabasha-Kellogg ISD 0811	\$22,703.00
Wayzata Public Schools, ISD 0284	\$62,000.00
Wildflower Foundation Coalition	\$12,500.00

Summary of Grant Work

Anoka-Hennepin ISD 0011 – Awarded \$190,429.00

The Anoka-Hennepin School District utilized grant funds to support its mentorship and induction program by providing workshops, stipends for mentoring and mentee teachers, and hiring substitute teachers to facilitate participation in the program. The school district also used the funding to provide guest speakers, books, and resources for its professionally learning community affinity groups. Professional development directly related to addressing the opportunity gap for students of color and indigenous students was also offered.

BIPOC South High Teachers Coalition – Awarded \$44,000.00

The (Black, Indigenous, People of Color) BIPOC South High Educators coalition utilized grant funds to financially support professionally learning femtorship meetings featuring speakers, activities, workshops, and professional development directly related to increasing opportunity and achievement for students of color and indigenous students. The coalition also provided stipends to mentoring teachers, and paid a stipend to a mentorship program coordinator.

Brooklyn Center ISD 0286 – Awarded \$30,250.00

The Brooklyn Center Community School District used grant funds to provide stipends, supplies, and training for teachers engaged in its mentorship/teacher induction program. The district also financially supported its affinity groups, by providing supplies and refreshments for meetings for teachers from underrepresented racial and ethnic groups to create professionally learning relationships across schools and within and between districts throughout the school year.

Burnsville-Eagan-Savage ISD 0191 – Awarded \$56,750.00

Burnsville-Eagan-Savage Public Schools used grant funds to create a formal mentorship program for new incoming teachers, pending district approval. The district provided stipends to teachers engaged in its mentorship program, and offered additional stipends for mentoring teacher of color and indigenous mentoring teachers. Supplies and refreshments associated with mentorship program activities were also be provided.

Chinese Language Teacher Association (CLTA) MN Coalition – Awarded \$15,000.00

The Chinese Language Teachers Association of Minnesota (CLTAMN) World Language Teacher Coalition used grant funds to support its mentorship and affinity group programs. The coalition provided guest speakers and stipends for mentoring teachers for its mentorship program and purchased Chinese language films, textbooks, and event supplies for its affinity group gatherings.

Columbia Heights ISD 0013 – Awarded \$47,444.90

The Columbia Heights Independent School District used grant funds to provide mentorship stipends for first year teachers engaged in its mentorship program. The district also supported its professionally learning affinity groups, providing participation stipends and the membership costs to attend the MetroECSU Affinity Group. The district will also provide professional development opportunities for non-licensed staff directly focused on decreasing the opportunity and achievement gap for students of color and indigenous students.

Concordia College (Moorhead) Coalition – Awarded \$97,907.00

The Concordia College (Moorhead) district, teacher, and teacher education coalition used grant funds to support its teacher mentorship program in the form of stipends for mentoring teachers, and additional stipends as an incentive for mentoring teachers of color and indigenous mentoring teachers. The coalition also provided mentorship program workshops and an associated completion and program evaluation ceremony for teachers. Grant funds covered program development and facilitation, travel time compensation, and substitute teachers needed to facilitate teacher attendance. Professional development opportunities for teachers and non-licensed staff directly focused on addressing the opportunity and achievement gap for students of color and indigenous students were also offered.

Eden Prairie Schools ISD 0272 – Awarded \$187,796.22

Eden Prairie Public Schools utilized grant funds to support professionally learning community affinity groups across schools, within, and between districts for teachers from underrepresented racial and ethnic groups to meet throughout the school year and build a professionally supportive network. The district also paid stipends to mentoring teachers, additional stipends recognizing mentors of color and indigenous mentoring teachers, and financially supporting programs for induction aligned with the district mentorship program

during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups.

Excell Academy Charter School Coalition – Awarded \$37,895.00

The Excell Academy for Higher Learning charter school district group: the Sojourner Truth Academy district, the Prairie Seeds Academy district, and the Legacy of Dr. Josie R. Johnson Montessori charter school district utilized grant funds to provide stipends for mentoring teachers.

Hamline University School and Charter School District Coalition – Awarded \$90,320.00

Working with Thrive-Ed, a non-profit organization, and the Hopkins Education Association; the Hamline University, Hopkins, and Mounds View school districts teacher and teacher education institution coalition used grant funds to provide mentorship and induction program workshops, stipends to mentoring teachers, additional stipends to mentoring teachers of color and indigenous mentoring teachers, and stipends for administrative program coordination and evaluation. The coalition also supported professionally learning affinity groups across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year, creating a network of support to reduce isolation.

Hmong College Prep Academy (HCPA) – Awarded \$62,700.00

The Hmong College Prep Academy (HCPA) utilized grant funds to support programs for induction aligned with their school mentorship program for teachers in their first three years of teaching. HCPA also financially supported licensed and non-licensed educator participation in professional development directly related to addressing the opportunity/achievement gap for students of color and indigenous students.

ISD 0287 Plymouth – Awarded \$39,132.00

Independent School District 0287, Plymouth Intermediate School District #287 used grant funds to provide stipends for mentorship and induction program participants, to purchase mentorship curriculum textbooks, and to offset costs related to facilitating mentorship cohort meetings.

MN Association for Career & Technical Education (MnACTE) Coalition – Awarded \$151,645.00

A coalition of approximately 150-180 teachers and 30-40 mentoring teachers, the MN Association for Career and Technical Education (MnACTE) teacher coalition used grant funds to provide stipends to mentoring teachers and to financially support programs for induction aligned with the mentorship program for teachers in their first three years of teaching, especially teachers from underrepresented racial or ethnic groups.

Learning Disabilities Association (LDA) of MN Coalition – Awarded \$114,202.00

The LDA MN Coalition charter school district, teacher, and teacher education coalition used grant funds to facilitate a professionally learning affinity group/mentorship program focused on training special education teachers. The coalition provided mentorship program stipends for teachers and additional incentive stipends for teachers of color and Indigenous teachers. Grant funds were also used to pay substitute teachers and to offer administrative stipends in support of its affinity group/mentorship program.

MN Association of Agriculture Educators (MAAE) Coalition – Awarded \$68,735.00

The Minnesota Association of Agricultural Educators (MAAE) school, teacher, and teacher education coalition, which includes more than 300 secondary teachers, utilized grant funds to support induction programs aligned with school and district mentorship programs, providing mentorship program stipends to participants. Program activities targeting a teacher licensure shortage area were conducted in partnership with the Minnesota Department of Education (MDE), the Minnesota Agricultural Education Leadership Council, the Minnesota Future Farmers of America (FFA) Foundation, and University of Minnesota's College of Agriculture, Food, and Natural Resources (AFNR).

Mahtomedi ISD 0832 – Awarded \$27,230.00

Mahtomedi Independent School District #0832 used grant funds to create an affinity group for teachers of color and indigenous teachers. The district also provided stipends to teachers involved in mentorship/induction program training and curriculum writing and purchase textbooks for the program.

Mankato ISD 0077 – Awarded \$102,888.00

Mankato Area Public Schools utilized grant funds to support its affinity groups, providing refreshments, workshops, mentorship check-ins, teacher mentorship lead and coordinator stipends, and additional stipends for mentoring teachers and mentorship coaches who identify as indigenous and/or of color. The district also supported new teacher induction workshops, provided mentorship training in cognitive coaching for mentoring teachers, and stipends for special education mentoring teachers.

Metropolitan State University Coalition – Awarded \$70,370.40

The Metropolitan State University, Intermediate District #917 Rosemount, teacher, and teacher education institution coalition used grant funds to financially support professionally learning community affinity groups across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year and build a professionally supportive network. The coalition also supported licensed and non-licensed educator participation in professional development directly related to increasing opportunities and achievement for students of color and indigenous students. Inter-district affinity space workshops were offered by Metropolitan State University and the Minnesota Humanities Center.

Minneapolis Public Schools, Special School District 0001 – Awarded \$653,990.00

Minneapolis Public Schools utilized grant funds to support programs for induction, aligned with the district mentorship program, providing stipends to mentoring teachers of color and indigenous mentoring teachers. The district also financially supported and expanded its affinity group network in order to increase the retention and overall health of teachers of color and indigenous teachers across the district. Participation in professional development directly related to addressing the opportunity gap for students of color and indigenous students was also offered to educators within the district.

MN Zej Zog Hmong Educators School and Teacher Coalition – Awarded \$310,000.00

MN Zej Zog, a school and teacher coalition focused on Hmong language education, utilized grant funds to continue innovative support for its professionally learning affinity group mentorship program, paying stipends to mentoring teachers and supporting affinity group workshops and networking events. Funds were also utilized to offset administrative costs, including lead program facilitation and curriculum development.

Monticello ISD 0882 – Awarded \$63,441.00

Monticello Public Schools used grant funds to support its mentorship and induction programs, provide stipends for mentoring teachers, and additional stipends to mentoring teachers of color and indigenous mentoring teachers. The district also supported professionally learning affinity groups across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year, creating a network of support to reduce isolation.

MPS BIPOC Educators Teacher Coalition – Awarded \$33,990.00

The MPS BIPOC (Black, Indigenous, People of Color) Educators teacher coalition utilized grant funds to financially support its professionally learning community affinity group, building a professionally supportive network. The coalition provided speakers and workshops, as well as mentor leadership, participation, and travel cost stipends to strengthen its network.

Nevis ISD 0308 – Awarded \$39,994.20

In support of its teacher mentorship program, the Nevis Public School District used grant funds to provide stipends to mentoring teachers, mentor training sessions, resource books, and the substitute teachers needed to facilitate program work.

New Millennium Academy – Awarded \$44,000.00

The New Millennium Academy utilized grant funds to provide stipends to mentoring teachers, additional stipends as an incentive for mentoring teachers of color and indigenous mentoring teachers, and professional development directly related to increasing opportunity/achievement for students of color and indigenous students.

Northeast Metro ISD 0916 – Awarded \$72,740.00

Northeast Metro Independent School District 916 used grant funds to provide stipends and workshops for mentoring and probationary teachers, creating a professional development series called Thriving at

916. Funding was also used to expand its BIPOC (Black, Indigenous, People of Color) affinity space to create an affinity leadership group.

Osseo ISD 0279 – Awarded \$45,903.63

Osseo Area Schools utilized grant funds to provide stipends for mentoring teachers and the substitute teachers required to facilitate mentorship program participation. The district also further developed and financially supported its professionally learning community affinity groups, within and between districts, for teachers of color and indigenous teachers to meet together throughout the school year for networking and community-building activities.

Partnership Academy – Awarded \$34,000.00

The Partnership Academy used grant funds to support its professionally learning community affinity groups across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year and build a professionally supportive network. The charter school district also provided stipends to teachers in mentorship programs and additional incentive stipends to mentoring teachers of color and Indigenous mentoring teachers. Funds were also utilized to offer staff participation in professional development directly related to increasing addressing the opportunity and achievement gap for students of color and indigenous students.

Pine City ISD 0578 – Awarded \$36,980.00

Pine City Public Schools used grant funds to provide mentorship and induction program stipends and financially support its professionally learning affinity groups across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year, creating a network of support to reduce isolation.

Prior Lake-Savage ISD 0719 – Awarded \$17,881.00

Prior Lake-Savage Area Schools utilized grant funds to financially support professional learning community affinity groups for teachers of color and indigenous teachers, including a facilitator to provide support and assistance in networking and organizing across and among districts. The school district also supported licensed and/or non-licensed educator participation in professional development for teachers directly related to increasing opportunities and achievement for students of color and indigenous students.

Prodeo Academy – Awarded \$53,000.00

The Prodeo Academy used grant funds to provide stipends for mentoring teachers, with additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers. The charter school district also provided staff with professional development training directly related to addressing the opportunity and achievement gap for students of color and indigenous students.

Robbinsdale ISD 0281 – Awarded \$13,549.95

Robbinsdale Area Schools used grant funds to support its mentorship training program, providing stipends for mentoring teachers, and additional stipends for mentoring teachers of color and indigenous mentoring teachers. The district also supported its affinity groups, providing networking opportunities for teachers from underrepresented racial and ethnic groups, across schools, and within and between districts, to meet throughout the school year, creating a network of support to reduce isolation.

Rochester ISD 0535 – Awarded \$136,400.00

Rochester Public Schools utilized grant funds to financially support its mentorship-focused Employees of Color Resource Group (EoCRG) affinity program. The EoCRG program offered train-the-trainer workshops and networking opportunities across schools, and within and between districts, for teachers from underrepresented racial and ethnic groups to take part in events and opportunities for professional learning and collegial support. The district also paid stipends to mentoring teachers, and additional stipends to mentoring teachers of color and indigenous mentoring teachers.

Rosemount-Apple-Valley-Eagan ISD 0196 – Awarded \$110,274.40

The Rosemount-Apple-Valley-Eagan School District and Dakota County United Educators (DCUE) school and teacher coalition used grant funds to expand its affinity group network, including the work of its Cultural Family Advocates, across schools and between districts, decreasing the sense of loneliness and isolation that causes teachers who identify as BIPOC (Black, Indigenous, People of Color) to leave the profession. The coalition also provided stipends and training to mentorship program participants, with additional stipends offered to mentoring teachers of color and indigenous teacher mentors. Mentorship training focused on the needs of racially and ethnically underrepresented teachers. The coalition also provided licensed and non-licensed educator participation in professional development

directly related to addressing the opportunity and achievement gap for students of color and indigenous students.

Roseville ISD 0623 – Awarded \$147,401.64

Roseville Public Schools used grant funding to pay stipends to mentoring teachers and financially support professionally learning community affinity groups across schools, and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year. The district also financially supported programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers who are from underrepresented racial and ethnic groups. The district created a BIPOC-centered model of mentoring, in addition to expanding affinity group networks, to “release the potential of its BIPOC educators to be transformational leaders in their schools” throughout their district. They are accomplishing this by moving beyond representation, to a restoration of authentic and holistic ways of being and knowing, as demonstrated through culturally sustainable teaching.

Sejong Academy – Awarded \$22,000.00

The Sejong Academy used grant funds to support its professionally learning mentoring and induction program affinity groups, providing a kick-off event for its induction program, and stipends for mentoring teachers.

South Washington County ISD 0833 – Awarded \$77,196.00

South Washington County Schools used grant funds to financially support its mentorship programs, providing stipends to mentoring teachers. The district also hired substitute teachers to facilitate participation in professionally learning community affinity groups, across schools, and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year and build a professionally supportive network. Professional development directly related to addressing the opportunity and achievement gap for students of color and indigenous students was also offered.

St Cloud State University ISD 0742 Coalition – Awarded \$138,486.00

The St Cloud school and teacher preparation coalition used grant funds to continue financial support, providing participation stipends, for its summer teacher induction program. The coalition's induction program is aligned with its district mentorship program for teachers in their first three years of teaching, "building reflective practice and community," especially for teachers who are from underrepresented racial and ethnic groups.

St Paul ISD 0625 – Awarded \$193,754.00

St Paul Public Schools used grant funds to financially support programs for induction, aligned with its mentorship programs, for its teachers during their first three years of teaching. The district also paid stipends to mentoring teachers, additional stipends to mentoring teachers of color and indigenous mentoring teachers, and stipends for induction program participation.

STEP Academy – Awarded \$39,452.00

The STEP (Science, Technology, Engineering Preparatory) Academy used grant funds to support its mentorship and induction programs by paying stipends to mentoring teachers and participants, and additional stipends to mentoring teachers of color and indigenous mentoring teachers. The charter school district also provided professional development for teachers directly related to increasing opportunity and achievement for students of color and indigenous students.

Teach For America (Twin Cities) Teachers Coalition – Awarded \$20,000.00

The Teach for America teacher coalition used grant funds to support its professionally learning affinity groups and mentorship and induction programs. The coalition also paid stipends to mentoring teachers, providing speakers and workshops for its affinity groups.

University of MN Twin Cities MN Writing Project Coalition – Awarded \$22,236.00

The University of Minnesota's Minnesota Writing Project district, teacher, and teacher education coalition used grant funds to financially support affinity group meetings for teachers from underrepresented racial and ethnic groups to gather together for professional learning and mentorship

opportunities. The coalition provided mentorship, participation, and childcare cost stipends for its participants.

University of St Thomas Charter School Coalition – Awarded \$22,700.00

The University of St Thomas charter school and teacher preparation coalition utilized grant funds to support programs for induction, affinity group facilitation, and professionally learning community affinity groups, providing a cross-district collaborative residency program that increased leadership and professional network connections for teachers, particularly teachers of color, during the first years of their teaching career. Participating charter schools districts included: Spero Academy, Aspen Academy, Hiawatha Academies, Prairie Creek Community School, Arcadia Charter School, The Journey School, and Quantum STEAM.

Venture Academy – Awarded \$62,000.00

Venture Academy used grant funds to support its mentorship program by providing stipends for mentoring teachers. The charter school district will provided opportunities for professional development directly related to addressing the opportunity and achievement gap for students of color and indigenous students.

Wabasha-Kellogg ISD 08111 – Awarded \$22,703.00

Wabasha-Kellogg Public Schools will use grant funds to establish an organized mentorship and induction program, pay stipends to mentoring teachers, and additional incentive stipends for teachers of color and indigenous teachers. The district also financially supported professionally learning community affinity groups, across schools and between districts, for teachers from underrepresented racial and ethnic groups to meet throughout the school year and build a network of support.

Wayzata ISD 0284 – Awarded \$62,000.00

Wayzata Public Schools used grant funds to create a community-mentoring model for their teachers who identify as Black, Indigenous, People of Color (BIPOC). The district provided additional stipends to mentoring teachers of color and indigenous mentoring teachers, and continued financial support for its professionally learning community affinity groups, across schools and between districts, for teachers

from underrepresented racial and ethnic groups to reduce isolation by meeting throughout the school year to build a professionally supportive network.

Wildflower Foundation Equity Teachers Coalition – Awarded \$12,500.00

The Wildflower Foundation Equity school and teacher coalition will use grant funds to provide affinity group workshops and stipends for mentoring teachers of color and indigenous mentoring teachers.

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Grantee Reported Data

By June 30, 2023, recipients of the state fiscal year 2023 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) were required to submit a report to PELSB.

Some grantees reported on the use of fiscal 2022 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) funds that had been amended to last an additional state fiscal year.

The report included:

TMRG Program Narrative – A description of how the grant activities have strengthened and/or supplemented existing or attempted teacher mentorship and/or retention efforts

TMRG Program Data – Detailing information about teachers that received mentoring and/or funding to mentor other teachers as a result of this grant, compared with prior mentorship program activity

TMRG Fund Expenditure – A list of awarded funds and progress monitoring methods.

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Anoka-Hennepin ISD 0011

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Anoka-Hennepin School District
Total Grant Amount	FY22 Award - \$141,210.00 of \$141,210.00 spent FY23 Award - \$99,285.45 of \$190,429.00 spent so far

Identified Official with Authority

Name of official with authority to sign	Katherine Maguire
Title	Interim Superintendent
Address	2727 North Ferry Street
City, State and Zip code + 4	Anoka, Minnesota 55303-1650
Phone Number and Email	763-506-1001, kate.maguire@ahschools.us

Primary Program Contact

Name of program contact	Ramona Tran
Title	Recruitment and Retention Specialist
Address	2727 North Ferry Street
City, State and Zip code + 4	Anoka, MN 55303-1650
Phone Number and Email	763-506-1095, ramona.tran@ahschools.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Anoka-Hennepin School District (A-H) is in their fourth year of a mentorship program for probationary and tenured teachers. Support has been provided by individual schools, endorsement from principals, the Employee Services department, Q-Comp, and other external partners.

As part of the strategic priority and Equity Achievement plan to increase teachers of color through recruitment and retention, A-H has continued to develop a mentoring program that has supported our teachers. The program gives BIPOC teachers the opportunity to peer mentor through their strengths and weaknesses, form affinity groups, encourage both new and experienced teachers to stay in the teaching profession, and grow together to become stronger teachers for our students.

In keeping with the program's goals and objectives, four lead mentors; all of which are tenured teachers of color that were highly recommended by their school administrators and peers. Their purpose was to plan the design and help with the implementation of the program. Throughout the course of the year, lead mentors had sub-groups in which they checked in daily with to ensure that the needs of the teachers were being met. The lead mentors also led the in-person and virtual events, in which they would send Google forms after every meeting for feedback. The data they would gather will be used to develop future professional development, guest speaker topics, and training.

Towards the beginning of the school year, the Employee Services department and lead mentors worked together to contact probationary teachers identifying as P1, P2, and P3. There were 38 mentees that were interested in receiving mentorship as they transition into becoming a new teacher. Many gave feedback on what they'd be interested in learning, such as lane changes, probationary status, and finding a sense of community within the school district. With the information, the leads were able to work with the Employee Services department to find a Confidential Employee to speak about all of the in's and out's of becoming a new teacher. Given the option, 32 mentors or tenured teachers were endorsed by their principals to come back and be a mentor in our program to work with the new probationary teachers.

With the grant being underway and the school year coming up, the lead mentors started planning the program in July and finalized the schedule in August. The lead mentors also started to pair the mentors and mentee based on preference of race/ethnicity, gender, school, or licensure area. With support from the Student Services Department, we were able to find guest speakers with backgrounds in education to speak on relevant topics suggested by mentees and mentors.

The first Teacher of Color Mentorship program had their first Kick-Off in September. The superintendent, Katherine Maguire and principals were briefed on their support with the mentorship program throughout the year. They were given an outlook of the program and the district's commitment to increase the number of teachers of color and American Indian by supporting long-term

success, culturally responsive mentorship, coaching, and professional development. In the programs purposes and goals the information was shared:

- Building relationships with colleagues of color across the district, helping to prevent feelings of isolation.
- Assist teachers of color/American Indian teachers new to the profession and/or district as they navigate their first years.
- Provide professional development and informal leadership opportunities to probationary and tenured teachers.
- Retain the teachers of color in the district in order to provide a teacher workforce that matches the demographics of the students we serve, which is a part of the district's strategic priority and equity achievement plan.

Throughout the course of the program, large group meetings were offered both in-person and virtual. Both of them invite guest speakers to touch on topics, questions, and issues raised by mentees or mentors. In addition, the meetings were used as a time for connecting with other BIPOC teachers in the district in essence to create a greater network and mitigate any feeling of isolation about their buildings. There were also tools provided such as books, food, and icebreaker activities to socialize with one another outside of their affinity mentee/mentor pairings. After each event, the teachers were asked to provide feedback via Google forms to better enhance the experience and effectiveness of the program.

As our program continues to grow, we want to provide more opportunities for mentees and mentors to use the resources to apply to their day-to-day or within their classroom. We hope to use the end of year feedback to help us plan for the upcoming school year if the Anoka-Hennepin receives grant funding from PELSB.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	3	0	0	0	0	0	1
Asian or Pacific Islander	5	2	0	0	3	0	3
Hispanic	1	1	0	0	0	0	0
Black	7	5	0	0	3	0	2
Other	4	0	0	0	3	0	0
Total	20	8	0	0	9	0	6

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

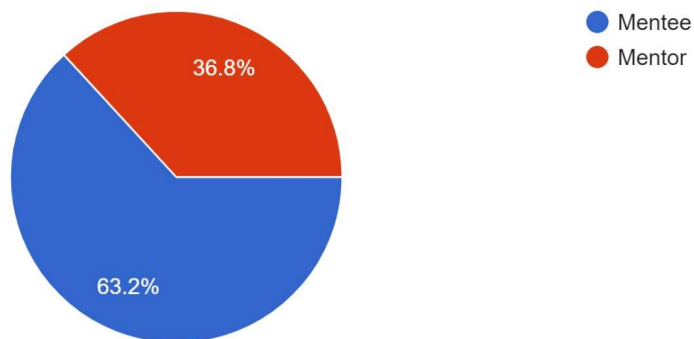
Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1	0	0	0	0
Asian or Pacific Islander	15	0	1	0	0
Hispanic	3	0	2	0	0
Black	9	0	1	0	0
Other	4	0	3	0	0
Paid Mentors of color who received additional stipends	32	0	0	0	0
Total	32	0	7	0	0

Analysis of Data

In order to gauge the effectiveness of our program, we encourage all of our teachers of color to provide feedback based on this year's experience. The data collected used pie charts and likert scale. The likert scale reads as follows: 1 - Strongly Disagree; 5 - Strongly Agree.

What is your role?

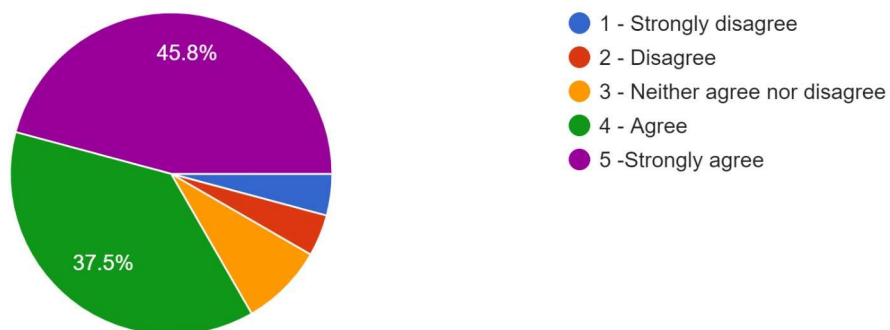
38 responses



Mentees

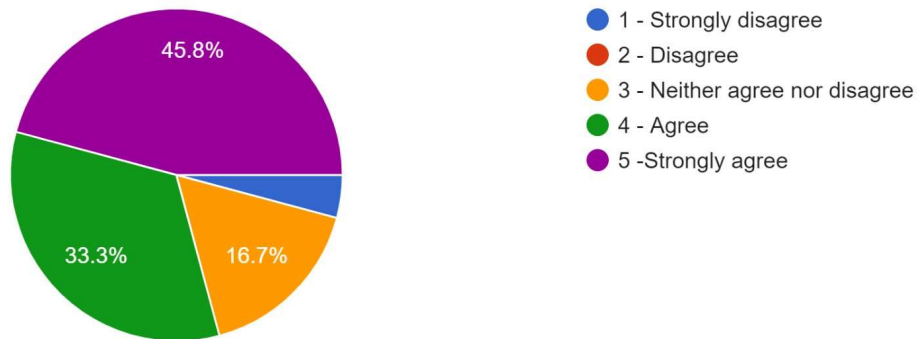
Did you feel that the program gave you a sense of belonging to network with BIPOC members?

24 responses



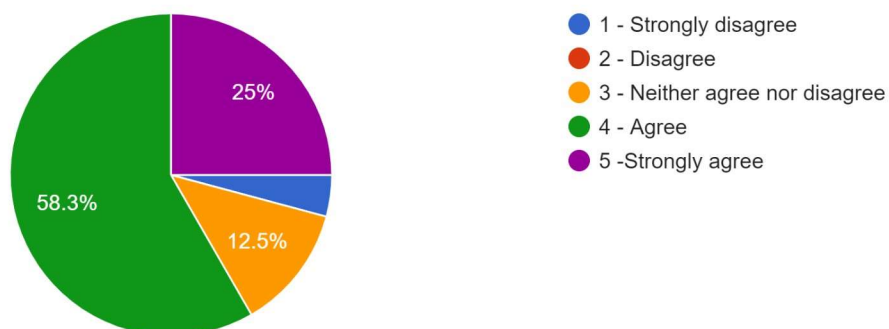
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you given the support from your mentor?

24 responses



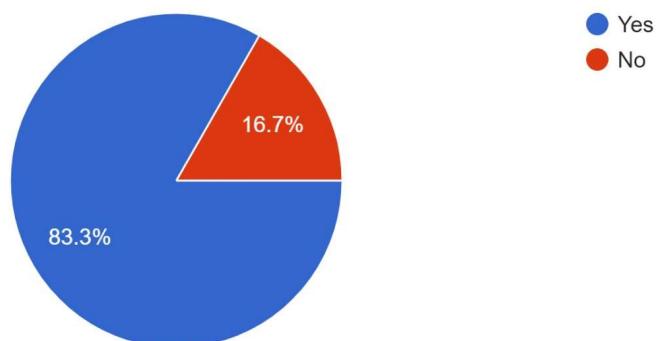
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

24 responses



Based on your experience, would you like to return as a mentee in the next academic year?

24 responses



We gave mentees the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- I wanted a sense of community and support of the different equity conversations that many BIPOC staff face. The program met those hopes.
- It was the community and the sense of belonging that I hoped to gain and I have been feeling very accepted with the mentees and mentors that I have been able to talk to.
- Have time to connect to other BIPOC members in our school district, have time to connect with my mentor in person, listen to others' experiences as teachers and staff of color, etc.
- As a veteran teacher, I needed to learn new systems and people. My mentor helped me learn the culture of Anoka Hennepin.
- I was hoping to gain a few friendships from staff of color - being able to relate to one another and form a positive relationship moving forward. For the most part, yes, this goal was met.
- I was hoping to build a closer relationship with my mentor, learn more from my mentor, and learn more about the district. I don't think these hopes were met. I do love the community and safe space that it provides though. I would love to continue to work with my mentor if there were another opportunity.

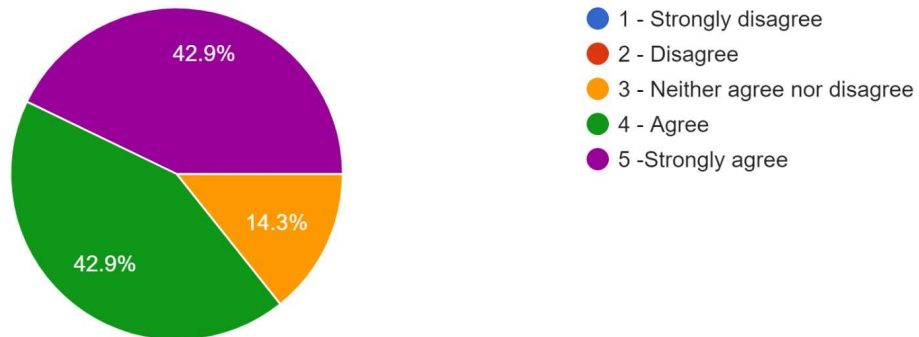
We gave the mentees an opportunity to share any positive comments or constructive feedback to help improve the program.

- I liked the balance of in-person and virtual.
- I loved that a variety of foods were provided from different cultures and I liked that all meetings were one hour. I also loved that half of the meetings were in person and half were virtual. This provided flexibility for members!
- I liked the book giveaway and the food. I would like to have the opportunity to get or buy a t-shirt or a sweatshirt to wear saying I am part of this group.
- My mentor helped me learn the culture of Anoka Hennepin and it was very helpful having someone to connect with weekly that I could take my questions to.
- A calendar that has the meeting set up ahead of time for planning. Also- more virtual options.

Mentors

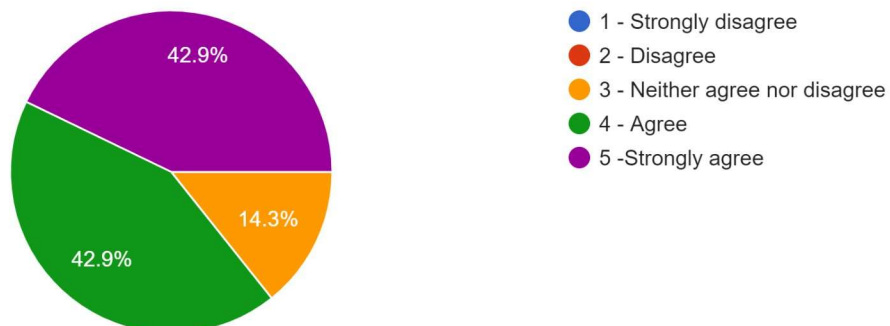
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you able to give that support to your mentee?

14 responses



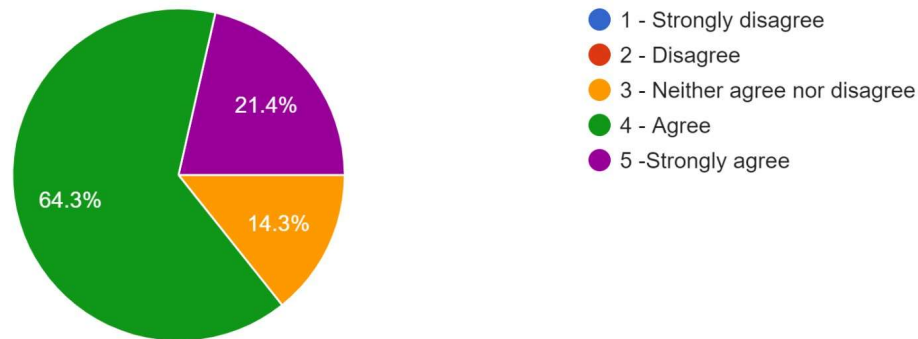
During your mentorship participations were BIPOC members provided a safe space to turn to with questions or concerns? Were you able to give that support to your mentee?

14 responses



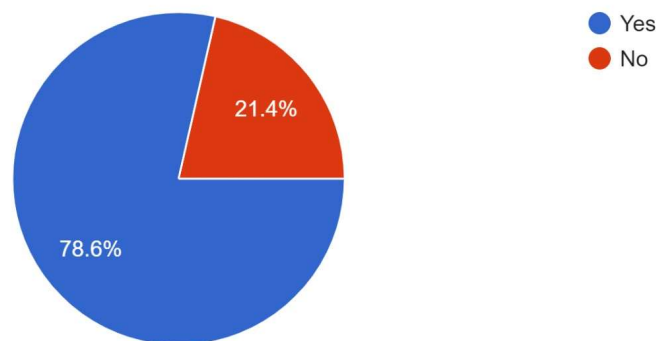
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

14 responses



Based on your experience, would you like to return as a mentor in the next academic year?

14 responses



We gave mentees the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- I was hoping to continue learning and growing in my knowledge and perspectives surrounding bipoc community and staff connections. Because attending a person is difficult due to family schedules, the virtual options were very nice. I still felt connected and enjoyed the learning/connecting that we were able to do. I would really like to see more virtual meetings and listen to speakers. It allows me to reflect, connect, and grow with my fellow coworkers.
- I was hoping to build out my network and support other BIPOC teachers. I feel that I definitely networked and connected well with my mentee so that was met. I also really enjoyed the

presenters that came to see us - and it gave my mentee and I a good conversational point to jump off from.

- Meeting another person in the district and having safe conversations if need be. Also to let my mentee know that I am here for them for whatever they need.
- I'd like to see strategies geared to combat teacher burnout and model those practices of self care.
- I learned how to make connections with my mentee. I also learned how to relate to him because of the speakers that taught on "How we see ourselves." I know I will continue to learn new perspectives as I grow next year.
- Sense of community, being able to provide support to navigate Anoka Hennepin School district

We gave the mentees an opportunity to share any positive comments or constructive feedback to help improve the program.

- I really liked learning from the guest speakers. That gave me inspiration to see and teach my students with a better understanding of their cultural needs.
- I think it would be awesome to focus on each community of color when appropriate. Hispanic month is Sep 15-Oct 15, Indigenous Peoples Month is November, Black History is celebrated in February and Asian/Pacific Islander Month is May. Whatever speaker, meal or topic should use the heritage month as its theme.
- I really liked that all our monthly gatherings were only 1 hour long - short and sweet. It was convenient to have the presenters virtually, but I do feel like it lost the feeling of being a group. If possible, it would have been nice to meet in person every month. During the social meetups I felt a little out of place if my mentee didn't plan to attend - mostly because I didn't know many people. Lastly, if possible, it would have been nice to be paired up with another teacher in an elementary setting so that our schedules aligned a little better for the weekly virtual meetups we had.
- I feel like the program is becoming more demanding, which I believe could have a negative effect. If we have to take time from our school work to watch videos, make comments and fill out long forms it may lead to unintended consequences.
- The program keeps on evolving, which is nice to see.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure for FY22

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$85,260.00	Mentor Stipends	☒ Recruitment ☒ Retention ☒ Induction	Surveying; Check in with lead mentors Bi-weekly check in with mentee; Attendance in virtual and in-person sessions; Participation in Google Classroom professional development	32 Mentors - All tenured teachers of color (includes 4 lead mentors)
\$2,700.00	Affinity Group - Guest Speakers	☐ Recruitment ☒ Retention ☒ Induction	Attendance; Participation in virtual and in-person setting	Six guest speakers that came to talk to the affinity meetings to all mentor and mentees
\$3,400.00	Affinity Group - Book and Supplies	☐ Recruitment ☒ Retention ☒ Induction	Surveying; Collaboration on book titles (optional book studies)	70 mentors/mentees were given books to read. A spreadsheet was sent of those in groups and had the option to create a book club.
\$45,600.00	Induction Program Stipends	☒ Recruitment ☒ Retention ☒ Induction	Surveying; Bi-weekly check in with mentors; Attendance in virtual and in-person sessions;	38 Mentees - All probationary teachers of color

			Participation in Google Classroom professional development	
\$0.00	Induction Program Subs	☐ Recruitment ☒ Retention ☐ Induction	Those that expressed interest in shadowing for a half day; Substitute request through Absent Management and support from principal	One mentor/mentee pairing expressed interest. After the shadow day was done, a survey was sent to ask about experience and feedback.
\$4,250.00	Lead Mentor funding for PD Related to Increasing Student Achievement for Students of Color and Indigenous Students	☒ Recruitment ☒ Retention ☐ Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training
				Total FY22: \$141,210.00 of \$141,210.00 spent

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Table 3: Grant Fund Expenditure for FY23

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$53,195.01	Mentor Stipends	☒ Recruitment ☒ Retention ☒ Induction	Surveying; Check in with lead mentors Bi-weekly check in with mentee; Attendance in virtual and in-person sessions; Participation in Google Classroom professional development	32 Mentors - All tenured teachers of color (includes 4 lead mentors)
\$1,420.50	Affinity Group - Professional Learning Community Guest Speaker Honorarium	☐ Recruitment ☒ Retention ☒ Induction	Attendance; Participation in virtual and in-person setting	Six guest speakers that came to talk to the affinity meetings to all mentor and mentees
\$6,672.29	Affinity Group - Professional Learning Community Books and Meeting Resources	☐ Recruitment ☒ Retention ☒ Induction	Surveying Collaboration on book titles (optional book studies)	70 mentors/mentees were given books to read. A spreadsheet was sent of those in groups and had the option to create a book club.
\$21,298.68	Induction Program Mentee Stipends	☒ Recruitment ☒ Retention ☒ Induction	Surveying; Bi-weekly check in with mentors Attendance in virtual and in-person sessions; Participation in Google; PD	38 Mentees - All probationary teachers of color
\$8,000.00	Induction Program Mentor Stipends	☐ Recruitment ☐ Retention ☒ Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training

\$339.89	Induction Program Mentor Substitute Teachers	☐ Recruitment ☒ Retention ☐ Induction	Those that expressed interest in shadowing for a half day Substitute request through Absent Management and support from principal	One mentor/mentee pairing expressed interest. After the shadow day was done, a survey was sent to ask about experience and feedback.
\$609.08	Induction Program Workshops	☐ Recruitment ☐ Retention ☒ Induction	Attendance Participation in virtual and in-person setting	One staff member from Employee Services Department came and spoke about the “early years”
\$7,750.00	PD Workshops Related to Increasing Achievement for Students of Color and Indigenous Students	☐ Recruitment ☒ Retention ☐ Induction	Participation in Google Classroom for external and internal training	All 70 mentors and mentees were added to a Google Classroom to participate in training
				Total FY23: \$99,285.45 of \$190,429.00 spent so far

BIPOC South High Teachers Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Friends of South High
Total Grant Amount	\$44,000

Identified Official with Authority

Name of official with authority to sign	Alicia Skow
Title	Director of South High Foundation
Address	3131 19th Ave S
City, State and Zip code + 4	Minneapolis, MN 55124
Phone Number and Email	director@southhighfoundation.org , agskow@gmail.com

Primary Program Contact

Name of program contact	Angelica Torralba-Olague
Title	Education Pathway Teacher and Coordinator
Address	3131 19th Ave S
City, State and Zip code + 4	Minneapolis, MN 55124
Phone Number and Email	612-558-8787; angelica.torralba-olague@mpls.k12.mn.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

We had three main activities for our grant: femtorship/co-mentorship activities, PLC, and grants.

Femtorship/co-mentorship activities: During the 2022-23 school year, we met in small groups and 1 on 1 to support one another. Meeting times were individualized based on the needs of each person.

Professional Learning affinity group: Our PLC met once a month during the 2022-23 school year. We've had Dr. Brian Lozenski talk about "Basis of Social Power in Education" in the winter. We also had Nafeesah Muhammed, former teacher and union representative, who discussed Equity Frameworks in schools in the Spring. We also had Lani Roldan, former South High graduate, former AVID tutor and aspiring educator, assist our educators of color in relation to equity & justice work they were doing in recruiting more in educators of color to work schools. In addition, as a professional learning group, we decided to produce a video about the need for more Teachers of Color who are trained in on Ethnic Studies which could be use as a recruitment video or to help tell part of our South High story.

Grants: During the 2022-2023 school year, our group supported several educators to pursue professional development and coursework related to disrupting the achievement gap in schools. This work was related to getting training on the Intercultural Development Inventory, to strategies to reduce the achievement gap among English Language Learners and get training on Work Based and Career focused education as a strategy to recruit and engage more teachers of color to work on reducing the achievement gap.

As for the amount granted, we were awarded \$44,000 for 2022-23. However, since we still had grant left over from the 2021-2022 grant, we mostly utilized our dollars from this grant. We were able to fill out an amendment as of May 23, 2023 to extend our contract to use ~\$32,000 of our 2022- 23 grant for FY24.

We are grateful for the extension of our TMRG23 grant until the end of fiscal year of 2024 because we expect to spend the rest of the ~\$32,000 for the following activities:

- Grants for PD/Courses from summer 2023 and fall 2023
- BIPOC staff back to school event & activity (PLC expenses like books, supplies, contractors, vendor fees)
- Beginning of the year and fall femtorship/co-mentoring activities

The TMRG22 was granted in the middle of the school year of Dec 14, 2021, so our activities for this grant didn't start until spring 2022. We also didn't have expenses fall 2022 because there was a staff change with our fiscal agent, and the new staff person had to learn about the grant and meet with PELSB to clarify the reimbursement process; therefore there was a delay in our group

using our funds during this time. We were able to start using our funds again Winter and Spring 2023. We were able to use ~\$11,000 of the TMRG23 grant for the spring 2023. Now that the grant has been extended, we are able to use the rest of the \$32,000 for the 2023-2024 school year.

NARRATIVE 1:

“I appreciated having access to funding that helped support us as whole bodied and whole identified people. Teaching in public schools is an exercise in austerity and so much gets put on the teacher to spend her own money on supplies and have celebrations with colleagues, etc. Access to funding that provided a meal or something that I needed for my classroom made me feel more human and valued.”

NARRATIVE 2:

“I loved having a great mentor/teacher. The one I had was one of a kind and I have so much respect for them.”

NARRATIVE 3:

“My co-mentor helped to push me to do my best. I enjoyed having conversations during our 2nd hour sessions and it helped sustain me and learn about what it takes to work in schools.”

NARRATIVE 4:

“I learned so much from my colleague from spending more intentional time with them. I learned from one colleague that there are different ways that you can provide care for students. I learned from another colleague the importance of creating and maintaining boundaries for my mental health.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native			1	1			2
Asian or Pacific Islander							2
Hispanic				3			
Black	1			13			1
Other							2
Total	1	0	0	17	0	0	7

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Analysis of Data

We had a co-mentorship model where seasoned educators and new to profession educators came together for several purposes: PLC meeting, femtorship activities and events which gathered BIPOC educators together.

I included the data in the first table to include all of them – both new teachers, teacher in need of mentoring, aspiring teachers who work in schools in different capacities and teachers who mentored other teachers.

In total, we served 8 licensed teachers and 17 aspiring educators who are currently in teacher education programs and are working in schools in different capacities.

60% (15 out of 25) identify as Black, which include both of our East African and ADOS. 16% (4 out of 25) identify as Native American, identifying as Ojibwa or Anishinaabe teachers. 8% (2 out of 25) identify as Asian American.

12% (3 out of 25) identify as Hispanic/Latinx. And 8% (2 out of 25) identify as mixed/multiracial/other.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$1,947.28	Food, Supplies and books	X Recruitment X Retention ☐ Induction	narrative	data collected at a meeting
\$2,396	stipends	☐ Recruitment X Retention ☐ Induction	narrative	data collected at a meeting
\$22,338.40	Invoices for PLC and grant related activities	x Recruitment X Retention ☐ Induction	narrative	data collected at a meeting
\$4,000	Mentor and Grant Coordinator	X Recruitment X Retention ☐ Induction	narrative	data collected at a meeting
\$30,681.68	Total			

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Brooklyn Center ISD 0286

No report submitted

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Burnsville-Eagan-Savage ISD 0191

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Burnsville Eagan Savage Public Schools
Total Grant Amount	

Identified Official with Authority

Name of official with authority to sign	Dr. Theresa Battle
Title	Superintendent
Address	200 West Burnsville Pkwy
City, State and Zip code + 4	Burnsville, MN 55337-2511
Phone Number and Email	(952) 707-2000

Primary Program Contact

Name of program contact	Amy Piotrowski
Title	Director of Student Support Services
Address	200 West Burnsville Pkwy
City, State and Zip code + 4	Burnsville, MN 55337-2511
Phone Number and Email	(952) 707-6261

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Please describe how your proposed activities for the teacher mentorship program have strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

Prior to our implementation of a district-wide mentorship program in ISD 191, our district supported new staff through the One 91 District Q Comp Plan (ProPay), which was created collaboratively by the district administration and the Burnsville Educator Association and approved by the Board of Education. It was designed to align with One91's Professional Learning Community process and School Improvement Plans in order to support staff growth and increase student outcomes. There are a total of eight Continuous Instructional Coaches (CICs) district-wide to support teachers and administration through the coaching process. In addition to the Continuous Improvement Coaches, we have identified site-based teacher leaders to serve as mentors.

The funds awarded to us by the PELSB grant were used to expand and enhance mentoring efforts in order to implement a comprehensive, effective, district-wide mentoring program. Our implementation of a districtwide ISD 191 mentoring program allowed us to provide an onboarding system for probationary teachers including training, modeling, mentoring, and direct assistance in order to improve their ability to effectively execute their job responsibilities.

Although all new teachers have had access to the coaching/support of the district CICs, both in the past and during the 2022-2023 school year, teachers in many licensure areas of need had additional responsibilities for which the CICs lack skill and/or training, therefore limiting their ability to support teachers with specific required job duties (i.e. specialist teachers, special education staff). The funds awarded to us through the grant provided us with the ability to pay stipends to mentors and pair new educators/mentees with mentors in their specific areas of specialty. Additionally, we had three lead mentors who, due to the monies secured by the grant, were able to receive stipends in order to oversee the mentoring program, including creating, organizing, and/or delivering the mentor training, initial mentee orientation, and New Educator Academy trainings. We were able to provide mentors with the training needed in order to become effective mentors and communicate with them throughout the school year in order to support them in meeting the needs of their specific mentees.

As a result of the combined monies provided through the grant and our district, we were able to provide more effective supports to our new educators and increase their level of success in our district. Our teacher mentors supported mentees in areas of cultural proficiency, using instructional materials and strategies to meet the unique needs of students, using effective behavior management skills, collaborating with teams, using technology, and more. Additionally, our implementation of a New Educator Academy provided mentees with training on a variety of topics, with trainings required as part

of their contracts. We provided mentees with an initial training on September 13th to orient them to ISD 191's mentoring program. Our first New Educator Academy, held on October 26th, allowed our new educators to choose from a variety of sessions focused on Technology (Brief Overview of all Tools, EdPuzzle, PearDeck, Schoology Assessments/Tests/Quizzes, SpEd Forms, Schoology, Seesaw-Family Engagement, ML Tech Supports, Due Process, Information Literacy Tools). In November, our mentees received training on PBIS and Student Behavior. On January 23rd, 2023, our special education teachers attended a training focused on setting students with IEPs up for success, while our general education teachers were able to choose from training sessions including Engaging Students, Engaging Multi-Lingual Students, and/or Tech (each differentiated based on early-childhood, elementary, or secondary). Feedback collected on these trainings was overwhelmingly positive.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	1	0	0	0	1	0	0
Hispanic	1	1	0	0	1	0	0
Black	1	1	0	0	0	0	0
Other	32	5	3	0	32	0	28
Total	35	7	3	0	34	0	28

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1				
Asian or Pacific Islander	0				
Hispanic	0				
Black	0				
Other	67				
Paid Mentors of color who received additional stipends	1		34		
Total	68	0	34	0	0

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Analysis of Data

Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.

Our progress monitoring criteria/outcomes include the following:

- 1. Mentees will demonstrate an increased ability/level of comfort related to efficiently and effectively executing job responsibilities, as measured by an improvement of at least 20% in self- completed surveys.*

A self-completed surveys conducted at the end of the school year included the following statement to which mentees were to respond on a scale of 1-4 (1= Strongly Disagree, 4 = Strongly Agree): *The support of my mentor resulted in an increase in my ability and level of comfort related to executing my job responsibilities.* 4 mentees responded with a rating of 1 (Strongly Disagree), 6 with a rating of 2 (Disagree), 18 with a rating of 3 (Agree), and 39 with a rating of 4 (Strongly Agree), indicating 57/67 (85%) of mentees who completed the survey agreed that they had an increased *ability/level of comfort related to efficiently and effectively executing their job responsibilities as a direct result of the support provided by their mentors.*

- 2. The district will increase retention of new teachers/staff, especially staff who are of color or who are Indigenous, by 25% after the first year of the mentorship program.*

In the first year of our special education mentor program (2021-2022), we retained 15 special education teachers/related service providers who were new to our district (1st year in ISD 191). Two teachers were released and one chose to apply for and was hired for a higher-level district. This school year, we had 73 new ISD 191 teachers, each of whom participated in our expanded, district-wide mentorship program. Of those, 64 will be returning for the 2023-2024 school year. Of those who are not returning, 9 were released by the district. 5/5 new educators of color were retained.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
201.00	Food/Meals	☐ Recruitment X Retention X Induction	Training of mentors and introduction of mentorship with new staff	
2,500.00	Extra Stipend for Mentors Paired with Mentees in a Different Building	☐ Recruitment X Retention X Induction	Additional compensation for mentors traveling between buildings	
1,176.00	Extra Stipend for Mentors who are of Color or Indigenous	☐ Recruitment X Retention X Induction	Check-in with Leads and Mentees	Mentor Reflections
41,756	Full Year Mentor Stipend	☐ Recruitment X Retention X Induction	Training/coaching mentees, with a focus on CPSS principles and strategies	Pre/Post Mentee Survey & Mentor Reflections
11,620.00	Lead Mentor Stipend	X Recruitment X Retention X Induction	Feedback for the professional development	PD Feedback surveys
57,253.00	Total			

Chinese Language Teacher Association (CLTA) MN Coalition

CLTAMN

Teacher Mentorship & Retention of Effective Teachers

2022-2023 Grant Report



Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Chinese Language Teachers Association of Minnesota
Total Grant Amount	\$15000.00

Identified Official with Authority

Name of official with authority to sign	Yue Cheng
Title	Director
Address	3701 Van Dyke St
City, State and Zip code + 4	White Bear Lake, MN, 55110
Phone Number and Email	6124021565 yuec@clta-mn.org

Primary Program Contact

Name of program contact	Yue Cheng
Title	Director
Address	3701 Van Dyke St
City, State and Zip code + 4	White Bear Lake, MN, 55110
Phone Number and Email	6124021565 yuec@clta-mn.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The CLTAMN Teacher Mentoring program was available to all the Chinese language teachers in Minnesota because of the PELSB Teacher Mentorship & Retention of effective Teachers Program grant since 2020. In most cases, Chinese language teachers in non-language immersion settings are isolated and lack of resources as often they are both the program leader and the only teacher who teaches the subject in the school/district. They are important to the schools as they are one of the most powerful supports of students with Asian cultural backgrounds. In 2022-2023, The grant continues to support teachers of color retaining in Minnesota.

Challenges

Teachers do not have enough support within the school districts. They often lack PD opportunities for content areas. On the other hand, schools are not easy to find qualified teachers because world language teachers are in license shortage area. Some programs ended up closing. In the past five years, many Chinese language programs are closing/shrinking, including West St Paul school district, ISD 624 White bear lake North and South High School, ISD 833 Woodbury public school, Minneapolis South high school, Benilde-St. Margaret's high school and Minnehaha Academy. As for Chinese language teachers, many are on temporary teaching licenses because there are limited teacher prep colleges that offer world language Chinese licenses in Minnesota. Many teachers are on temporary T1 or T2 licenses including St Paul Public Schools and Yinghua Academy. According to the 2021 Biennial Report Supply and Demand of Teachers in Minnesota written by PELSB, 32.26% of teachers in Yinghua Academy holding a Tier 2 license which makes it one of the districts with the highest proportion of teachers holding a Tier 2 License.

Opportunities

Our organization has a unique cross-district teacher mentoring program that allows a new teacher to work with a veteran teacher in the similar student age group and type of school, to be successful in instruction, professional development and/or obtaining teaching licensures. 19 teachers and teacher candidates participated in the program in 2023, 98% of the mentees surveyed said that the mentoring experience was successful. One of the mentees, Jing Li has successfully earned Tier 3 world language license via portfolio supported by mentoring program and affinity group events.

"My mentor played a significant role in helping me overcome challenges in my new teaching career. She provided invaluable guidance to me. Moreover, she kept me informed about important meetings organized by PELSB and dedicated her time to personally assisting me in revising my draft for portfolio at the library. She even went above and beyond by helping me resolve technical issues and coordinating communication with various parties involved."

Jing Li
A mentee

participated in both 2020-2021& 2022-2023 CLTAMN mentoring program

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: 2020-2021 & 2022-2023 mentoring program total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander	7	5	6		37	1	6
Hispanic							
Black							
Other							
Total	7	5	6		37	1	6

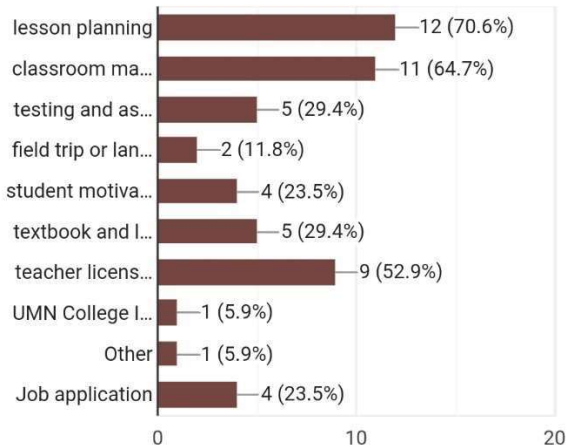
Table 2: 2020-2021 & 2022-2023 mentoring program total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 4 teachers	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	17				
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends	17				
Total	17	0	0	0	0

Chart 1: 2020-2021 & 2022-2023 CLTA-MN Chinese Language Mentorship and Retention of Effective Teachers Program Evaluation survey report

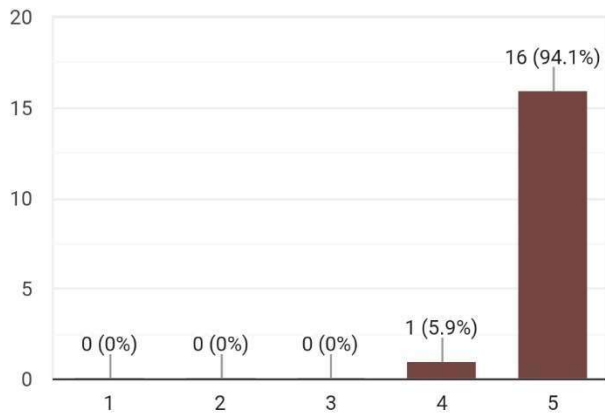
What topic have you covered so far?

17 responses



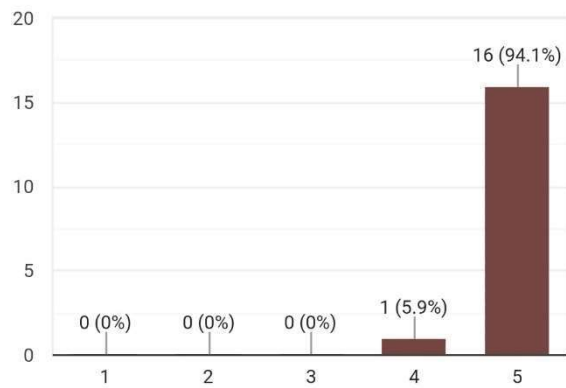
Was the information helpful?(1 not helpful-5 very helpful)

17 responses



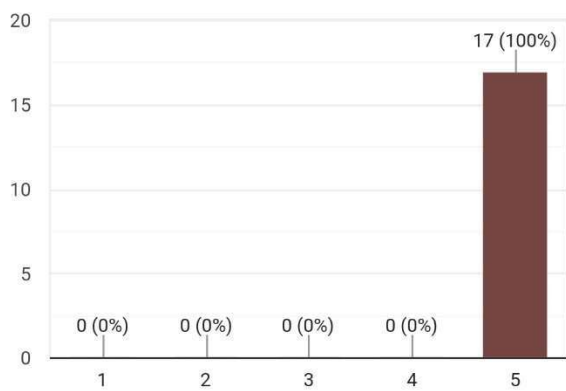
How likely do you want to be a teacher in the next 3 years?

17 responses



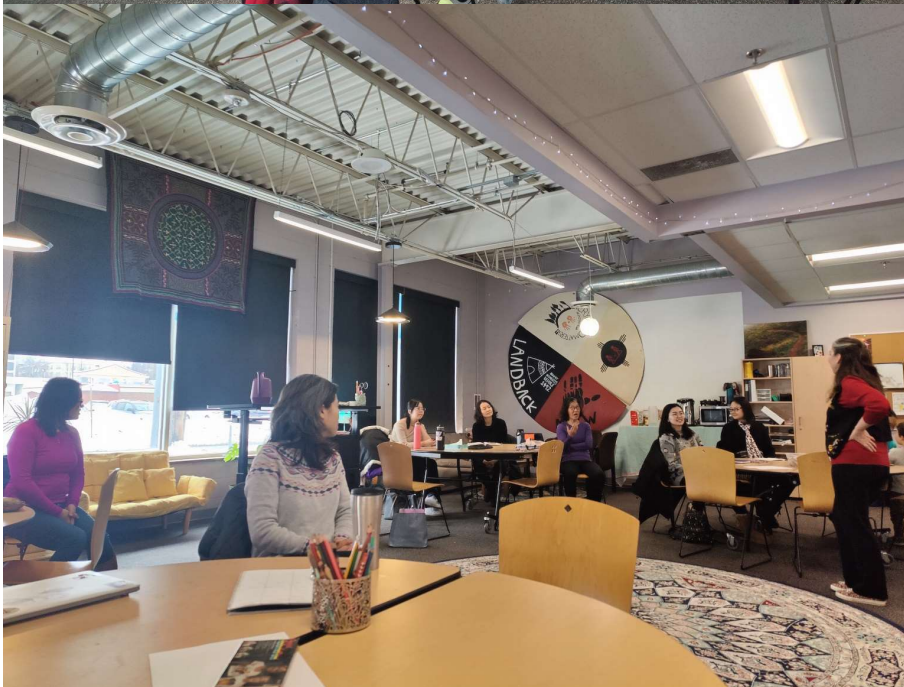
Would you recommend this program to other teachers in MN?

17 responses



Photos taken from affinity group events.









Analysis of Data

In 2020-2021, there are 6 teachers who are new to the profession or district. All 18 of the mentors and mentees are teachers of color. All the teachers are in license shortage areas. 3 teachers were experienced teachers in need of peer coaching.

19 mentors and mentees have participated in the program 2022-2023 school year. Among them, 8 teachers who are new to the profession or district. All the mentors and mentees are teachers of color in Minnesota. All the teachers are in license shortage areas. 4 teachers were experienced teachers in need of peer coaching.

Four affinity group events/workshops are held because of the grant in 2022-2023. Teachers are grateful for the workshops made available, textbooks, classroom decorations, character learning cards, and games purchased for them. It definitely gives them unique opportunities to get together.

"I'm grateful for CLTAMN's continuous support for the work of Chinese teachers. I would also like to thank the teachers I met in the past, and the new faces I met. It is not easy to be a teacher and survive the first few years in this profession, and it is even more difficult to be a Chinese language teacher in Minnesota. I'm glad to connect everyone supports and work together to serve our students and family."

Hui Xu

A mentor

participated in both 2020-2021& 2022-2023 CLTAMN mentoring program.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
8500	Mentoring stipends	☐ Recruitment ☒ Retention ☐ Induction	surveys	See chart 1
4000	Affinity group expense	☐ Recruitment ☐ Retention ☐ Induction	Receipts, bank statements & photos	Sent to Laura
1000	Guest speakers	☒ Recruitment ☒ Retention ☐ Induction	Invoice & photos	Sent to Laura & See photos
1500	Fiscal agent fee	☐ Recruitment ☐ Retention ☐ Induction	Bank statement	Sent to Laura
15,000	Total			

Columbia Heights ISD 0013

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Columbia Heights Public Schools ISD #13
Total Grant Amount	\$47,444.90

Identified Official with Authority

Name of official with authority to sign	Zena Stenvik
Title	Superintendent
Address	1440 49th Ave NE
City, State and Zip code + 4	Columbia Heights, MN 55421-1939
Phone Number and Email	763-528-4503 stenvikz@colheights.k12.mn.us

Primary Program Contact

Name of program contact	Tara Thukral
Title	Director of Teaching and Learning
Address	1440 49th Ave NE
City, State and Zip code + 4	Columbia Heights, MN 55421-1939
Phone Number and Email	763-528-4533 thukralt@colheights.k12.mn.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Columbia Heights Public Schools received the Teacher Mentorship and Retention of Effective Teachers grant to support three main areas. These areas included Affinity Groups, mentorship for first year teachers, and professional development for non-licensed staff focused on increasing achievement for students of color and American Indian students.

Affinity groups were started in Columbia Heights Public Schools through the support of this grant. This grant allowed staff of color and/or American Indian to meet monthly. Meetings were facilitated by a lead teacher of color. The BIPOC Affinity Group has grown in many ways this past year. The group set goals in various areas, including recruiting and retaining BIPOC staff. To support the Affinity Group's goals, the leader and various members would meet with department leads and the Superintendent. The group was able to influence recruiting practices at the district and building level.

The impact of the Affinity Group for staff of color and/or American Indian has been evaluated both informally and formally. Informally, members shared the importance of supporting each other and collaborating with the district on goals such as hiring more staff of color. Formally, all district staff were invited to take the Equimetrics survey which looks at district staff perceptions of the work around equity. Scores on this survey from participants in the Affinity Group were significantly higher than those not participating. Scores of BIPOC staff continued to increase at a greater rate than other staff in the district.

As learning has changed drastically in the last few years, mentorship has been an important method in supporting new teachers. New teachers met with their mentors at least monthly, and many met several times a month. Through the grant, the district was able to support the meetings between mentees and mentors. It also supported additional time for the mentor to support with grading, conferences, and starting up the year. Mentorship gave teachers support and opportunities to grow throughout the year.

Through this grant, the district was also able to offer non-licensed staff the opportunity to join professional development on district in-service days. This professional development was focused on creating equitable conditions in learning to ensure each and every student is successful, as well as literacy with an equity lens. Staff also participated in additional cultural competency professional development to support personal and professional development. This is key to ensuring our students are able to succeed in our classrooms. Additional professional development was offered throughout the year to support the academic success and social emotional well-being of our students of color.

Non-licensed staff reported the impact the trainings had on their positions. They shared the importance of learning alongside other school staff as it truly takes all to support each and every student. The grant has allowed the district to build more systems of support for licensed and non-licensed staff, especially staff of color and/or American Indian.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group Previous=Total in the 3 years prior to 2022-203 Current = 2022-2023	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching <i>(includes Tier 4, new to district teachers)</i>
American Indian or Alaskan Native	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Asian or Pacific Islander	Previous: 1 Current: 1	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Hispanic	Previous: 2 Current: 1	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Black	Previous:0 Current: 2	Previous:2 Current:0	Previous:0 Current: 1	Previous:0 Current:0	Previous:1 Current:1	Previous:0 Current:0	Previous:0 Current:2
Other	Previous: 31 Current: 13	Previous: 9 Current: 4	Previous: 0 Current: 1	Previous:0 Current:0	Previous:9 Current:1	Previous:0 Current:0	Previous: 0 Current: 10
Total	Previous: 34 Current: 17	Previous: 11 Current: 4	Previous: 0 Current: 2	Previous: 0 Current: 0	Previous: 10 Current: 2	Previous:0 Current:0	Previous: 0 Current: 12

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas <i>(Includes Tier 1 and Tier 2 teachers)</i>	Teachers with special needs	Experienced teachers in need of peer coaching <i>(includes Tier 4, new to district teachers)</i>
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	1	0	1	0	0
Hispanic	0	0	0	0	0
Black	1	0	0	0	0
Other	14	0	9	0	10
Paid Mentors of color who received additional stipends	0	0	0	0	0
Total	16	0	10	0	10

Analysis of Data

Mentorship plays a vital role in teacher success, retention, and effectiveness. As many studies have shown, mentorship can impact student achievement as well as support the retention of new teachers. This grant allowed Columbia Heights Public Schools to support mentors and mentees.

To support a strong mentorship program, Columbia Heights Public Schools supports mentors with training, resources, check-ins, and materials. Mentors received at least monthly check-ins to support them with resources, ideas, and requirements. This was important in the program to ensure new teachers received guidance and information.

In addition to mentor check-ins, the grant allowed mentees the opportunity to observe the mentor and other effective educators. The mentee was able to meet with the mentor before and after observations to discuss questions and learning. This learning was very impactful. Through new teacher check-in meetings, mentees shared the impact of visiting classrooms. The impact was so strong that a leader in the district continued the model with other staff to support learning from colleagues.

Mentees met with mentors at least monthly. They also had the opportunity to meet with district and/or building staff monthly for support and learning. These meetings were new at all sites this year to support building a strong mentorship program that was evident from all areas of the organization.

The grant allowed Columbia Heights Public Schools to strengthen the previous mentorship program. With a teacher shortage and many leaving the profession, it is and was vital to ensure each and every staff member has the right support. This is especially important with the focus on diversifying and retaining our BIPOC staff.

Terada, Y. (2017, June 28). *The case for mentors grows stronger*. Edutopia.

<https://www.edutopia.org/article/case-mentors-grows-stronger-youki-terada/#:~:text=Providing%20high%2Dquality%20mentors%20to,students%2C%20a%20new%20study%20finds.&text=Past%20research%20has%20shown%20that,out%20and%20leaving%20the%20profession.>

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$1763.77	Licensed Affinity Group Teachers of Color and/or American Indian met throughout the year to support each other, meet with district leaders, and inform decisions.	X Recruitment X Retention ☐ Induction	Check-In meetings with Leads Equimetrics Annual Survey	The data showed teachers of color increased the number of items they strongly agreed with in the survey compared to last year. The survey shows satisfaction with the equity work in the district.
\$27,206.91	Mentorship Stipend Experienced teachers were paid a stipend to support teachers new to the profession and/or district. Mentorship included monthly meetings, support, and check-ins.	☐ Recruitment X Retention X Induction	Check-Ins with New Staff Survey for Mentors	Check-ins with mentees and mentors showed the importance of support by colleagues for new teachers. Support provided guidance, resources, and collaboration.
\$3380.21	Additional Mentorship Hours Additional hours were provided to mentors to provide support, focused on teachers of color.	☐ Recruitment X Retention ☐ Induction	Staff Evaluation Process	Building administration continued evaluations, walk-throughs, and check-ins with teachers to support progress and feedback. There was evidence of progress.
\$724.42*	Non-Licensed Hours for PD Non-licensed staff were invited to join district professional development to support academic achievement for students, especially BIPOC students.	☐ Recruitment X Retention ☐ Induction	Informal Surveys	Staff shared the impact of these professional development opportunities. Continued student impact data is being collected.
\$0.00	Non-Licensed PD Professional Development opportunities to support academic achievement and overall success for BIPOC students.	☐ Recruitment X Retention ☐ Induction	Informal Surveys	No funds were used this time as internally trained staff were able to lead the training.
\$33,075.31	Total			

Concordia College, Moorhead Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Concordia College, Moorhead
Total Grant Amount	\$97,907

Identified Official with Authority

Name of official with authority to sign	Jillain Veil-Ehnert
Title	Director, Foundation Relations and Research Grants
Address	901 8 th St. S.
City, State and Zip code + 4	Moorhead, MN 56562
Phone Number and Email	218-299-3556 ehnert@cord.edu

Primary Program Contact

Name of program contact	Darrell Stolle
Title	Chair, Department of Education
Address	901 8 th St. S.
City, State and Zip code + 4	Moorhead, MN 56562
Phone Number and Email	218-299-3911 dstolle@cord.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

After receiving the notice of grant funding, several faculty members in the Department of Education (Dr. Cassandra Glynn, Dr. Darrell Stolle, Dr. Kristen Ford, and Dr. Teri Langlie) met with the administrators involved in the coalition on June 16, 2022 to lay out the plans for the upcoming year and to identify support needed to encourage mentors and students with 1-3 years of experience, particularly teachers from minoritized backgrounds, to participate in the coalition grant activities. As a group within the Department of Education, we drafted communication to both experienced teachers who would be strong mentors and to teachers with 1-3 years of experience. The administrators assisted us in sharing the communication with their teaching staff. We met again with the same group on September 29, 2022 to update them; at this point, we had no mentors or new teachers interested in participating, despite increasing the amounts of the stipends and offering free graduate credit.

The administrators helped us to reach out to particular mentors again, and we were able to get 6 mentors to participate. Because we were still struggling to encourage new teachers to participate, we decided to have the mentors begin with EDUC 680 – Instructional Coaching, a 2 credit online graduate class. We felt that this course would (a) give us some additional time to try to bring new teachers on board and (b) would provide a stronger foundation for the grant work of mentoring new teachers. The mentors were enthusiastic and appreciated the course, and after a conversation with Dr. Glynn about needing to identify new teachers who could participate, they also attempted to encourage new teachers to join the coalition grant activities. However, after still not receiving any interest from new teachers, the administrators were consulted, and we were told that their teachers seemed to have a particularly high stress level that year. As the academic year went on, we decided that it would be best to regroup and think about how to best involve mentors and new teachers the next year. Unfortunately, none of the mentors who participated were teachers of color; all were white.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

[illegible]

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
3,570.00	2 graduate credits for EDUC 680 – Instructional Coaching	☐ Recruitment ☐ Retention ☒ Induction	Assignments in the class	Grades for the course
1,890.00	2 pd credits for EDUC 680 – Instructional Coaching	☐ Recruitment ☐ Retention ☒ Induction	Assignments in the class	Grades for the course
5,460.00	Total			

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Eden Prairie Schools ISD 0272

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Eden Prairie Public Schools
Total Grant Amount	\$179,736

Identified Official with Authority

Name of official with authority to sign	Dr. Josh Swanson
Title	Superintendent
Address	8100 School Rd,
City, State and Zip code + 4	Eden Prairie, MN 55344
Phone Number and Email	josh_swanson@edenpr.org 952-975-7000

Primary Program Contact

Name of program contact	Robb Virgin, Ph.D
Title	Executive Director of Personalized Learning
Address	8100 School Rd,
City, State and Zip code + 4	Eden Prairie, MN 55344
Phone Number and Email	robb_virgin@edenpr.org 952-975-7000

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Overview Recap of New Teacher and Mentorship Programming:

Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) supported Eden Prairie Schools increase in our outreach and retention for new staff, specifically staff of color. Eden Prairie Schools has three goals aligned to our mission, by 2023 we will: personalize learning for each, eliminate achievement disparities, and engage all stakeholders.

Our new teacher and mentorship programming is centered around cultural responsiveness. Throughout the year, new teachers and mentors come together as a site and as a district to learn, process, ask questions, and create connections grounded in cultural proficiency.

Our new teacher and mentorship 2022-2023 cohort kicked off during new teacher induction week. During this week, new teachers and mentors came together to learn about Eden Prairie Schools mission, core values, and Personalized Learning framework to support and center their personal growth towards reaching each student. New teachers experienced learning in cultural responsiveness, visiting the Equity Innovation Lab in downtown Minneapolis, spending time learning their content and curricular areas, and creating connections among the large cohort of approximately 140 new staff.

Continuous learning sessions provided opportunities two types of learning:

- Individual debrief Intercultural Development Inventory with a Qualified Administrator
- Three group sessions facilitated with the Equity Innovation Center

Both learning opportunities focused on building capacity in intercultural development and understanding bias, microaggressions, and applying this in personal/professional spaces.

Overview Recap of Traditional Mentorship:

Goals of the mentorship program include mentors modeling the district's mission and core values through the following areas:

- Being responsive and mindful of how the dominant culture in Eden Prairie Schools impacts individuals in differing ways. Core Values addressed: Each person has intrinsic value & Each person has individual gifts, interests and talents.
- Cultivate a strong relationship that develops a sense of belonging and community. Core Values: Community benefits when each person contributes & Relationships flourish on a foundation of mutual trust and respect
- Engaging in rigor and authentic work that models how continuous learning and intercultural development is essential. Core Values: Continuous learning is essential for personal fulfillment, opportunity, and success

Prior to the start of the 22-23 school year, mentors prepared for induction week with new staff by completing professional learning through an asynchronous learning module. During induction week, the district wide mentor group gathered for a professional learning session. To support our district goals and

strategic plans, the Tools of Culturally Proficient Practices were embedded in both mentor sessions. This included a focus on three of the Essential Elements of Cultural Proficiency: Assessing Cultural Knowledge, Valuing Diversity, and Managing the Dynamics of Difference. This provided an entry point for staff to strengthen understanding of the tools of Cultural Proficiency, and set tools to use as mentors navigate successes and/or needs with a mentee. Mentors were given opportunities to apply their learning during each session by intentionally crafting messages to mentees and proactively planning time to support mentees throughout the year.

Overview Recap of Mentors of Color/Equity Sponsorship:

The Teacher Mentorship & Retention of Effective Teachers Grant supported Eden Prairie Schools Mentors of Color programming by providing professional development opportunities for staff of color that participated in Equity Sponsorship programming. To participate in Eden Prairie Schools Equity Sponsorship is to:

- Build a partnership in which both members can offer and accept guidance and knowledge.
- Advocate for the well-being and success of our BIPOC colleagues as they navigate the codes of the dominant culture in Eden Prairie Schools.
- Develop a sense of belonging and community for our colleagues of color through support, recognition, honoring differences, and time to work on healthy habits.

During the 22-23 eight staff of color participated as either a mentor or mentee role. Participation included opportunities for mentor/mentee partnerships to come together in 1:1 meetings to celebrate success, and/or problem solve as needs revealed themselves throughout the year. Additionally, participants had opportunities to engage in professional learning three times as a whole group with a consultant from The Equity Project. The focus of this learning centered in creating spaces of belonging and leadership. Mentor and mentee partnerships were also invited to sessions where a space was provided for them to meet in person and materials were provided to support intentional relationship building and authentic conversations started.

Overview Recap of Affinity Spaces

The Eden Prairie A2 Affinity Group is committed to creating a culturally inclusive environment that affirms, honors, and supports staff of color and their allies. The A2 Affinity group vision identifies five tenets as successful affinity spaces:

- Cultivating leaders to be empowered to use their voices to make a positive long-lasting cultural change in their school and community.
- Promoting the hiring, retaining, and support of staff of color so that all stakeholders (staff and students) can see themselves reflected within their learning space.
- Creating and promoting sustained safe spaces across all sites so that we foster positive identities and a welcoming environment for all staff.
- The spirit of inclusivity engendered by our powerful conversations will promote a feeling of

success and belonging for all members of our community so that their story and experience is being acknowledged.

- Continuously communicate our vision with stakeholders to go beyond the celebration of diversity bringing focus on empowerment of staff of color and their allies.

During the 22-23 school year affinity spaces were provided five times between November and April. Participants included opportunities to meet in affinity spaces with the goal to create and promote sustained safe spaces across all sites. Meeting sessions focused on building leadership capacity and community with individuals across the district. Sessions also included co-facilitation of sessions with an outside consultant from Education Reform Enterprises.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	**Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1	0	0	0	0	0	1
Asian or Pacific Islander	5	0	0	0	5	0	2
Hispanic	5	1	0	0	3	0	3
Black	4	2	0	0	6	0	1
*Other	54	4	1	0	30	0	57
Total	69	7	1	0	44	0	64

*Other indicates number of teachers that identify as white who are new to the profession or district that received mentoring as a result of this grant

**Experienced teachers in need of peer coaching are defined in this table as teachers who currently hold Tier 4 license but are new to the district.

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	1	0	0
Asian or Pacific Islander	0	0	4	0	0
Hispanic	0	0	1	0	0
Black	0	0	3	0	0
*Other	0	0	40	0	0
Paid Mentors of color who received additional stipends	5	0	5	0	0
Total	5	0	54	0	0

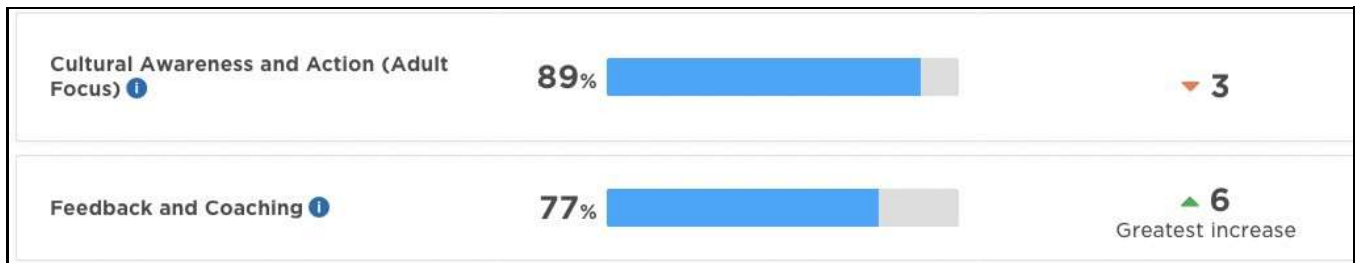
*Other indicates the number of teachers that identify as white who are mentors that received stipend as a result of this grant.

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Analysis of Data

New Staff Induction Week

Staff new to Eden Prairie Schools shared overall high levels of favorability in induction week opportunities. This includes a six point increase in the overall favorable responses from previous year, and a three point decrease in favorable responses connected to cultural awareness and action.



New teacher Feedback Survey 2022-2023

Further review of individual survey questions provided insights to how different areas of the induction week supported staff new to Eden Prairie schools. Survey data showed a success rate of 100% understanding that culturally proficient practices require individual changes in behavior. This specific data point indicates a high level of readiness to change and consciousness that cultural competence requires intentional work to make changes in practice. Data indicated 76% of participants understand conflict may be a response to cultural differences and 67% participants identified understanding of how they might apply culturally proficient practices as an educator.

These combined data points show a need for ongoing continuous learning focusing on the practice of building cultural competence and applying it in the educational setting. Further review of data from free response validated the correlation. Free responses included a desire for examples of educators applying intercultural development and cultural competence in educational settings and more opportunities for action and problem solving.

Data also indicated that staff desired additional time and information with mentors, technology, and curriculum. Participants indicated 76% successful navigation of technical items covered with mentor and 61% success rate in feeling prepared to utilize curriculum. Further review of data in free response confirmed the desire for more time in these areas. Multiple free responses identified lesson planning, Schoology, Campus, additional time as mentors/mentees, and curriculum were identified as areas that need additional structured time during induction week.

Cultural Awareness and Action	Feedback and Coaching
QUESTION ➤ How much do you agree with this statement: As I embrace the Principles of Cultural Proficiency, I, too, must change. 100% responded favorably 0 from Staff Surveys 2021-2022	QUESTION ➤ On Tuesday or Thursday you spent the day at the YMCA Equity Innovation Lab. How much did the learning support you in developing an understanding of the historical inequities that impact students of color in the present day? 89% responded favorably
QUESTION ➤ How confident are you that you will advocate for the marginalized and voiceless in your school/district among your colleagues, students, and their families/communities? 94% responded favorably 6 from Staff Surveys 2021-2022	QUESTION ➤ During the welcome session, we began providing background information about Eden Prairie Schools. How much did this help you to understand Eden Prairie Schools mission, core values, and various departments? 89% responded favorably
QUESTION ➤ How well do you recognize and celebrate the knowledge, strengths, and assets that each student brings to the classroom community? 94% responded favorably 1 from Staff Surveys 2021-2022	QUESTION ➤ On Tuesday or Thursday, we spent the morning session on the Intercultural Development Inventory (IDI). How much did this learning help you understand the purpose behind learning about intercultural development as part of your personal inside-out journey? 78% responded favorably
QUESTION ➤ How well equipped are you to help students build social-emotional, academic, and physical skills that will help them learn and navigate our diverse world more effectively? 94% responded favorably 2 from Staff Surveys 2021-2022	QUESTION ➤ During Monday's time with mentors, we were able to cover many of the items on the Mentor/Mentee checklist. How confident are you that you can navigate the items identified on the checklist? 76% responded favorably 18 from Staff Surveys 2021-2022
QUESTION ➤ How often do you seek to learn about the cultures of EPS students and families? 89% responded favorably 5 from Staff Surveys 2021-2022	QUESTION ➤ On Tuesday or Thursday you spent the day learning about the Tools of Cultural Proficiency. How much did this learning help you begin your inside out work to become a culturally proficient educator? 67% responded favorably
QUESTION ➤ How often do you take advantage of teachable moments to share cultural knowledge or to learn from your colleagues? 89% responded favorably 3 from Staff Surveys 2021-2022	QUESTION ➤ We spent time on curriculum and preparing for the first days of school. How much did this learning help you be prepared for your first few days of school? 61% responded favorably
QUESTION ➤ How confident are you in your ability to learn from the challenges and opportunities that diversity brings? 89% responded favorably 6 from Staff Surveys 2021-2022	
QUESTION ➤ How well do you incorporate each student's cultural and linguistic backgrounds, experiences, and interests to meet their individual needs? 83% responded favorably 7 from Staff Surveys 2021-2022	
QUESTION ➤ How often do you check yourself to see if an assumption you are making about a person is based upon facts or upon stereotypes of a group? 83% responded favorably 4 from Staff Surveys 2021-2022	
QUESTION ➤ How confident are you in your ability to help your colleagues understand that what appear to be clashes in personality may be conflicts in culture? 72% responded favorably 15 from Staff Surveys 2021-2022	

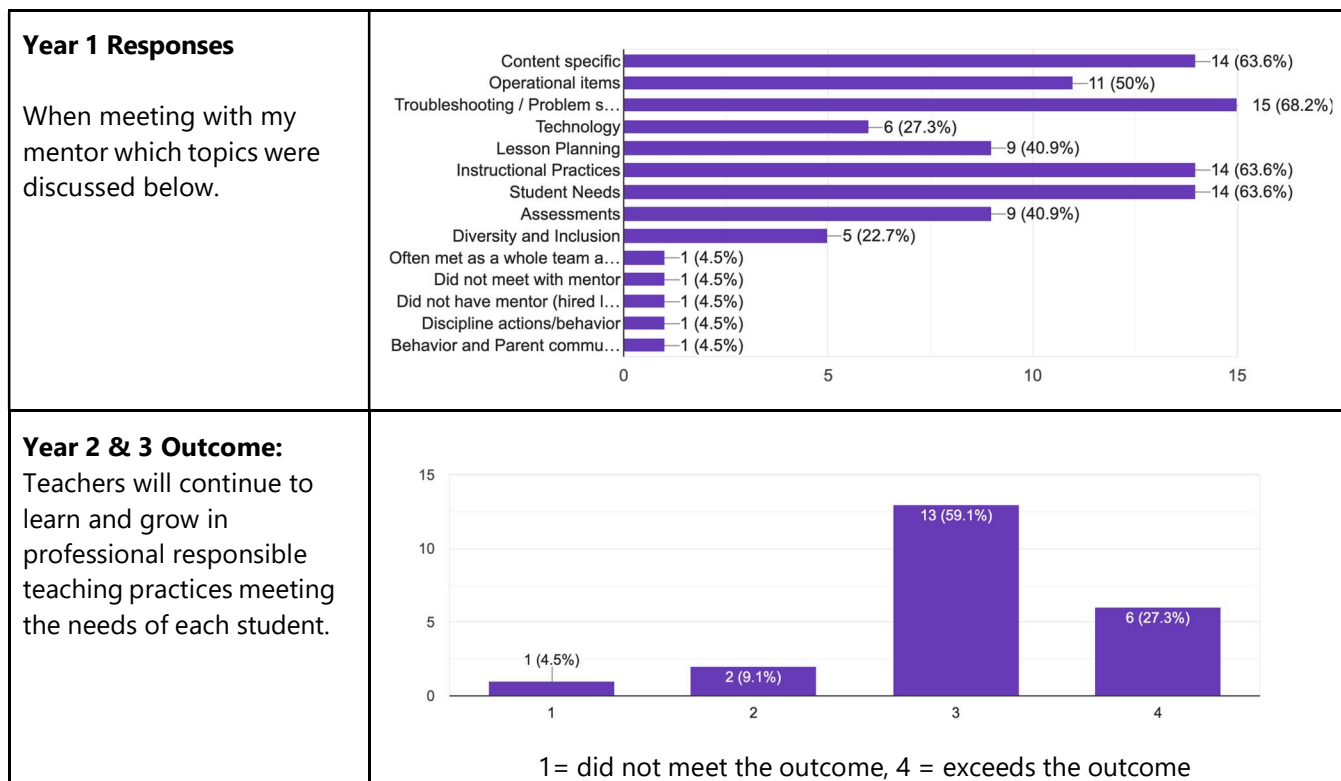
New teacher Feedback Survey 2022-2023

End of Year Feedback

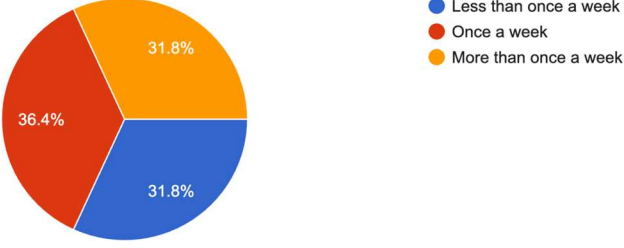
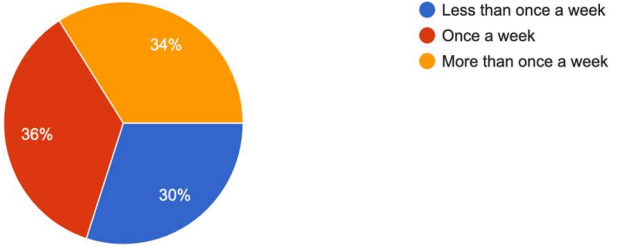
End of year survey results for staff new to Eden Prairie Schools indicate an overall successful implementation of new staff induction for year 1, 2, and 3. Staff in year 1, 2, and 3 shared favorable feedback in response to outcome measures. Staff in year 1 indicated 95.4% favorable response, and staff in year 2 and 3 indicated 86.4% favorable responses. Experiences for staff in year 1 include specific support from mentor/mentee relationships. Survey results from new staff in year 1 reflect the mentor/mentee relationship as having the highest level of impact during the first year of teaching in Eden Prairie Schools. Further evidence of mentor/mentee relationship includes 68.2% of new staff in year 1 indicated meeting as mentor/mentee relationships at least once a week or more often throughout the year. Side-by-side comparison of time spent with mentor/mentee meetings confirms the amount of time spent developing and supporting through the mentor/mentee relationship. During the meetings the topics

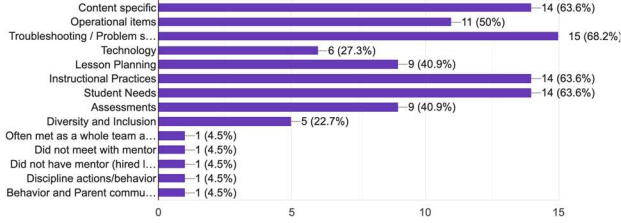
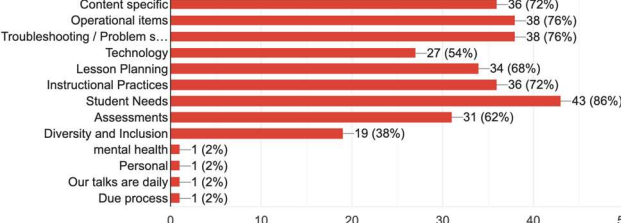
most discussed included: content specific needs (63.6%), troubleshooting and problem solving (68.2%), instructional practices (63.6%), student needs (63.6%). The next highest level of impact identified by new staff in year 1 denoted 40% less effectiveness in support than the mentor/mentee relationship. This data signifies the importance of the mentors during the first year of teaching.

Year 1 Outcome: Teachers will understand Eden Prairie’s mission and implement current pedagogical practices that reach each student’s needs while continuing to learn and implement classroom management strategies and deliver content rich lessons.	<table><tr><th>Outcome Level</th><th>Count</th><th>Percentage</th></tr><tr><td>1</td><td>0</td><td>0%</td></tr><tr><td>2</td><td>1</td><td>4.5%</td></tr><tr><td>3</td><td>16</td><td>72.7%</td></tr><tr><td>4</td><td>5</td><td>22.7%</td></tr></table> 1 = did not meet the outcome, 4 = exceeds the outcome	Outcome Level	Count	Percentage	1	0	0%	2	1	4.5%	3	16	72.7%	4	5	22.7%															
Outcome Level	Count	Percentage																													
1	0	0%																													
2	1	4.5%																													
3	16	72.7%																													
4	5	22.7%																													
Year 1 - Responses Which experiences supported you most during the first year of teaching in Eden Prairie Schools.	<table><tr><th>Experience</th><th>Count</th><th>Percentage</th></tr><tr><td>Mentor/Mentee Relationship</td><td>17</td><td>77.3%</td></tr><tr><td>Intercultural Development Inve...</td><td>4</td><td>18.2%</td></tr><tr><td>YMCA Equity Innovation Cente...</td><td>8</td><td>36.4%</td></tr><tr><td>Continuous Learning sessions...</td><td>4</td><td>18.2%</td></tr><tr><td>Site Specific Training provided...</td><td>8</td><td>36.4%</td></tr><tr><td>coworkers</td><td>1</td><td>4.5%</td></tr><tr><td>time given to work on curriculum</td><td>1</td><td>4.5%</td></tr><tr><td>Department Colleagues</td><td>1</td><td>4.5%</td></tr><tr><td>I was a last minute hire, so I fel...</td><td>1</td><td>4.5%</td></tr></table> Check Top 3	Experience	Count	Percentage	Mentor/Mentee Relationship	17	77.3%	Intercultural Development Inve...	4	18.2%	YMCA Equity Innovation Cente...	8	36.4%	Continuous Learning sessions...	4	18.2%	Site Specific Training provided...	8	36.4%	coworkers	1	4.5%	time given to work on curriculum	1	4.5%	Department Colleagues	1	4.5%	I was a last minute hire, so I fel...	1	4.5%
Experience	Count	Percentage																													
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Department Colleagues	1	4.5%																													
I was a last minute hire, so I fel...	1	4.5%																													
Year 1 - New Staff Responses How often do you meet with your mentee?	<table><tr><th>Frequency</th><th>Percentage</th></tr><tr><td>Less than once a week</td><td>31.8%</td></tr><tr><td>Once a week</td><td>36.4%</td></tr><tr><td>More than once a week</td><td>31.8%</td></tr></table>	Frequency	Percentage	Less than once a week	31.8%	Once a week	36.4%	More than once a week	31.8%																						
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22-23 New Staff Year 1 End of Year Feedback	22-23 Mentor End of Year Feedback
How often do you meet with your mentor  Less than once a week Once a week More than once a week	How often did you meet with your mentee  Less than once a week Once a week More than once a week
When meeting with your mentor, which of the topics	When meeting with your mentor, which of the topics

below are discussed? Check all that apply.  Content specific: 14 (63.6%) Operational Items: 11 (50%) Troubleshooting / Problem s...: 15 (68.2%) Technology: 6 (27.3%) Lesson Planning: 9 (40.9%) Instructional Practices: 14 (63.6%) Student Needs: 14 (63.6%) Assessments: 9 (40.9%) Diversity and Inclusion: 5 (22.7%) Often met as a whole team a...: 1 (4.5%) Did not meet with mentor: 1 (4.5%) Did not have mentor (hired l...: 1 (4.5%) Discipline actions/behavior: 1 (4.5%) Behavior and Parent commu...: 1 (4.5%)	below are discussed? Check all that apply.  Content specific: 36 (72%) Operational Items: 38 (76%) Troubleshooting / Problem s...: 38 (76%) Technology: 27 (54%) Lesson Planning: 34 (68%) Instructional Practices: 36 (72%) Student Needs: 43 (86%) Assessments: 31 (62%) Diversity and Inclusion: 19 (38%) mental health: 1 (2%) Personal: 1 (2%) Our talks are daily: 1 (2%) Due process: 1 (2%)
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Side by side comparison of New Staff and Mentors 22-23

Traditional Mentorship

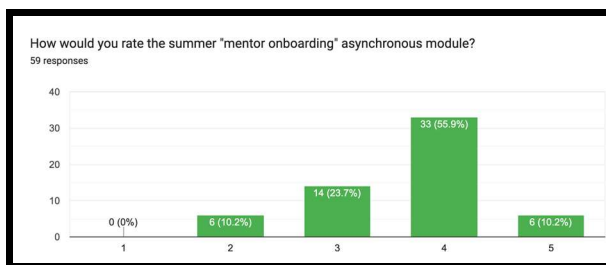
Mentors rated professional learning with a 4 or 5 in the survey data; identifying the learning opportunities available to them during the beginning of the school year as highly favorable. Data outlined below indicated 66.1% success in meeting outcomes of asynchronous learning and 81.3% success in meeting outcomes from in person onboarding. After the in-person mentor onboarding session participants indicated high levels of appreciation when coming together as a districtwide mentor group and shared a common message that building community was important in the free response section of the survey.

Free response also correlated with new staff desire to have additional dedicated meeting time together for mentor/mentee partnerships throughout the school year.

Additionally, mentors indicated a desire to build capacity applying the skills needed to fulfill mentorship responsibilities. Specifically, mentors indicated the greatest need to grow in ability in the following areas to serve as:

- a resource for the mentee as they develop and discover the knowledge and skills needed in their role. (52.2%)
- an advocate and confidant with your mentee building a partnership where both individuals can offer and accept guidance and knowledge (44.1%)

Asynchronous Learning



Session Outcomes:

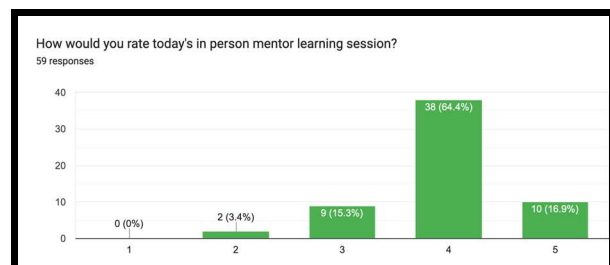
Who am I as a mentor?

Develop an understanding of different types of mentorship.

How does the norm "paying attention to self and others" promote a positive relationship with my mentee?

Consider what power dynamics are at play in my mentor/mentee relationship.

In Person Mentor Onboarding



Session Outcomes:

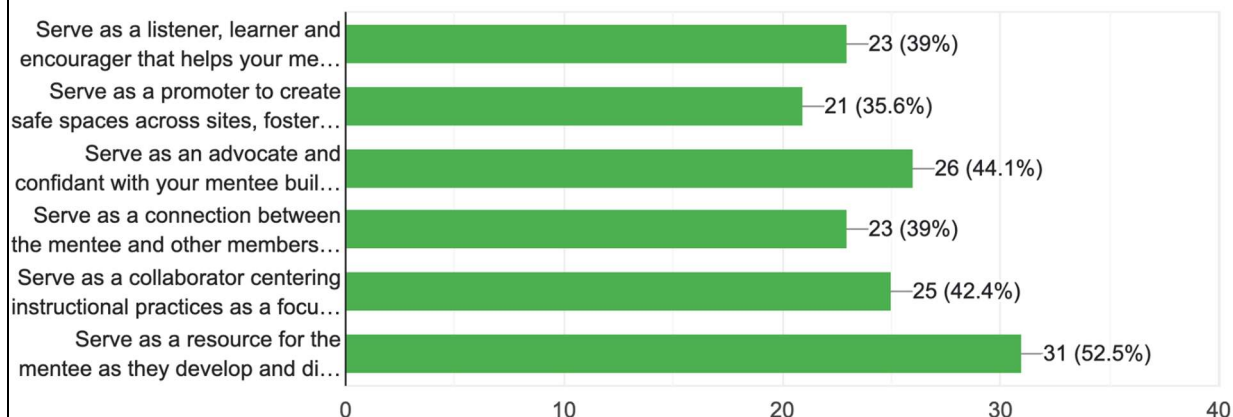
Understand what new staff will experience during induction week

Assess our strengths as mentors and reflect on how we can impact our mentees experiences during the 2022-2023 school year.

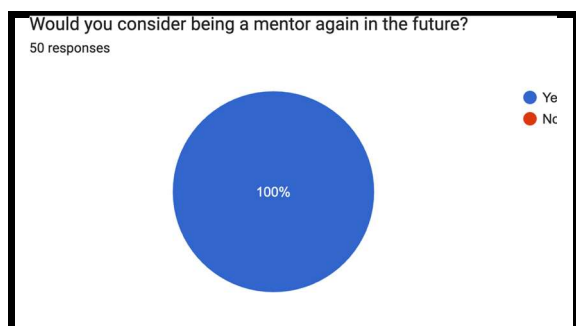
Explore different mentoring opportunities & support strategies: Systems of Support • Active Listening • Encouragement • Trust

Looking forward, which of the mentorship responsibilities listed below, is an area you would like to continue building capacity? Click all that apply. Use link to view full Mentor 2022-2023 Onepager.

59 responses



End of Year Survey for Mentors



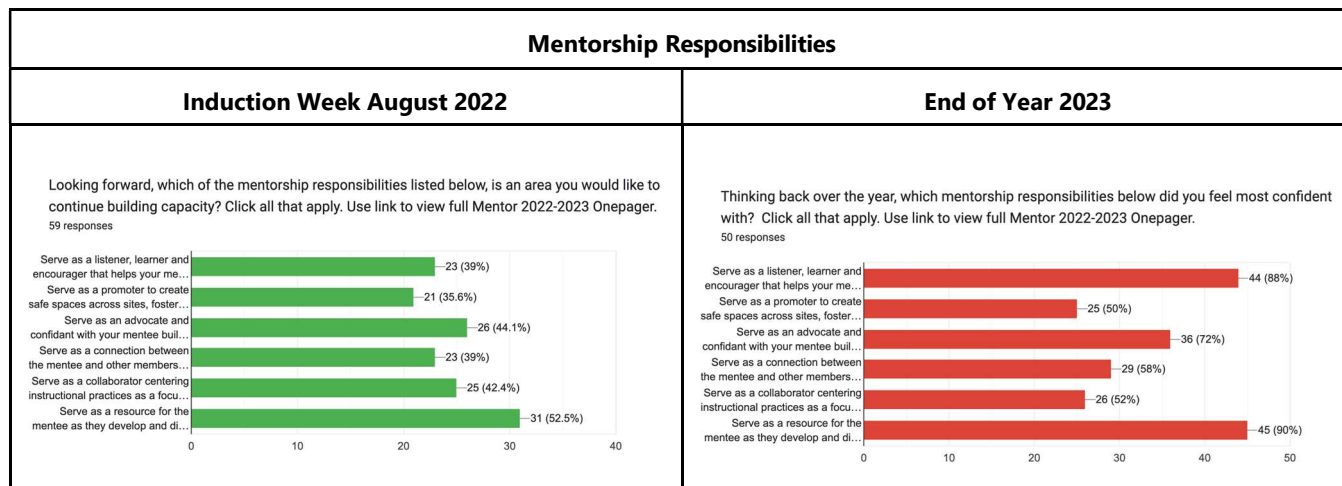
Mentors indicated a high level of favorability of the mentor role. 100% of mentors in the 22-23 cohort indicated they would consider being a mentor again in the future.

Mentors also indicated a high level of growth in some mentor responsibilities. Self-reflection data indicates personal/professional growth was obtained through leadership experiences and learning opportunities.

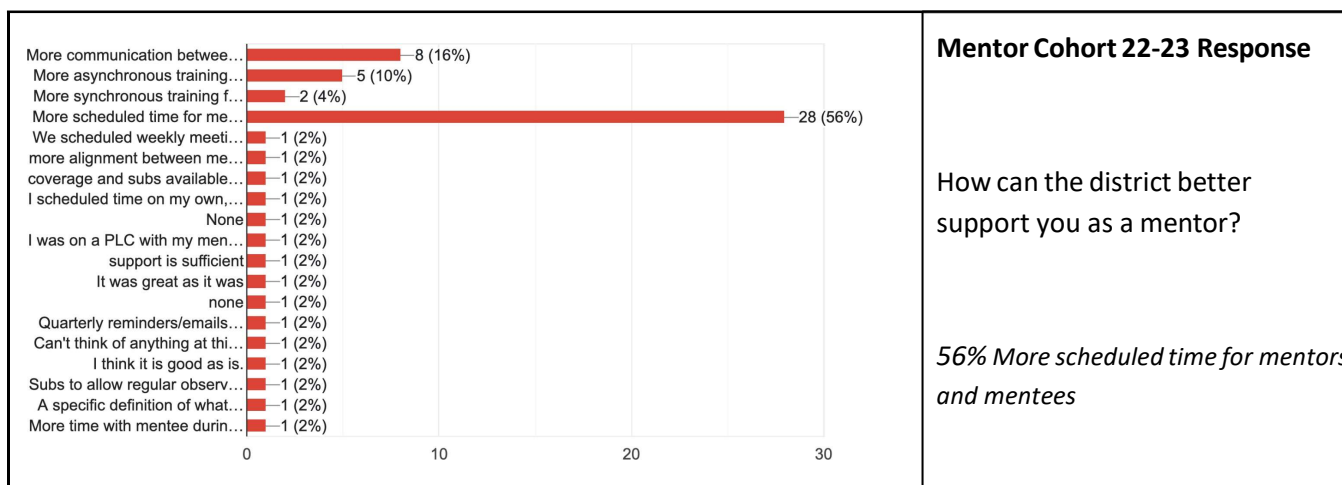
Specifically, the mentors indicated three main areas of significant professional growth over time in relation to

Responsibilities of the mentor role:

- Serve as a resource for the mentee as they develop and discover the knowledge and skills needed in their role - *increased from 52% in the fall to 90% in the spring.*
- Serve as a listener, learner, and encourager that helps your mentee orient and navigate the dominant culture in EPS - *increased from 39% in the fall to 88% in the spring*
- Serve as an advocate and confidant with your mentee building a partnership where both individuals can offer and accept guidance and knowledge - *increased from 44.1% in the fall to 72% in the spring.*

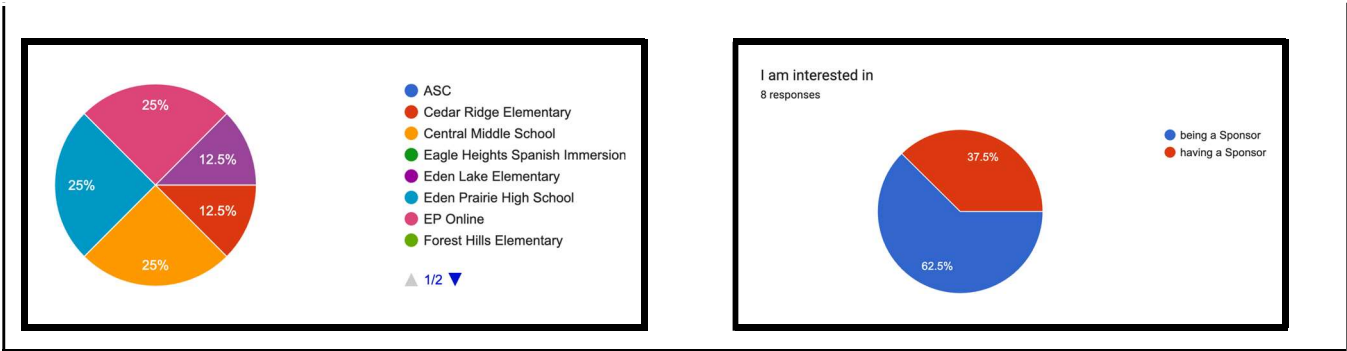


Overwhelmingly mentors indicated a need for additional time dedicated to the developing and fostering of the mentor/mentee relationship. Combined with data from new staff in the first year, this data point confirms continued need for the mentorship role, and acknowledges the high value individuals in the system place on mentor/mentee relationship opportunities.

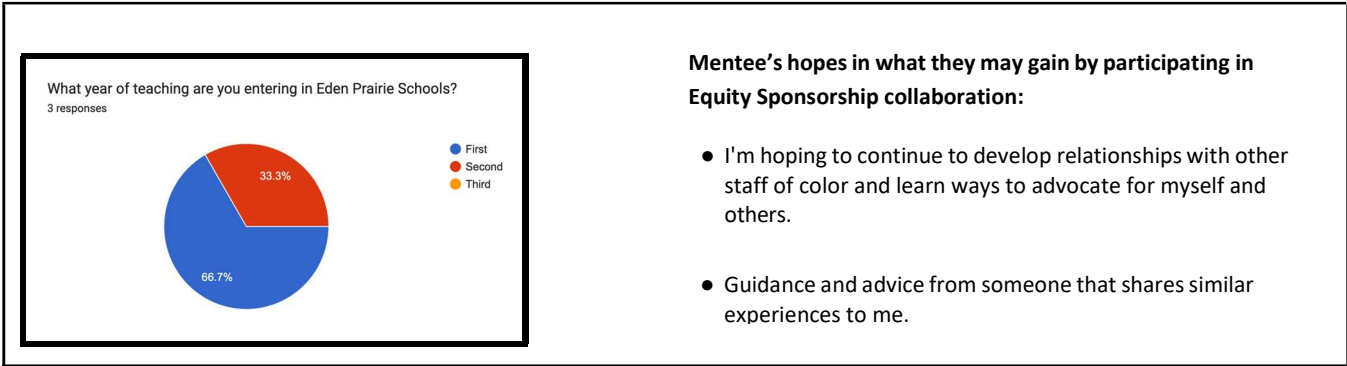


Equity Sponsorship

Participation spanned districtwide across both secondary and primary schools in the district. The group totaled eight participants which included two participants from Eden Prairie Online PreK-12, two participants from Eden Prairie High School, two participants from Central Middle School, one participant from Early Childhood, and one participant from Cedar Ridge Elementary.



Participating teachers requesting mentors of color totaled three staff members. Two staff members were in their first year of teaching in Eden Prairie and one was in their second year of teaching in Eden Prairie.



Participation in ongoing professional learning focused on belonging and leadership building varied throughout the 22-23 year. Participation data indicates that there was one partnership that participated in each session as a mentor and mentee team. Other factors such as time outside of the school day and one medical leave also interrupted the ability for some to participate.

Date	October 26, 2022	January 19, 2023	March 15, 2023
Total Participants	8	2	4

Feedback from participants in the 21-22 school year indicated that finding time to meet as mentor and mentee was a barrier to the work. Based on this feedback, dates outside of the professional learning

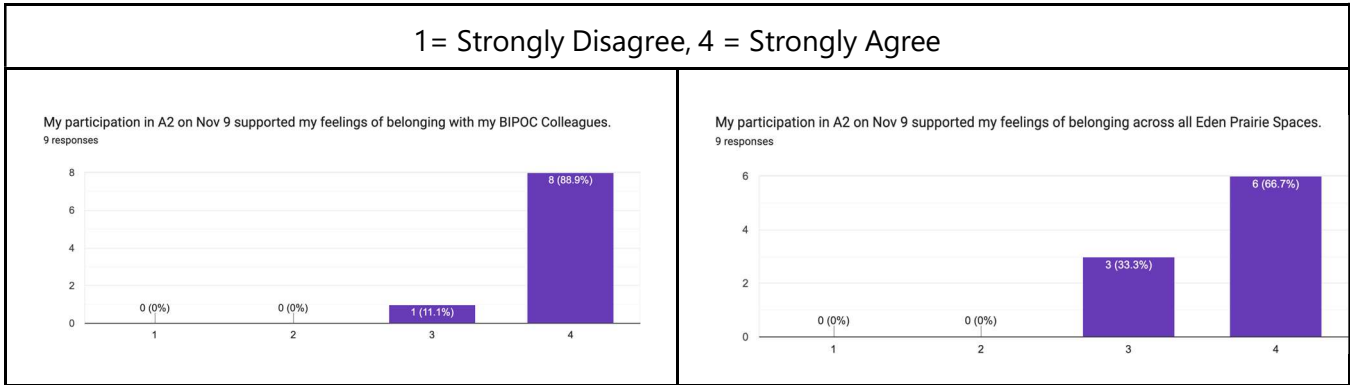
opportunities were added to the calendar for mentors and mentees to meet after school hours 22-23 school year. Space and supportive materials were provided to partnerships to ensure successful meetings. After school hours was the selected time due to the limited available reserve teacher pool supporting teacher absences. Unfortunately, few partnerships participated after school sessions dedicated to 1:1 meeting opportunities and at the time this report was due, no participants completed final feedback on the program as a whole.

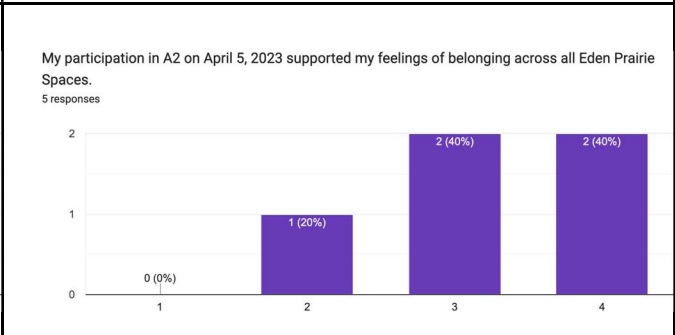
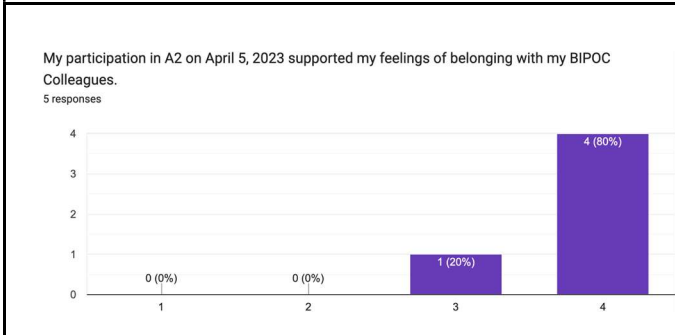
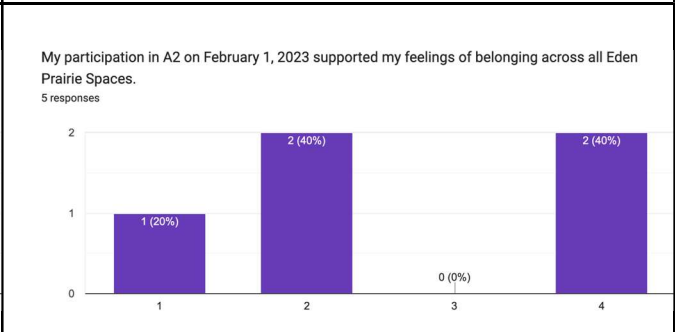
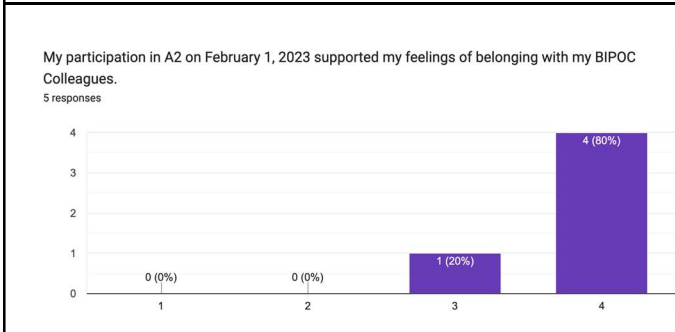
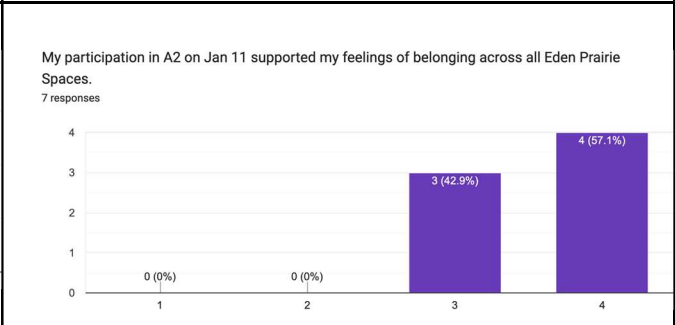
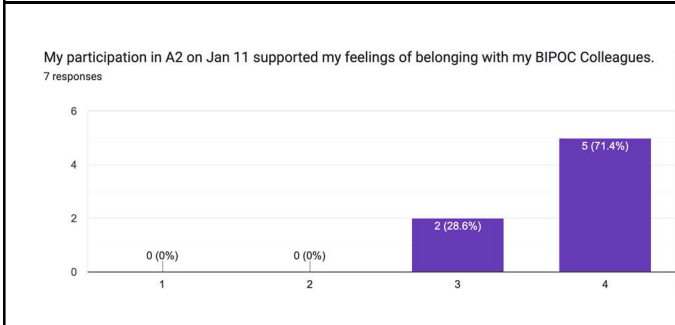
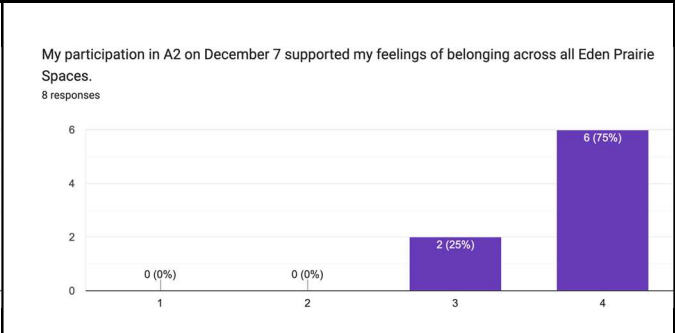
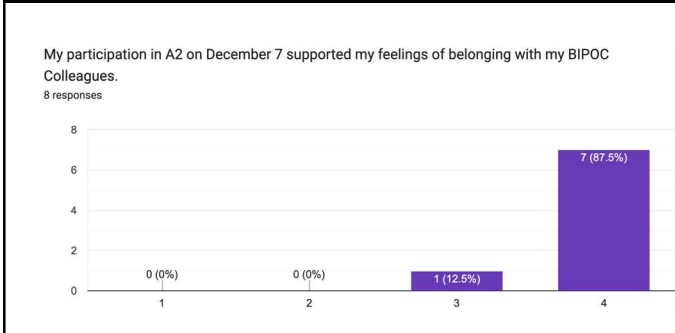
Affinity Spaces

Data centering a sense of belonging was collected after each session of affinity spaces. BIPOC participants consistently indicated a stronger sense of belonging inside the affinity space when compared to all spaces within Eden Prairie schools. Patterns that are seen in the data for our BIPOC staff. According to the data, in November, our BIPOC staff felt a sense of belonging in their workspace but lacked the ability to feel a sense of belonging in other spaces across the district.

The majority of the BIPOC staff felt a connection of belonging and having a safe space. In November, December, and February, BIPOC staff felt a sense of belonging in their workspace at 80% and above. However, in January, BIPOC individuals felt a little less belonging at 71%. Our BIPOC staff expressed belonging in spaces across the district at 66% in November and increased to 75% in December.

However, in January and February, a sense of belonging across the district for our BIPOC staff decreased each month, with February at 40%. The BIPOC members feel a sense of belonging in the BIPOC community, but when in other spaces, the feeling of belonging decreases. April data indicates a slight shift in data moving towards a higher sense of belonging across all Eden Prairie Spaces, but the percentage that indicated strong agreement stayed at 40%.





Affinity Space Feedback Surveys (November 2022, December 2022, January 2023, February 2023, April 2023)

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount Allocated and Expenditures	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
Allocated \$22,556.77 Expenditures: 22556.77	Affinity Group - Synchronous Sessions, Tamika Fuller consultation, plus associated benefits	☒ Recruitment ☒ Retention ☐ Induction	Interest in Affinity space Participation Feedback Survey Retention rates	End of year 40% of BIPOC staff indicate senses of belonging & safety in and outside of the affinity space.
	Mentors of Color (Equity Sponsorship) - Synchronous Sessions, Intersession Work, Equity Sponsor Stipends, Equity Project Consultation, Sponsor Learning Sessions, plus associated benefits	☒ Recruitment ☒ Retention ☒ Induction	Initial interest Participation in meetings and 1:1 sessions with Mentors/Mentee Feedback Survey Retention rates	100% of BIPOC Staff hired in 22-23 are returning for the 23-24 school year.
Allocated \$17,584.00 Expenditures: \$17,584.00				
Allocated \$40,842.66 Expenditures: \$40,842.66	Traditional Mentorship Program - Mentorship Stipends, Mentor Induction Week Stipends, Mentor Learning Sessions, Mentorship PD, plus associated benefits	☐ Recruitment ☒ Retention ☒ Induction	Perception data Induction week Feedback Survey End of year survey	100% of mentors would consider being a mentor in the future.
	New Teacher Induction Program			
Allocated \$98,752.57 Expenditures: \$98,752.57	Nehrwr Abdul Wahid consultation: planning sessions, IDI Coaching Sessions, New Teacher Induction week, Continuous Learning Sessions, YMCA Learning Sessions, and associated benefits	☐ Recruitment ☒ Retention ☒ Induction	Induction week Feedback Survey End of Year Feedback Survey Retention rates	43% staff hired in 22-23 are returning to EP next for the 23-24 school year.
\$179,736.00	Total Expenditure			

Excell Academy Charter School Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Excell Academy for Higher Learning
Total Grant Amount	\$37,895

Identified Official with Authority

Name of official with authority to sign	Sabrina R. Williams
Title	Executive Director
Address	5800 65 th Avenue North, #107
City, State and Zip code + 4	Brooklyn Park, MN 55429
Phone Number and Email	763 533-0500

Primary Program Contact

Name of program contact	Sabrina R. Williams
Title	Executive Director
Address	5800 65 th Avenue North, #107
City, State and Zip code + 4	Brooklyn Park, MN 55429
Phone Number and Email	763 533-0500

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Three of the four schools in this grant did not get the opportunity to initiate their Teacher Mentorship programs during 2022-23; they are planning to do so in the fall of 2023.

Excell Academy did begin a Teacher Mentorship initiative during 2022-23. Due to unforeseen needs, the initiative proceeded differently than was envisioned when the grant was originally proposed. Like many schools in Minnesota, Excell Academy is being impacted by a shortage of teachers – in particular, Excell was unable to find an experienced teacher to fill the teaching position for one of its two fourth-grade classrooms for the 2022- 23 school year. In response to this need, the two fourth-grade classrooms were physically combined, and taught by a team of three teachers and a paraprofessional. Two inexperienced teachers were hired, and Excell Academy's remaining experienced fourth-grade teacher was selected as a mentor teacher. The mentor teacher co-taught with the two new teachers throughout the school year, while mentoring them on teaching techniques and strategies.

The mentor teacher was supported by an instructional coach, who coached her on specific instructional practices in response to classroom needs, e.g. lesson planning, and strategies for teaching lessons. The instructional coach provided coaching sessions with the mentor teacher, and modeled best practices. Excell Academy's associate director oversaw the mentor teacher, carrying out observations as part of the school's Q Comp system, and communicating informally with the mentor and mentee teachers on an ongoing basis.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black	1						
Other	1			1			
Total	2	0	0	1	0	0	0

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends	1				
Total	1	0	0	0	0

Analysis of Data

Excell Academy assessed the effectiveness of teaching in the combined 4th-grade classroom primarily in terms of student achievement. Academic results for fourth grade during 2022-23 were quite good, particularly in reading. The school's assessment coordinator provided this summary:

Excell Academy's 4th grade students showed impressive growth in 2022-2023 despite having some significant challenges. Higher percentages of 4th grade students met their growth targets in both reading and math than did the same school wide. 56.1% of 4th graders met their targets on the Reading MAP assessment while 51.3% of students met their targets school wide. In math, 53.7% of 4th graders met their growth targets while 52.3% of students met their targets in Excell Academy as a whole.

Grant activities positively impacted the achievement of fourth-grade students, who learned during 2022-23 in an innovative setting with two combined classes and three teachers.

In addition, support was provided for two inexperienced, new-to-the-profession teachers, who grew in their professional practice through mentorship by a veteran teacher. Success of the mentor teacher was attested by Excell Academy's staff choosing her as the school's Teacher of the Year for 2022-23 (each year, staff vote for a teacher of the year and staff member of the year, based on the school's mission and core values).

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure
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Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$9,000	Mentor teacher for Excell Academy	☐ Recruitment X Retention ☐ Induction	MAP tests, Reading and Math	MAP growth results
\$1894	Administrative cost	☐ Recruitment ☐ Retention ☐ Induction	N/A	N/A
\$10,894.00	Total			

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Hamline University School and Charter School District Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Trustees of the Hamline University of Minnesota
Total Grant Amount	\$90,320

Identified Official with Authority

Name of official with authority to sign	Marcela Kostihova
Title	Academic Dean
Address	1536 Hewitt Avenue
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	651-523-2771 / mkostihova01@hamline.edu

Primary Program Contact

Name of program contact	Rebecca Neal
Title	Professor, Teacher Education
Address	1536 Hewitt Ave, MS-C1913
City, State and Zip code + 4	St. Paul, MN 55104-1284
Phone Number and Email	651-523-2170 / rneal01@hamline.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Current term of the fiscal year FY23: August 17, 2022 through May 2023

As the demand for special education and related services personnel is increasing across the United States, there is a critical shortage of high-quality interdisciplinary teacher mentorship and retention programs. This grant supports the Hopkins Educator of Color Mentorship Networking program and Thrive Ed. The shortage of Black, Indian, and Other People of Color serving as qualified teachers impacts the quality of service and learning outcomes among children of color. It has become essential to incorporate a collaborative, inclusive service delivery for students of color from a variety of cultural traditions and some with backgrounds in different educational systems. This requires school systems to provide the appropriate mentorships for in-coming and novice teachers of color to guarantee retention rates increase over the coming years.

During the past year, the Teacher Mentorship and Retention of Effective Teachers grant has supported novice teachers and recent graduates from Hamline University with critical mentorship to ensure stability. The continuance of suitable mentorship and affinity group gatherings generates working networks for the otherwise isolated teachers of color and staff members located within Hopkins Public Schools, Mounds View Public Schools, and Minneapolis Public Schools as well as individual schools throughout the Metropolitan area. The mentorship within these gatherings contributes to the novice teachers of color having a sense of belonging and deepens the direct support and connection to their students. End-of-the year survey data indicates mentor and mentee the networking program promoted their increased desire to share ideas and experiences establishing stronger pedagogy, fellowship and connection.

The Hopkins Educator of Color Mentorship Network objectives are:

- Provide direct support to new and aspiring educators and leaders of color
- Build and nurture a community of learning and support among educators of color
- Create an affinity space for educators of color across our Hopkins schools community

Purposes:

- Build community of strength and support among educators in Hopkins Schools
- Hear/share experiences both positive and challenging
- Help develop solutions and responses to challenges
- Engage in professional learning opportunities
- Keep it real, but keep it positive

This has been accomplished through:

- intentional pairing of interested educators of color (teachers, educational paraprofessionals, support staff) with veteran mentor educators of color (teachers, administrators, paraprofessionals)
- 10 Monthly Gatherings (in-person and virtual options) focused on topics of interest as

determined by participants (August 2022 - May 2023)

- 4 quarterly Mentor Planning meetings to plan monthly Gatherings and other mentorship support and programming
- additional small mentor group and 1-on-1 meetings between paid mentors and individual mentees as needed
- referral and support of interested educational paraprofessionals to partner teacher certification programs through Dr. Stanley Brown

Utilizing Grant funds, the Hopkins Educator of Color Mentorship Network, (HECM) was created in March 2020 and continues to the present day. This year there were 43 mentees in the program, of which all were BIPOC teachers. Creating more meaningful mentoring relationships, there were a total of 10 BIPOC mentors. Affinity group gatherings were held every month from August 2022 through May 2023. Mentees were pushed to be curious, compassionate and connected as they navigate through resistance, resilience and re-imagining of education while thriving as a teacher of color. Mentors provided personal experiences, evidence-based resources, and affiliation with experts in the field of education.

Mentors were charged with planning affinity group gatherings based upon the interests and professional needs expressed by the mentees. Professional development topics identified by the HECM participants included: racial microaggressions (defining, impact, responding to with A.C.T.I.O.N.), courageous conversations (police brutality/racial violence/job security/school tragedies/tending to student needs while still tending to ourselves/social emotional/and literacy), building community, professional development in leadership, grounding with silent reflection, self-care for people of color, and learning from personal educational experiences. The mentors in the network provided novice teacher participants with a panel of veteran teachers of color. These veteran teachers of color discussed the changing field of education and the importance of demographics between student and teacher to be similar. Research was provided in order to fortify the reasoning for more recruitment of teachers of color. In explaining the need to increase the racial and cultural diversity of the teacher workforce in the United States, educators and policymakers cite a “democratic imperative” to counter the disparity between the racial and cultural backgrounds of teachers and students and address concerns about a predominantly white teaching workforce (Banks, 1995; Corchoran-Smith, 2004; Dilworth, 1992). Sharing of these statistics and research resulted in reflection and deep discussions amongst small groups during affinity group gatherings as well as between mentor and mentee.

Participants indicated they developed more as an educator or became more interested in learning about the teaching profession. Importantly, participants shared sentiment they felt emotionally supported, more comfortable sharing their opinion, and a sense of self-worth, and professional validation. Affinity group gatherings during the 2021-2022 year were conducted in person and remotely, increasing the ability for access. Supplementary topics were discussed for the upcoming academic year.

Recruitment efforts involved all participating school districts as well as with Hamline University and Thrive Ed. During one affinity group gathering, panel discussants revealed:

Teachers of color comprise just 17% of the teaching profession in the U.S, and of even more concern half of all U.S schools don't employ a single teacher of color. Students of color are over 50% of the K-12 student population, many schools are growing increasingly concerned with developing and enacting strategies to not only recruit more minority teachers, but support them through the teacher certification and hiring processes (Gasman, Castro Samayoa & Ginsburg, 2016).

While MN k12 schools: 31% of children attending public school are students of color, while only 4.2% of the teachers they will have facilitating learning are teachers of color (National Center of Education Statistics, 2016). Hopkins Public Schools' vision is to eradicate the large deficit of teachers of color to have their teachers reflect the demographic of the student population.

Student voice and student participation are key to restorative practices between teachers and students. Professional development learning experiences provided ways of co-designing and learning in the classroom. These experiences assure connectedness, resulting in greater retention. Participants voiced their understanding of co-designing, restorative practices, essentialness of student voice and participation along with their own voice. One mentee stated, "I love to learn about our each educator's background and culture. I also would like to know/learn about how each educator of color using their identities to work with students, what are the successes and challenges." This awareness of power and agency in the classroom further decreases teacher attrition.

Teacher Mentorship & Retention of Effective Teachers Grant in collaboration with Hamline University and Thrive Ed supported the following activities and outcomes:

- i) financially support mentorship with stipends for mentoring teachers of color and American Indian teachers
- ii) allow for isolated teachers and educators who are of color or American Indian to be part of a larger group and build supportive networks,
- iii) provide opportunities for professional learning affinity group gatherings within and between districts,
- iv) reduce teacher attrition, and
- v) provide professional development for licensed and non-licensed educators related to addressing the opportunity gap in order to increase student achievement for students of color and American Indian students

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 Teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1						1
Asian or Pacific Islander	16	1					4
Hispanic	10	3	1		1		2
Black	12	8			2		
Other	1	1					1
Total	40	13	1	0	3	0	8

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1	0	0		
Asian or Pacific Islander	7	0	0		
Hispanic	2	0	0		
Black	2	0	0		
Other	1	0	0		
Paid Mentors of color who received additional stipends	2	0	0		
Total	17	0	0	0	0

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Analysis of Data

Teacher Mentorship and Retention of Effective Teachers grant was evaluated on the following progress monitoring and criteria outcomes:

- Successful development of induction program
- Mentoring Program implementation and participant satisfaction
 - Veteran or Retired educator of color working directly with teachers of color or American Indian (AI) within first 3 years
 - Satisfaction with mentor/mentee support
 - Mentor/mentee job satisfaction
 - Mentee teaching experiences
- Convening of affinity groups
 - Number of teaching staff participation in mentorship program (affinity group participation, 1-on-1 mentoring, and/or other areas of participation)
 - Creation of supportive professional network
 - Developing skills that prepare teachers for leadership roles
 - Creation of online and in person meetings to ensure that all participants had accessibility
- Teaching staff feeling more supported and connected to the Hopkins school community and other isolated BIPOC educators
- Quality of teacher and student relationship
 - Increased skill in implementing student centered practices
 - Change in students' school experiences and engagement
 - Evaluation of the evidence of pedagogical improvement
 - No data from Thrive Ed
 - Data via Hopkins Schools
- End-of-year survey program evaluation was utilized to assess
 - effectiveness to increase student achievement and outcomes
 - teacher retention
 - job satisfaction
 - student-teacher relationships
 - teacher/mentee suggestions for improvement

Data was collected with quantitative and qualitative measures via direct observation, surveys, and mentoring logs. Survey data was conducted via google.forms during affinity group gatherings. This data included, but was not limited to:

- questions to gauge interest in the affinity gathering topics
- requests to collect ideas about projects from the perspective of the mentors and mentees
- open-ended questions to obtain information related to interests, education equity, and project

goals

- future goals and topics needed to assess project

Reflection logs were utilized to collect qualitative information regarding the impact of programming and goals. The reflections from mentors and mentees were gathered via open-ended questions in surveys.

Grant's proposal stated additional data collection would be conducted by Hopkins Schools Human Resource Department and Hamline University related to “retention rates and measures of support provided, and retention of highly skilled and effective teachers who are from an Indigenous American background or persons of color.” This data was not collected, however, the project manager indicated this is an important piece of information that will be aggregated in future fiscal/academic years.

Below is a table of Teacher Mentorship and Retention of Effective Teachers grant’s goals with individual reported progress.

Goal #1 - Provide professional development related to improving student achievement and daily lived school experiences

Activity 1.1 Engage in professional learning with students to explore, co-design and develop restorative practices

Reported Progress –

Goal met.

93% of mentors and mentees expressed new ideas and/or helpful information through the Hopkins Educator of Color Network and helped them grow and develop as educators.

100% helped me develop my leadership skills.

Some of the ideas reported:

General Support for Educators of Color:

● Strategies for reducing isolation among teachers of color

● How responding to microaggressions with colleagues and students would be beneficial to the field of education and of teachers



Identifying allies



Picking our battles: When to speak up, when to remain silent



Intersectionality



Career Identity vs. Personal Identity



Becoming a leader

Topics:



PD and leadership opportunities and application process



Pathways to licensure



Pathways to leadership



Student support careers vs. K-12 Teaching



Licensure/Visa (XX)



Contract renewal

Goal #2 - Through professional learning improve teacher and student relationships

Activity 2.1 Engage in professional learning with students to explore and develop restorative practices and co-design

Reported Progress –

Goal met.

80% agreed and 14% were neutral in regard to the Educator of Color Network assisting them to become more effective with my students.

More importantly, 87% of participants felt a deepened commitment to being an educator. This is essential to the ensuring retention of the number of teachers of color active in the field of education.

Goal #3 - Increase sense of job satisfaction

Activity 3.1 Engage in professional learning with students to explore and develop restorative practices and co-design

Activity 3.2 Facilitate affinity group

Reported Progress –

Goal Met.

Mentors reported increased benefits in their teaching abilities, and appreciated the opportunity to engage in professional development activities within the affinity gathering groups.

99% of participants with one individual indicated they felt supported throughout the academic year developing restorative practices. They have advanced their abilities to co-design lessons with students, while guiding mentees in their own practices.

Would recommend the project incorporate more observational data to measure exploration and development of restorative practices while co-designing with students. Additionally, focus groups and/or individual mid and end-of-year interviews would contribute to data.

Goal #4 - Increased skill in implementing co-created restorative practices into classroom

Activity 4.1 Engage in coaching with Thrive Ed staff

Reported Progress –

No data to indicate goal progression.

Would recommend the project consolidate mentor/mentee affinity groups with Hopkins Schools and Thrive Ed staff to enrich conversations and increase skills of co-created restorative practices in the classroom.

Additionally, constructing small groups of one mentor with 2-3 mentees across school systems would contribute to data and optimize pedagogical practices. This step of professional networking enhances growth and stability for teachers of color in the field of education.

Goal #5 - Provide meaningful and effective mentoring

Activity 5.1 Identify and pair mentors with

mentees **Activity 5.2** Mentor and mentee meetings

Activity 5.3 Use of Mentoring log and mentee reflection journals

Reported Progress –

Goal met.

10 mentors / 43 mentees / 18 non-designated - all were paired accordingly.

70 % of the Hopkins educators of color reported feeling supported by mentors. This is essential to the retention of any teachers, especially teachers of color who feel isolated in their school(s).

Losing experienced teachers of color has a direct impact on students of color (as well as all students in their classroom). An educator who is in the same or similar demographics as the students in their classroom can serve as a role model or mentor. For some children, the disappearance of such a figure can be discouraging and result in a loss of engagement.

Providing novice teachers with applications, networking activities with appropriate mentors and capacity for professional growth positively impacts job satisfaction. Eighty seven percent of the Hopkins educators of color stated they felt connected to all of the members within their school district due to the networking involved during gathering with mentors and mentees. All but one mentee stated they were more connected due to the activities with mentors and other mentees, as well as within each affinity group gathering. One member stated, "Great topics and communication".

Participants provided survey data collected in lieu of mentoring logs and reflections. Reflective questions were asked within the survey data.

Goal #6 - Conduct Affinity Group gatherings

Activity 6.1 convening of BIPOC and Indigenous American educators and non-licensed professionals

Reported Progress –

Goal met.

Affinity and mentor gatherings were held monthly during the past academic year. Mentor planning sessions started 9/2022. The purpose of these meetings were to review:

responsibilities, resources, role, purpose, goals of this position. During mentor gatherings, they discussed Educator of Color Community, Leadership opportunities and development of educators of color, Retention of teachers of color, and Addressing microaggressions.

Mentor and teacher gatherings were held monthly for a total of nine gatherings. These were held virtually and in person adding to accessibility for all members. One of the major purposes of these meetings was to build a community of strength and support among educators of color within Hopkins Schools. This was verified through data compiled through teacher and mentor survey data. One teacher communicated their feelings providing comments regarding being supported with the Affinity Gatherings by saying, "I feel I can give my voice to each of the meetings and this space for me is safe. I have a sense of belonging as well." Another respondent stated, "The meeting of the minds along with the GRACE to be me."

Goal #7 - Utilize assessment results to make program improvements and disseminate noteworthy findings

Activity 7.1 Use assessment results to identify especially effective strategies and limitations, adjust programming, prepare reports, and share findings

Reported Progress –

Goal met.

Teachers and mentors provided survey data regarding their participation in grant activities. Survey data revealed strong connection with the program, mentorship, and gatherings. When asked about the areas of improvements for the gatherings and/or mentoring sessions, participants stated:

- Continue providing the opportunity to come together and let us know we are not alone
- Fellowship and connection
- Nothing new

67% of teachers are interested in planning, organizing, and/or leading next year's events.

Teachers were requested to provide ideas and topics for the next academic year. After careful reflection upon the previous year, among some of the responses ideas included:

- Ways for people of color with a college degree to get licensed as educators without having to start the education programs from zero.
- What about the racism within people of color? We never want to talk about that or create a space to do so.

I love to learn about each educator's background and culture. I also would like to know/learn about how each educator of color uses their identities to work with students, what are the successes and challenges.

Hmong College Prep Academy (HCPA)

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Hmong College Prep Academy
Total Grant Amount	\$62,700.00

Identified Official with Authority

Name of official with authority to sign	Danijela Duvnjak
Title	Chief Academic Officer
Address	1515 Brewster St
City, State and Zip code + 4	St. Paul, MN. 55108
Phone Number and Email	651-209-8002 danijela.duvnjak@hcpak12.org

Primary Program Contact

Name of program contact	Danijela Duvnjak
Title	Chief Academic Officer
Address	1515 Brewster St
City, State and Zip code + 4	St. Paul, MN. 55108
Phone Number and Email	651-209-8002 danijela.duvnjak@hcpak12.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

School Leadership Team Training and Follow-up work (Goal 1) –

The Leadership Team training provided administrators, instructional coaches, and lead teachers the opportunity to strengthen skills related to leading meetings and PLCs, having difficult conversations, and building collaboration between and among colleagues. This training was provided in August and then the program coaches supported attendees by providing input and feedback throughout the school year. Those who attended the leadership training shared that they were better able to navigate situations that arise as an administrator or teacher leader, and teachers reported that meetings were more meaningful and engaging because of the facilitators' training.

Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2) –

All teachers engaged in instructional training opportunities in the fall and throughout the school year. Additionally, coaches were onsite approximately one time per month to give feedback. As a result, survey data from teachers (in Section III below) shows the impact on classroom instruction both qualitatively in terms of feedback and quantitatively in terms of classroom evaluation data. Additionally, a subgroup of high implementing teachers was able to see best practices in action at other schools and were able to then bring those ideas back to their own classrooms and to colleagues.

Summer SIOP Institute (Goal 3) –

This Institute was provided to administrators, instructional coaches, and lead teachers who were able to strengthen their own instructional practices, particularly working with multilingual learners, and then brought back these practices to colleagues through PLCs this year. This was done through two big avenues: 1) when discussing ACCESS ELL data in PLCs, and 2) when discussing the best practices of presenting instructional content, including the critical component of gradual release of learning. All teachers receive at two formal classroom evaluations each year, one in the fall and one in the spring. As the data in Section III shows, the overall average score in instructional practices increased from fall to spring.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	1
Asian or Pacific Islander	3	3	3	0	3	0	10
Hispanic	0	0	0	0	0	0	0
Black	0	1	0	0	3	0	2
Other	36	16	5	0	45	10	104
Total	39	20	8	0	52	10	116

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
Black	0	0	0	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0
Total	0	0	0	0	0

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Table 3: Grant Fund Expenditure

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
33284.50	Lead Mentors to mentor, lead, organize, plan, design, and implement mentoring program	☐ Recruitment x Retention x Induction	Creation of mentoring program and content	Affinity group attendance and mentor/mentee reflection logs
13595	BIPOC Mentors for BIPOC Teachers and aspiring BIPOC Teachers	x Recruitment x Retention x Induction	Disperse Grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
21650	Mentee Stipend	☐ Recruitment x Retention x Induction	Disperse Grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
9220.50	PD, Materials, Mentor training books	☐ Recruitment x Retention ☐ Induction	Purchase of mentoring textbooks and PD planning	Survey of participants
5000	Monitoring and Evaluation	x Recruitment ☐ Retention ☐ Induction	Review and analysis of all collected data, surveys	Affinity group attendance and mentor/mentee reflection logs, surveys, disbursement of Grant funds
82,750.00	Total			

Analysis of Data

***Qualitative Survey Results for School Leadership Team Training and Follow-up work (Goal 1):**

- My ability to self-regulate in situations of stress and instructional coaching has become more manageable, and my ability to support my colleagues through more positive inter- personal skills has increased.
- Learning presentation techniques have made PLCs much more engaging and effective.
- I have become more playful in my coaching meetings with colleagues, and have developed a better approach to following up on teachers' coaching action plans.
- The ability to help frame student action and connect it with teacher action has been better, and as a result there is more teacher buy-in on different ways to improve practice.
- I've appreciated the individualized feedback I've received to be a better school leader.
- The focus on connection over compliance has helped me develop even better collaboration skills.

Summary: As these survey results show, administrators and teacher leaders gained skills to more effectively lead their teacher colleagues through coaching, meetings, and PLC facilitation.

****Qualitative Survey Results for Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2):**

- It was amazing – from the August Training. I had never heard of it. The August training was great and to see it live – this really works! Have been practicing a lot.
- Her talking through it and pointing things out – that was so helpful. Seeing how it works with “that one kid”
- It was very powerful. To see it in action – is something else. Would help with buy-in.
- A recording – with Jill's voice – this is what is happening, why it is happening. Appreciated that we saw a wide range of grades. We got to see kids who were dysregulated and how she handle it.
- It was nice to go with coworkers and get their perspective.
- It was helpful to see it in the classroom – a number of different teachers and kids.
- Voice volume – you don't have to tell the kids the volume – what is natural.
- SLIME – Stop, Look, Investigate, Match, Engage
- Waiting/setting stamina – building independence and confidence – what it gives you back as the teacher and their confidence.
- When groups were coming in – safety net – an activity to do to keep them engaged – set the tone right away (continuous).
- Seeing classroom environment – setting stamina.
- Headset coaching – was very interesting.
- Environment – thinking of different areas in the classroom – knowing she will come back and help.
- Live visits for more teachers – going to see.
- Paras especially – thinking about how to incorporate them in the training, having coaching with the paras, working in the classroom with the teachers.
- Encourage everyone to meet with Jill! She is so sweet – all the coaches are there for you.
- Earlier in the school year visits.

- For the kids where “nothings working” – having Jill or a coach come in and observe – try to be more proactive.
- So calm – so much more is being accomplished learning wise.
- Just that one thing – you can see the change happen in your classroom quickly.
- The line – I didn’t have to use my sign!
- I am talking way less – they pick up on it so fast.
- Having teachers come to observe one another – come and see my room!
- Doing the environment training.

Summary: As these survey results show, teachers gained classroom instruction skills that impacted their practice, teacher morale, and student learning.

*****Teacher Evaluation Data (Goals 2 and 3):**

- Evaluation 1 average: 3.12
- Evaluation 2 average: 3.25

Summary: All HCPA teachers receive at least 2 formal classroom evaluations each year, one in the fall and one in the spring. HCPA uses an instructional rubric with a 5-point scale; 1 is low and indicates a strong teacher-centered classroom, 5 is high and indicates a strong student-centered classroom, and a 3 indicates instructional proficiency. As a result of building leadership skills in administrators and teacher leads and asking them to apply these skills to their coaching and interactions with teachers, we can see that instructional practices were positively impacted.

Student Data from Past 3 Years:

Reading MCA Proficiency Scores:

	2021	2022	2023
Elementary School K-5	10.8%	17.4%	17%
Middle School 6-8	23.6%	22.7%	19%
High School 10 th	42.1%	53.1%	41%

Math MCA Proficiency Scores:

	2021	2022	2023
Elementary School K-5	2.7%	8.3%	14%
Middle School 6-8	10.0%	10.0%	11%
High School 11 th	23.8%	27.0%	20%

Summary: While most of HCPA’s high stakes student data, using the Minnesota MCA scores, has not significantly increased in the 2022-23 school year, we believe that rebounding from COVID related learning loss needs to be part of long-term planning efforts over the next 3 to 5 years.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,000.00	School Leadership Team Training and Follow-up work (Goal 1)	☐ Recruitment ☒ Retention ☐ Induction	Qualitative Survey	*See results in Section III.
\$44,200.00	Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2)	☐ Recruitment ☒ Retention ☐ Induction	Qualitative Survey & Classroom Evaluation Data	**See results in Section III. ***Teacher Evaluation Data -- Evaluation 1 average: 3.12 Evaluation 2 average: 3.25
\$13,500.00	Summer SIOP Institute (Goal 3)	☐ Recruitment ☒ Retention ☐ Induction	Classroom Evaluation Data	***Teacher Evaluation Data -- Evaluation 1 average: 3.12 Evaluation 2 average: 3.25
\$62,700.00	Total			

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ISD 0287 Plymouth

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Intermediate District 287
Total Grant Amount	FY22 award carryover: \$29,662.00 FY23 award: \$39,132.00

Identified Official with Authority

Name of official with authority to sign	Marcy Doud
Title	Superintendent
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7101 madoud@district287.org

Primary Program Contact

Name of program contact	Jon Voss
Title	Director of Teaching & Learning
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7134 jwvoss@district287.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention Grant has been an invaluable source of support for our newer and less experienced teachers. We currently serve students in the west metro area in special education, area learning centers and care & treatment programs. Most of our over 2,000 K-12 and transition (18-21 year old) students are referred to us from eleven member school districts. Our 1400 staff members serve the top 1% of students with the highest needs in the Twin Cities west metro. At the same time, we have a high number of teachers with limited or no formal teacher training due to the shortage of licensed teachers, particularly in special education. The needs of our students require Teacher and Educational Service Professional (ESP) teams to work together to ensure student success. This can be particularly challenging for our newer teaching staff who have minimal training on teaming (roles, responsibilities, planning together, effective communication, due process requirements and I.E.P. implementation). As an intermediate district, our funding does not include an established amount for professional development. Each year we dedicate a significant amount of time and funding to ensure that our teachers have a sufficient level of efficacy to be successful and continue in the field.

The data we reviewed for our grant applications focused on the racial and cultural identification of our students to compare with that of our licensed and nonlicensed staff. Our students come from widely diverse racial and cultural backgrounds, with 60% identifying as students of color, and 40% as white. The racial and cultural backgrounds of our licensed teachers are starkly opposite that of our students, with only 10% identifying as staff of color and 90% as white. However, our nonlicensed staff are more evenly diverse, with 50% identifying as staff of color and 50% as white. Cultural competency among our staff teams is thus critical for student success and teacher retention.

Our needs assessment helped us identify several key areas of support and training for new teachers:

1. Understand the racial and cultural backgrounds of both students and staff in order to more effectively plan together in teams to meet individual student needs.
2. Provide teachers in their first 3 years and the Educational Service Professionals (ESP's) on their team with an organized curriculum library and guide as well as professional learning time to more fully understand our curriculum and how to implement it for our students

Culturally Relevant Teaching & Learning

This was the focus of our FY22 grant, with carryover funds into this year. In previous years we established a Culturally Relevant Teaching Model to develop cultural competency among our teachers and ESP's, and skill in developing culturally relevant instruction. Carryover funds from our FY22 grant award were used to develop further training and implementation to support this model. This allowed us to provide training throughout the school year within our curriculum groups on professional development days, and to develop a process for assessing the extent of implementation in classrooms.

We further integrated the new culturally relevant teaching modules into our regular Orientation for new staff and the Extended Induction training developed under our previous (FY20) grant award. We were also able to provide mentors for second year teachers, in order to alleviate the disruption experienced in previous years in having full advantage of mentor support throughout the year. Training was developed and conducted for Culturally Relevant Teaching & Learning, including sessions for all staff on Cultivating Joy and Identity, and on Making Cultural Connections. Furthermore, a process was developed for identifying areas of

success and challenges, named a “Vibe Check.” This helped to see where culturally relevant teaching and learning were being incorporated into instruction and curriculum. The process was piloted in a number of sites, and will be refined in the coming year.

These award funds have been instrumental in establishing a solid sequence for beginning teachers—starting with our existing Orientation, enhanced with additional training on Culturally relevant teaching practices and access to a second year of mentoring, and reinforced by our existing mentor and coaching programs. Our Professional Learning Manager and teaming coaches can now support effective implementation of culturally relevant teaming among our teacher and assistant teams as a whole. By integrating these trainings into our mentoring and training outside of the grant to our Educational Service Professionals, who are primarily staff of color, they will have more and better opportunities to become licensed teachers.

Curriculum Library and Training

This has been the focus of our FY23 grant, which we have been approved to carryover funds to continue into FY14. We are developing an organized curriculum library based on essential standards and training staff in its development an use. This has allowed our teaching teams more time for building relationships and community within their classrooms and their teaming with ESP’s. We are organizing resources that blend culturally relevant academic instruction with evidence-based practices in social emotional learning based on essential academic standards. In the coming summer and fall we will provide workshops for teachers and their ESP team members prior to the beginning of school, and opportunities to learn and work with a cohort of new teachers and coaches throughout the year to further implement the practices and curriculum.

The curriculum library and guide will also include supports for various special needs of our students: building academic language, speech language, assistive technologies, mental health and trauma, and active learning. We have learned that Social Emotional Learning is best when incorporated into all lesson planning and organized around classroom routines based on the Three Signature Practices established by The Collaborative for Academic, Social, and Emotional Learning (CASEL). Student of Color and special education students have shown increased engagement and achievement when these SEL strategies are embedded into curriculum and instruction.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander					2		
Hispanic					1		
Black	2	6	3		15		
Other	16	14	14		75		
Total	18	20	17	0	94	0	0

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other			3		
Paid Mentors of color who received additional stipends					
Total	0	0	3	0	0

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Analysis of Data

As mentioned, we applied carryover funds from our FY22 grant award to offer a series of culturally relevant teaching and learning trainings to classroom instruction and curriculum. The participants reflected in the data above participated in these trainings and received mentoring from staff who were also trained and continued to follow up with coaching throughout the year.

The following data show the specific numbers of teachers in each of these categories throughout the district over the past 4 years. Grant funds have supported direct participation in training, as well as for increasing the capacity for support among the core leaders through training this year and the Extended Induction program in previous years. This has influenced other staff in similar positions throughout the district, enhancing our retention of all new and less experienced teachers.

Over the past 4 years, a significant number of our newest hires are ESP's, internal paraprofessionals we support in becoming teachers. Facing shortages in licensed teachers, particularly BIPOC candidates and those licensed in special education, we are fortunate to be able to provide an increased level of support for candidates not yet fully trained and licensed. This is especially important for our ESP's, who represent a greater diversity of race and ethnicity than other licensed candidates. We have seen significant retention among our candidates of color.

The funding received has helped to increase retention in years following training and mentoring support. We have seen a number of teachers choose to leave the district for positions in districts with higher pay or students with less significant needs. While this is disappointing for our immediate needs to support our students, we consider our mission to train staff to become more confident in their skills so that they remain in the profession regardless of where they serve.

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Key to categories in the following charts

- **New:** Teachers new to the district, significant for preparing to serve our unique student populations.
- **Int:** Internal to 287, showing how many positions are filled from within our own ranks
- **ESPs:** Educational Service Professionals, showing the number of paraprofessionals we support in moving into teaching positions
- **T1, T2, T3:** Tier 1 licensed, Tier 2 licensed, Tier 3 licensed
- **OFP:** Out of Field Placements, showing the number of experienced teachers needing to take on a different role, particularly in special education
- **NSP:** No Special Permission, showing the number of teachers with Tier 4 or equivalent licenses
- **All Lic:** Total numbers of teachers new to the profession or district in the last 3 years
- **Yr 2:** Employed in Year 2 (2nd year of support)
- **Yr 3:** Employed in Year 3 (3rd year of support)
- **Yr 4:** Employed in Year 4 (4th year of support)

New and less experienced staff FY20, when we first began identifying these groups for our first grant application.

FY20	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total	Yr 2	%Tot	Yr 3	%Tot	Yr 4	%Tot
AI/AN	0	0	0	0	0	0	0	0	0							
Asian/PI	2	1	1	1	1	0	1	0	3	4%	3	100%	3	100%	2	67%
Black	7	6	6	7	3	1	1	1	13	15%	11	85%	9	69%	8	62%
Hispanic	1	0	0	1	0	0	0	0	1	1%	1	100%	0	0%	0	0%
Multi	0	0	0	0	0	0	0	0	0							
White	39	28	22	14	5	6	14	28	67	80%	54	81%	48	72%	36	54%
Total	49	35	29	23	9	7	16	29	84		69		60		46	
%Total	58%	42%	35%	27%	11%	8%	19%	35%			82%		71%		55%	

New and less

experienced staff FY22, supported by mentors and coaches developing and undergoing cultural competency training and supported in response to health and safety crises.

FY22	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total	Yr 2	%Tot
AI/AN	0	0	0	0	0	0	0	0	0			
Asian/PI	1	6	1	1	1	2	1	2	7	5%	4	57%
Black	2	15	8	2	9	3	0	3	17	13%	14	82%
Hispanic	1	2	1	0	0	1	1	1	3	2%	2	67%
Multi	0	0	0	0	0	0	0	0	0			
White	24	78	28	13	14	27	12	36	102	79%	71	70%
Total	28	101	38	16	24	33	14	42	129		91	

%Total	22%	78%	29%	12%	19%	26%	11%	33%			71%	
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New and less experienced staff FY23, supported by mentors and coaches developing and undergoing cultural competency training and curriculum guidance.

FY23	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total
AI/AN	0	0	0	0	0	0	0	0	0	0%
Asian/PI	1	2	0	0	0	0	2	1	3	3%
Black	2	13	11	3	6	2	4	0	15	13%
Hispanic	0	1	1	0	0	0	1	0	1	1%
Multi	3	0	0	1	0	1	1	0	3	3%
White	50	41	24	13	14	15	25	24	91	81%
Total	56	57	36	17	20	18	33	25	113	
%Total	50%	50%	32%	15%	18%	16%	29%	22%		

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

NOTE: These are *estimated* amounts for projected payments from activity through June 30. Exact amounts will be provided in the financial report following end of fiscal year financial reporting.

Funds spent and encumbered this fiscal year are included. Carryover amounts to FY24 were approved by PELSB for continuing the grant activities in the FY23 application.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$26,863.08	Culturally Responsive Pedagogy Training, Mentors for Second year staff, Curriculum development and training	☐ Recruitment ☒ Retention ☐ Induction	Participation in training sessions	Licensed staff trained, Mentoring provided, Curriculum library development
\$4,291.73	Benefits associated with staff costs for FICA, Medicare, TRA	☐ Recruitment ☒ Retention ☐ Induction	Participation in training	Staff payroll
\$7,513.09	Materials purchased for training and curriculum development support	☐ Recruitment ☒ Retention ☐ Induction	Financial report	85 books purchased
\$2,474.55	Indirect costs (6.4% on FY22)	☐ Recruitment ☒ Retention ☐ Induction	Financial report	Budget reports
\$41,142.46	Total			

Progress Monitoring and Data

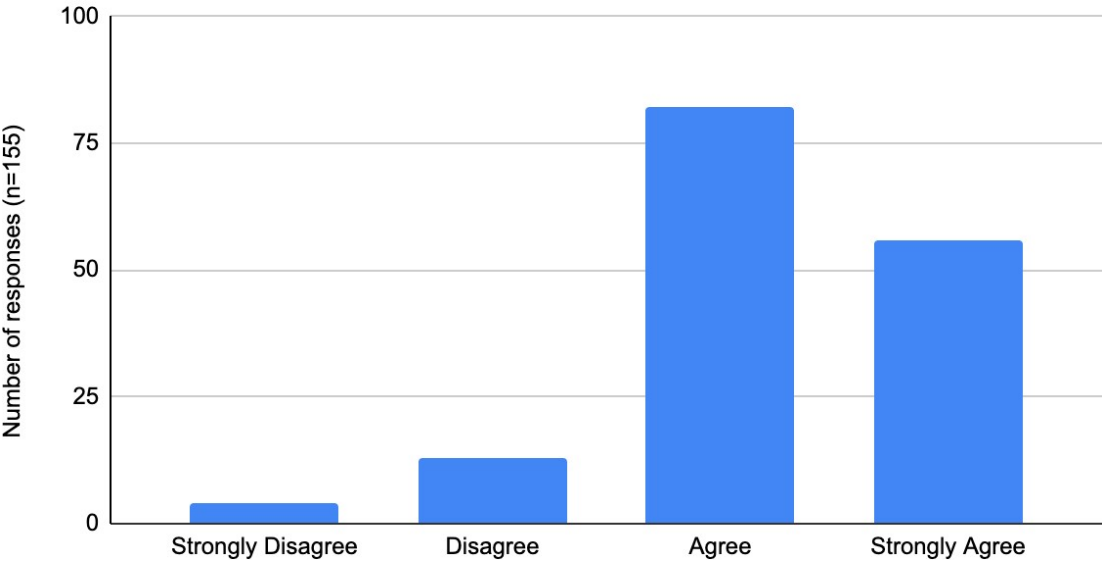
Based on the data compiled above for each fiscal year, our retention rate in Year 2 for teachers supported under the grant averages 79%, meeting our target rate of 75%. The development of a Curriculum Library has proceeded with organization and publishing on a series of website branching from our main Teaching and Learning website at <http://tl.district287.org>.

Monitoring success on individual activities includes feedback on training and workshops. These included mentors, coaches, licensed teachers, and administrators. Surveys of staff who participated in training and development work sessions were conducted by the facilitators, both to evaluate the training session and also to determine the level of teacher efficacy with the topics of the training sessions. Workshops were conducted for staff to develop curriculum guides starting with the identification of essential standards that would guide development, review, purchasing and implementation. Data on efficacy and enduring understanding is summarized below.

An average rating of 3.23 out of 4 was given on staff efficacy for the CRTL Training:

Curriculum Group Feedback on CRTL Training March 10, 2023

My understanding of making cultural connections in the classroom has deepened.

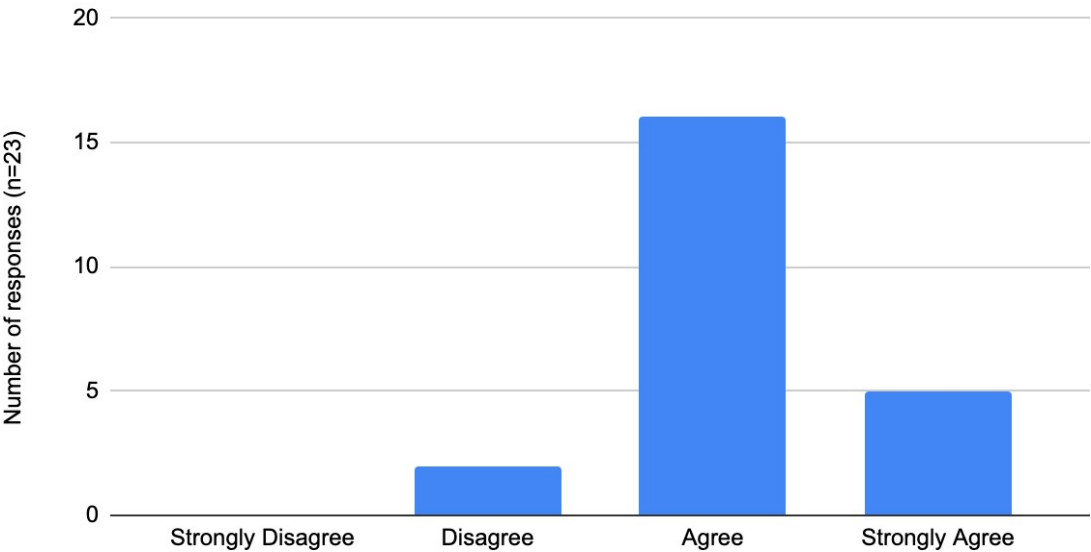


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An average rating of 3.13 out of 4 was given on staff efficacy for the Curriculum and Standard Work Sessions:

Feedback on Curriculum and Standard Work Sessions May 18, 2023

My understanding of the importance of essential standards has deepened.



Qualitative feedback from participants included the following:

What is something you learned to day that you will bring back to your classroom to better learning and instruction for OUR students? (from CRTL training on Success for Our Unique Learners)

- A better understanding of planning lessons that reach all students
- I learned a lot of new formative assessments that I can bring to my sites. This entire day also supported my brainstorming for counseling work this next year; specifically with classroom lessons.
- How to use academic language in the classroom, how using the same academic language keeps everyone aware
- Learning language objectives! I also understand the importance of academic language and why it is so powerful within the classroom and within social situations!! Everyone needs this!
- Be intentional with academic language learning intentions
- Tiers of academic vocabulary knowledge & application as well as the writing
- I will be making sure that my learning targets are clear. I will also think more about the academic language I use in my lessons and if my students need more pre-teaching.
- Using formative assessment as scaffolding and stepping stone to getting better understanding

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What were your takeaways from the Curriculum and Standards work sessions? (from Curriculum and Standards Training)

- A lot!! I feel good about the work we have done these last two days. I feel like we have gotten a lot done and breaking apart standards into learning intentions has been incredibly useful.
- connections between standards, benchmarks, learning targets, and actual teaching.
- Really need to look at the benchmarks to see what they are really asking for.
- Unpacking is exhausting but satisfying
- I love the conversations that are happening. This is so exciting to have this many people engaging in standards work. We are heading in a good direction.
- essential standards are ones that will be checked for mastery
- How to build a ladder of learning targets based on the standard
- We were able to complete the document that ranks the math benchmarks so it was helpful to have that clarity.
- Looking at language of verbs in standards and making sure we have a wide variety and that they are appropriately placed
- I feel like we created a clear path for making units work for all teams and I like the conversation on fostering student investment.
- Building the Learning Ladders were a process, but I feel good that teachers will have tools that will guide and enhance instruction and learning.

We are grateful for the many opportunities this grant has provided us in training and supporting our newest teachers to improve their practice and remove barriers to student learning among our most challenging populations of students. We look forward to expanding and building on these supports in the year ahead so that staff feel more confident and students continue to show success in their academic achievements.

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MN Association for Career & Technical Education (MnACTE) Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Minnesota Association of Career and Technical Educators (MnACTE)
Total Grant Amount	\$151,645

Identified Official with Authority

Name of official with authority to sign	Ms. Lavyne Rada
Title	MnACTE Executive Director/Treasurer
Address	711 Maplewood Avenue
City, State and Zip code + 4	Litchfield MN 55355
Phone Number and Email	605-695-1861; rada@mncte.org

Primary Program Contact

Name of program contact	Ms. Lavyne Rada
Title	Director, MN Teacher Induction Program
Address	146 Ruttan Hall; 1994 Buford Ave
City, State and Zip code + 4	Saint Paul, MN 55108
Phone Number and Email	605-695-1861; rada@umn.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Minnesota Association of Career and Technical Educators (MnACTE), including the teachers in more than 235 schools that compose its membership, led this teacher retention and induction project. In collaboration with the Teacher Induction Program (TIP) at the University of Minnesota for Agriculture, Food, and Natural Resource Educators, the program was expanded to target the licensure shortage areas within Career and Technical Education. This program is also in partnership with the Department of Education – Career and Technical Education Unit.

MnACTE members teach at and represent more than 235 schools and districts. Through partnership with Minnesota TIP, this induction and retention program focused on the development of Tier 1, Tier 2, and Out of Field Permission teachers within Career and Technical Education areas, which are licensure shortage areas. The profession has a critical need for nontraditional teachers (i.e., teachers of color and teachers who are American Indian). This project is a teacher retention program for early-career Career and Technical Education (CTE) and work-based learning (WBL) teachers, with emphasis on those with Tier 1, Tier 2, or Out of Field Permission licenses and those in their first three years of teaching. CTE teachers may teach in licensure fields including, but not limited to:

- AFNR: agriculture, food, and natural resources (i.e., licensure field code 100100)
- B&M: business (i.e., 140050) and marketing (i.e., 040800),
- FCS: family and consumer sciences (i.e., 090100) and human services (i.e., cosmetology 300400 or 092602, early childhood 300500, hospitality 300600, law enforcement 092603)
- HSE: health sciences education (i.e., 300300),
- T&I: trade and industry, (i.e., construction 300100, manufacturing 300200, transportation 300700, communication 300000), and
- WBL: work-based learning (i.e., not a full license, but a licensure endorsement applied to a full license, to direct student internships, entrepreneurship, apprenticeships, and simulated work-experiences; 160000).

The program began with an induction conference. Following the conference, teachers met virtually once a month for CTE-specific professional development. Teachers and mentors connected as needed for license-area specific professional development through Collaborative Inquiry Groups. Additional support included mentoring meetings by licensure field, one-on-one mentoring, individualized licensure support, and professional development.

Modeling the practices of the TIP, teachers participated in reflective conversations and activities conducted during the meetings to identify successes and challenges using a Learn, Plan, Do model. At the conclusion of each professional development experience, teachers identified one to three items they learned through the experience and created a plan to incorporate that learning into their teaching. Teachers reflected on that learning at the next training by sharing what they did with their learning. Experienced teachers, educators, and other professionals served as presenters and panel members to share and discuss teaching and curriculum development, strategies to increase student

achievement for students of color and American Indian students, youth leadership development (e.g., BPA, FCCLA), WBL, and other program management topics. In addition, teachers shared successful instructional plans, curriculum resources, activities, labs, etc. with each other as part of a professional learning community. Teachers shared what they had learned from their experiences and coaching at the Spring Seminar at the conclusion of the program cycle.

There is a teacher shortage in CTE at both the national and Minnesota levels. The 2023 Biennial Report: Supply & Demand of Teachers in Minnesota (PELSB, 2023) identified CTE as a licensure area with one of the highest proportions of teachers holding a Tier 1 or 2 license or an Out-of-Field Permission (49.38%). The critical shortage of teachers and consistently increasing demand for CTE has resulted in a high number of teachers with Tier 1 or 2 licenses and Out of Field Permissions. Further, just 1-2% of CTE teachers are persons of color or indigenous; for CTE to serve diverse populations of students and diversify our workforce, we needed sustained, intentional efforts and continued funding. This program provided support, coaching, and mentorship to prepare the teachers to deliver high-quality education. A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it was especially important to focus on how to keep teachers in the classroom, specifically teachers of color. New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith, et al., 2018). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray et al., 2015). Therefore, this was the logical group to focus on to meet our supply needs, as reducing attrition could significantly influence the current critical shortage of CTE teachers.

Participants shared in a program evaluation, the most useful aspect of CTE TIP was:

- "The most helpful aspect of CTE TIP was having a mentor to turn to when I had questions."
- "The most useful aspect of CTE TIP is the interaction and collaboration with other CTE teachers and mentors."
- "Resources in the CTE TIP drive as well as ideas/resources from our meetings in person/zoom."
- "Access to resources and other professionals in the same field."
- "The connections. Meeting people in my same position who can understand the stress and trying to figure out the new job."
- "Knowing that others do care about your success."
- "Knowing I wasn't alone."
- "The most useful aspect was the monthly meetings to hear how other teachers were navigating the year."
- "Valuable information I wouldn't have found elsewhere, from pioneers of the profession."

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1	2			3		
Asian or Pacific Islander	1	1			2		
Hispanic							
Black	1	1	2		4		
Other	29	28	29		86		7
Total	32	32	31	0	95	0	7

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Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the professio n or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Paid Mentors of color who received additional stipends							
Total	0	0	0	0	15	0	0

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Analysis of Data

This was the first full year for this program. MnACTE distributed applications to more than 2,000 CTE teachers within 350 schools that teach CTE and WBL to participate in the program. There are more than 600 current CTE teachers with Tier 1, Tier 2, or Out of Field Permission licenses. Teachers within the professional organization, teacher educators, and state leaders within CTE education also nominated participants. We selected 102 participants based on licensure tier, years of teaching, and quality of their application, with special emphasis for teachers of color and teachers who are American Indian. Of the 102 teachers, 8.8 % were teachers of color and teachers who are American Indian. Eight were licensed in Agricultural Education, 28 in Business and Marketing, 30 were licensed in FCS, one was licensed in Law Enforcement, and 35 were licensed in T&I. Additionally, 31 held Tier 1 licenses, 32 held Tier 2 licenses, 24 were teaching with an OFP, and 36 held Tier 3 or 4 licenses but had not previously taught in Minnesota and had been out of a classroom recently and needed mentorship.

Participants were selected and participated in the CTE TIP from September to June. During this time, 42% of the participants applied for the next tier for their license. Also, 98% of the participants plan to return to teach in their Career and Technical Education licensure area next year with 96% remaining in a Minnesota school district.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$15,629.00	New Teacher Support (mileage and mentee stipends)	☐ Recruitment ☐ Retention X Induction	Receipt of expense and participant tracking	102 participants (mileage for 2 in-person events and mentee stipend based on participation with nearly 600 hours of mentoring)
\$8,443.89	Induction Seminar	☐ Recruitment ☐ Retention X Induction	Receipt of hotel expense and participant tracking mileage	Hotel rooms for participants, mentors, facilitators, and staff
\$8,472.33	Induction Seminar – Meals	☐ Recruitment ☐ Retention X Induction	Receipt of expense and tracking	3 meals for participants, mentors, facilitators, and staff
\$7,851.97	Induction Seminar – Substitute Teachers	☐ Recruitment ☐ Retention X Induction	substitute teacher reimbursement requests	Substitute teachers for participants and mentors
\$11,858.16	Mentor Stipend and Travel	☐ Recruitment ☐ Retention X Induction	15 mentors – Receipt of expense and tracking	15 mentors worked with 102 participants at 2 in-person and 8 virtual events and had individual mentoring meetings with mentees
\$1,500	Statewide CTE Teacher Tracking	☐ Recruitment ☐ Retention X Induction	Tracked CTE job postings via EdPost, administration direct additions, and internal connections. Administrators will be contacted after July 1 to obtain more information on hires for the 23-24 school year.	Tracked more than 607 CTE job postings since in the 2022-23 school year via EdPost, administration direct additions,

				and internal connections.
\$6,633.93	Supplies and Materials	☐ Recruitment ☐ Retention X Induction	Receipt of expense and participant tracking	Materials for participants, mentors, facilitators, and staff
\$4,910.40	Spring Seminar	☐ Recruitment X Retention ☐ Induction	Receipt of expense and participant tracking	Hotel rooms for participants, mentors, facilitators, and staff and facility rental
\$4,893.79	Spring Seminar - Meals	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	3 meals for participants, mentors, facilitators, and staff; 1 meal mentors/staff only
\$4,000	Monthly Web Conferences	☐ Recruitment X Retention ☐ Induction	Virtual trainings and event/program evaluations	4 virtual trainings occurred
\$77,452.53	Remaining funds for summer/fall 2023 programming	☐ Recruitment X Retention ☐ Induction		
\$151,646.00	Total			

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Learning Disabilities Association (LDA) of MN Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Learning Disabilities Association of Minnesota
Total Grant Amount	\$114,202

Identified Official with Authority

Name of official with authority to sign	Martha Moriarty
Title	Executive Director
Address	6100 Golden Valley Road
City, State and Zip code + 4	Golden Valley, Minnesota 55422
Phone Number and Email	Phone: 952-582-6000 Email: mm@ldaminnesota.org

Primary Program Contact

Name of program contact	Dr. Catherine Tutor
Title	Licensure Program Manager
Address	6100 Golden Valley Road
City, State and Zip code + 4	Golden Valley, Minnesota 55422
Phone Number and Email	Phone: 952-582-6000 Email: ct@ldaminnesota.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

LDA Minnesota's alternative teacher preparation program prepares special educators for the ABS license. Our most active school partner in the program is Lionsgate Academy, a Minnesota public charter school serving grades from 7 up to 12. Established in 2008, Lionsgate Academy is open to students of all abilities, with specific programming designed to meet the unique needs of students on the autism spectrum.

Over the past three years, Lionsgate Academy has supported four teacher candidates, as they progress through LDA's 21-month teacher prep program. LDA's program not only provides the necessary coursework and experiences for the ABS license, but also pairs each candidate with an experienced special educator as a mentor during their time in the program. All of the candidates have expressed the value of this mentoring relationship and the support it provided them during their coursework and learning experiences.

ACTIVITIES

- Pay stipends to mentors who may be a current or former teacher who has taught at least 3 years and not on an improvement plan.
- Financially support a PLC affinity group across schools within and between districts from underrepresented racial/ethnic groups to come together throughout the year.
- Expand LDA's mentoring program model to include mentoring for current candidates in LDA's program and other teacher prep programs, and newly licensed Tier 3 & 4 teachers from LDA's program and other teacher prep programs who work at Lionsgate.
- Mentors provide weekly support to mentees with the intent to retain them through completion of their teacher prep program and in their employment as a newly licensed teacher. Mentors will use a weekly log to communicate with LDA.
- Recruit mentors for LDA's mentoring program from Lionsgate pool of Tier 4 licensed special educators.
- LDA's mentor manager will provide monthly professional development community (PLC) in the form of a professional learning community, minimum of 2x/year supervisory meeting time, and regular email/phone communication.
- Use the following books to support the professional learning community and mentor growth:
 - *Coaching for Equity: Conversations that Change Practice*, by Elena Aguilar. This book helps to hone the skills to have practical conversations about educational inequities for leaders, coaches and educational practitioners.
 - *The Impact Cycle* by Jim Knight. This book provides a process for coaches to use with teachers with the goal of improving student performance, outlined as a cycle with three stages that are central to coaching.
 - *The Racial Healing Handbook* by Anneliese A. Singh PhD. This book provides practical activities and conversation tools to help individuals address privilege, confront systematic

racism and engage in healing.

- Recruit 50% BIPOC candidates. LDA proposes to provide \$2,400 stipends for the academic year to mentees who identify as BIPOC. This added incentive will support teacher candidates' continued enrollment and advancement toward a teaching license as well as newly licensed BIPOC teachers engagement in mentoring focused on retention and support.
- Pair BIPOC mentors with BIPOC teacher candidates or new teachers. This project increases the mentor pay by \$1,000 for BIPOC mentors, with hopes of increasing the number of BIPOC mentors on the team.
- Mentees and the Mentor Manager will evaluate each mentor annually to obtain valuable feedback on the mentoring relationship, the program, program changes, and future planning.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 4 Teachers new to the profession or district	Tier 3 Teachers new to the profession or district	Tier 2 Teachers new to the profession or district	Tier 1 Teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native								
Asian or Pacific Islander		1	1			2		
Hispanic			1			1		
Black		1	1			1		
Other	3	3	7	1	2	13		
Paid Mentees of color who received additional stipends		2	3	1				
Total	3	5	10	1	2	17	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1		1		1
Asian or Pacific Islander	1		1		1
Hispanic					
Black	2		2		2
Other	12		12		12
Paid Mentors of color who received additional stipends	2		2		2
Total	16	0	16	0	16

Analysis of Data

LDA Minnesota's first year of partnership delivering additional mentoring to newly licensed and other teacher candidates in programs outside of LDA's and a Professional Learning Community to Mentors at Lionsgate was partially successful.

All mentees and mentors were introduced to the *Intercultural Development Inventory (IDI)*, took the assessment, and met with an IDI Qualified Administrator for their Report Debrief session in the Fall of 2022. This theory-based developmental tool provides extensive, practical, in-depth information specific to each person regarding their levels of intercultural competence. The results of this assessment provide actionable feedback and support the use of the *Racial Healing Handbook* as one of the primary tools in building intercultural competence. All Mentors participated in this process and 88% of Mentors were retained. All but one mentee participated in the process which is 94%.

Mentors met as a Professional Learning Community monthly. During these 2-hour meetings, professional development was delivered that centered around coaching strategies such as how to have difficult conversations concerning equity, diversity, and inclusion in special education, as well as reflective activities and practices centered around how to be an effective mentor, such as how to build trust to support vulnerability. The Mentor PLC read three (3) books during this time. *Coaching for Equity* was the primary book for learning how to coach and Mentor. *The Impact Cycle* was used primarily for professional development. *The Racial Healing Handbook* was read and discussed in accountability groups, and used to help mentors reflect on their own race and equity journey. Each group also presented content from the readings. Several Mentors had 100% attendance at these monthly workshop/PLC meetings. Very few missed one (1) meeting. We had two (2) Mentors miss 2 meetings, and they subsequently resigned their positions due to other obligations. We retained all of the mentees at LGA and lost 2 LDA mentees.

Mentors engaged in weekly activities with their mentees for a minimum of one and a half hours a week over the course of each 16-week semester. Activities included text/in person/telephone conversations, observations of teaching (both virtual and in person), focused activities meant to assist with the implementation of equity, diversity, and inclusion measures in the workplace, focused conversations assisting the candidate in linking theory to practice, and attendance together to various webinars and other professional development. Mentors completed a log sheet each week for their meetings with mentees. These forms were collected by the Mentor Manager. Collection of these forms can be challenging at times during the academic year when both mentors and mentees have school obligations that are prioritized. LDA uses these logs to gain insight into teacher candidate/mentee retention in the field, look for gaps in support/coaching, and plan future mentoring topics for PLCs.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$27,725.00	Stipends for Mentors	☐ Recruitment ☐ X Retention ☐ Induction	Weekly progress logs from mentors	88% of mentors retained
\$9,600.00	Stipends for Mentees	☐ Recruitment ☐ X Retention ☒ Induction	Weekly progress logs from mentors	94% of mentees retained
\$16,921.14	Supervision and leadership of program (Mentor Manager)	☒ Recruitment ☒ X Retention ☒ Induction	Evaluation from Mentors	88% of mentors retained
\$6,360	IDI Consultant	☐ Recruitment ☐ X Retention ☒ Induction	Evaluation from LDA Board, Faculty, Staff	100% of participants completed IDI and met 1:1 with Consultant for Debrief
\$60,606.14	Total			

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MN Association of Agriculture Educators (MAAE) Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Minnesota Association of Agriculture Educators
Total Grant Amount	\$54,435

Identified Official with Authority

Name of official with authority to sign	Ms. Jessica Daberkow
Title	President, MN Association of Agriculture Educators
Address	44331 860 th St
City, State and Zip code + 4	Lakefield MN 56150
Phone Number and Email	651-356-5543

Primary Program Contact

Name of program contact	Ms. Lavyne Rada
Title	Director, MN Teacher Induction Program
Address	146 Ruttan Hall; 1994 Buford Ave
City, State and Zip code + 4	Saint Paul, MN 55108
Phone Number and Email	605-695-1861; rada@umn.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative (FY22 Amended Award)

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching, and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

Due to the lingering effects of COVID-19, we had to reschedule the majority of our program for August 2022, January 2023, and June 2023.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1		1				1
Black		1					
Other	22	4	3		74		41
Total	23	5	4	0	74	0	42

Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1						
Black							
Paid Mentors of color who received additional stipends							
Other	3				7		
Total	4	0	0	0	7	0	0

Analysis of Data

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School- Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for more than 25 years and has a high retention rate.

A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2021 (Smith et al., 2022).

Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job- related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith et al., 2022). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling- Hammond & Sykes, 2003; Gray et al., 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages.

The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year three of the program, 74 teachers participated in the program and 100% of them were retained in the program to completion and for the 2022-2023 school year. Five percent were Tier 1 teachers, 7% of the participating teachers were Tier 2 teachers, 27% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 100% are being retained for the 2022-2023 school year and 96% plan to return to the classroom for the 2023-2024 school year.

This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by:

- implementing differentiated instruction and learning methods,
- using concepts of Context, setting/environment, closure, and assessment to better student learning,
- sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and
- learn methods of planning that are more efficient and effective.

All participants participated in professional development programming as well. Collaborative Inquiry Groups shared their findings through Minnesota Association of Agricultural Educators conferences.

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Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,140.00	Participant Stipends	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and participant tracking	Stipends for 30 teachers to cover mileage
\$10,000.00	Mentor Stipend	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Stipends for 7 mentors
\$3,868.52	Facilitator Stipends	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Stipends for 4 facilitators
\$687.36	Printing and Texts	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$18,861.09	Supplies and Materials	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$3,437.28	Lodging and Facilities	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	hotel rooms for participants, mentors, facilitators, and staff
\$3,869.44	Meals	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Meals for participants, mentors, facilitators, and staff
\$708.29	Meetings	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	Mileage and hotel for training facilitator
\$5,358.25	Substitutes	☐ Recruitment ☒ Retention ☐ Induction	Receipt of expense and tracking	19 substitute reimbursements
\$2,500.00	Indirect (Administrative Costs)			
\$54,430.23	Total			

FY23 Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching, and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

Due to staffing shortages, some of the programming has been delayed and a request for extension has been made. This report shares the results thus far.

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FY23 Teacher Mentorship & Retention of Effective Teachers Grant Program

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1		1				1
Black		1					
Other	22	4	3		74		41
Total	23	5	4	0	74	0	42

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Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district program	Tier 1teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1						
Black							
Paid Mentors of color who received additional stipends							
Total	2	0	0	0	8	0	0

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Analysis of Data

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School- Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for more than 25 years and has a high retention rate.

A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2021 (Smith et al., 2022).

Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job- related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith et al., 2022). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling- Hammond &

Sykes, 2003; Gray et al., 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages.

The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year four of the program, 74 teachers participated in the program and 100% of them were retained in the program to completion and for the 2022-2023 school year. Five percent were Tier 1 teachers, 7% of the participating teachers were Tier 2 teachers, 27% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 100% are being retained for the 2022-2023 school year and 96% plan to return to the classroom for the 2023-2024 school year. This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by:

- implementing differentiated instruction and learning methods,
- using concepts of Context, setting/environment, closure, and assessment to better student learning,
- sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and
- learn methods of planning that are more efficient and effective.

All participants participated in professional development programming as well. Collaborative Inquiry Groups shared their findings through Minnesota Association of Agricultural Educators conferences.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$795.00	Participant Stipends	☐ Recruitment X Retention ☐ Induction	Receipt of expense and participant tracking	Stipends for 8 teachers to cover mileage
\$9,000.00	Mentor Stipend	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	Stipends for 8 mentors
\$4,597	Facilitator Stipends	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	Stipends for 10 facilitators
\$4,006.00	Supplies and Materials	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$1,105.00	Lodging and Facilities	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	hotel rooms for participants, mentors, facilitators, and staff
\$1,600.00	Content Specific Workshop Stipends	☐ Recruitment X Retention ☐ Induction	Receipt of expense and tracking	Stipends for 6 teachers to cover mileage
\$21,103.00	Total			

Remaining Grant funds will be used and reported on prior to June 30, 2024.

Mahtomedi ISD 0832

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Mahtomedi Public Schools
Total Grant Amount	\$27,230

Identified Official with Authority

Name of official with authority to sign	Barb Duffrin
Title	Superintendent
Address	1520 Mahtomedi Avenue
City, State and Zip code + 4	Mahtomedi, MN 55115-1907
Phone Number and Email	651-407-2001 barb.duffrin@isd832.net

Primary Program Contact

Name of program contact	Jennifer Reichel
Title	Director of Teaching and Learning
Address	1520 Mahtomedi Avenue
City, State and Zip code + 4	Mahtomedi, MN 55115-1907
Phone Number and Email	651-407-2013 jennifer.reichel@isd832.net

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Other	22				20		
Total	22	0	0	0	20	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

Mentor stipends were paid for with district funding; grant funding paid for start-up costs and professional development in cognitive coaching.

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Analysis of Data

Our first goal was to train 100% of our mentor in cognitive coaching within 5 years. Given that we hire between 15 and 20 new teachers per year and we trained 32 teachers in cognitive coaching in the first year (19 in the first session and 13 in the second session), we have made significant progress. The pairing of mentors with new teachers is dependent on context so we plan to continue offering cognitive coach training to staff after this grant cycle using district dollars.

Our second goal was to have at least 85% of mentors participate in at least 6 learning sessions each year and within 3 years, we intend for all of the base lessons to be developed and each subsequent year, the Mahtomedi Induction Planning team will engage in a review process so that there is a cycle of continuous improvement. Our focus for this year was to dig into the research-based texts that were purchased with grant funding and begin designing both our mentor checklists and lessons for mentor learning sessions. Our team created monthly checklists for each month September – May that offered helpful supports outlined in the text. Here are examples of a few mentor checklists:

- [August/ September](#)
- [November](#)
- [February](#)

Our third goal was, “at least 85% of new teachers report that the New Teacher Network has been a positive experience.” We administered beginning, mid, and end of year surveys to our new teachers seeking their feedback and evaluation of our mentoring program. Our intention is to use their end-of-year feedback to refine our programming for the 23-24 school year and beyond. We did not have the internal capacity to host monthly new teacher network meetings during the 22-23 school year but, because we have hired three teacher leaders to organize and facilitate the mentor and induction program, we will have the capacity and are developing plans for this network to begin in the 23-24 school year.

Our final goal was, “At least 85% of mentors report that mentoring a new teacher has been a positive experience.” Feedback from the pre, mid and end of year surveys shared positive feedback for the mentor checklists which provided much needed structure, expectations and accountability to the mentoring program. Feedback also suggested that our next steps will be to differentiate the checklists for new to profession teachers and new to the district (but experienced) teachers. Further, there was feedback requesting differentiation for general education and special education new teachers.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$3000 Print Resources	We ordered 20 copies of each of the following: • The First Years Matter: Becoming an Effective Teacher, • Leading the Teacher Induction and Mentoring Program, • Modern Mentor: Reimagining Mentorship in Education, • Supporting New Teachers: A How- To Guide for Leaders, • Why Didn't I Learn This? And 10 copies of: • Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers	☐ Recruitment X Retention X Induction	These texts were used to support the development of monthly mentor checklists as well as the foundation for formulating our new approach to mentoring.	We created mentor checklists for each month of the school year. Additionally, we have articulated a more coherent plan for the role of the mentor moving forward including agreed-upon definitions as well as monthly expectations and a draft plan for ongoing training expectations.

\$11,700 Curriculum Writing Time	• We paid 7 teachers their hourly rate on 7/25 for 2 hours to meet and initially determine the intended changes to our mentor program for the 22-23 school year and brainstorm ideas for changes for the 23-24 school year and beyond. • 6 teachers on 8/8 for 2 hours to draft the September mentor checklist. • 2 teachers on 9/27 for 1.5 hours to draft the October & November mentor checklists • 2 teachers on 11/15 for 1.5 hours to draft the December and January mentor checklists • 1 teacher on 1/26 for 1 hour to draft the February and March mentor checklists • 3 teachers (newly hired as mentor/ induction leaders) 1 hour each on 4/5, 4/17, and 5/8 to draft enhanced plans for the 23-24 and beyond mentorship program • 6.42 teachers a stipend of \$1300 (plus benefits) for mentor work	☐ Recruitment X Retention X Induction	We articulated that within 3 years, we intend for all of checklists to be created and base lessons for ongoing mentor training to be developed.	We created mentor checklists for each month of the school year. Additionally, we have articulated a more coherent plan for the role of the mentor moving forward including agreed-upon definitions as well as monthly expectations and a draft plan for ongoing training expectations. Additionally, we gathered formal and informal Feedback throughout the year and a majority of the mentors offered positive feedback about the checklists. We have made significant progress toward our 3-year goal.
\$10,530 Cognitive Coaching	We paid 19 teachers their hourly rate on 8/10 for 6.25 hours to participate in Cognitive Coaching training; the participants were slated to be mentors in the 22-23 school year or intended to be mentors in upcoming years. 3.26 teachers a stipend of \$1300 (plus benefits) for cognitive coaching work	☐ Recruitment X Retention X Induction	Making progress toward having all mentors trained in cognitive coaching skills; our goal was to meet this expectation within 5 years.	Given that our typical pool of new hires is between 20 and 25 teachers and by the end of the summer of 2023, we will have trained 33 teachers, we have made significant progress toward our goal.

\$0 Affinity Group for BIPOC teachers	We did not hire any BIPOC teachers so we were not able to make use of these funds.	☐ Recruitment ☐ Retention ☐ Induction		
\$25,230.00	Total			

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Teacher Mentorship & Retention of Effective Teachers Grant Report
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Grantee Information

Legal Name of Applicant Organization	Mankato Area Public Schools
Total Grant Amount	\$102,888

Identified Official with Authority

Name of official with authority to sign	Paul Peterson
Title	Superintendent
Address	10 Civic Center Plaza PO Box 8741
City, State and Zip code + 4	Mankato, MN 56002-8741
Phone Number and Email	507-387-3017 ppeter1@isd77.org

Primary Program Contact

Name of program contact	John Lustig
Title	Director of Administrative Services
Address	10 Civic Center Plaza PO Box 8741
City, State and Zip code + 4	Mankato, MN 56002-8741
Phone Number and Email	507-387-3017 jlusti1@isd77.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Mankato Area Public Schools (MAPS) strives to center equity in all we do by living our MAPS Equity Framework, the Mankato Area Public Schools Mission Statement states: Mankato Area Public Schools is committed to working together equitably, with families and communities so that each learner has the knowledge and skills to be a successful and contributing citizen in a diverse global society. In addition to our mission statement, our vision further articulates our commitment to equity and reads: Every learner will be seen for who they are inclusive of race, national origin, home language, sex, gender, sexual orientation, disability, age, and/or religion. MAPS learners will experience a school environment that builds their voice and agency. Learners and families will be seen and heard. MAPS will assure that each learner has the skills to enter society with a joy for learning, a positive vision for the future, and the ability to navigate the world with hope, dignity, and their multiple talents. Our core commitments and values include being Intentionally Inclusive, Visibly Equitable, Actively Anti-racist, Committed to Excellence, and Accountable for Results.

MAPS will reach its mission and vision when:

- Each student is ready for kindergarten.
- Each student is reading well by 3rd grade.
- All achievement gaps are closed.
- All students are college and career ready by graduation.
- All students graduate.
- Each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect.

The vision for the grant was to support and retain our teachers of color or those who are Indigenous. We will know that we have reached our mission and vision when each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect. Focusing on mentoring and retention for teachers of color or those who are Indigenous has helped us reach that goal, this focus will provide space, place, and resources to make this goal a reality. In addition, our district goal in strategic direction B on our Visioncard has been: Strengthening our welcoming, connecting, and partnerships by increasing inclusive staffing. We planned to reach this vision by paying a stipend to a coordinator for the retention and support specifically for teachers of color or who are Indigenous. We would pay this coordinator their hourly rate (average \$60 an hour) to coordinate all activities in this grant (applicable to teachers of color), provide job-embedded professional development, support our teachers of color, and continue to work collaboratively to build a school community where our teachers of color feel valued and a sense of belonging. This coordinator role would allow us to align our work with our mission and vision and connect all the goals and the pieces, including support and facilitating or co-facilitating affinity opportunities for our staff of color or those who are Indigenous. At MAPS we value this work and strive to be a more

inclusive and anti-racist environment for students and staff. We seek to increase the retention of Black, Indigenous, and other Staff of Color by supporting and celebrating the value they add to inspire and empower all students. Our coordinator and mentors paid for through this grant will keep these questions at the forefront of their work with staff and students:

Racial Equity Lens Guiding Questions

1. Who benefits or is advantaged by the current system? What is the impact on this group of people?
2. Who is disadvantaged? What is the impact on this group of people?
3. How is it a systemic and/or institutional issue?
4. Is it out of line with our Equity Vision? How does it represent our Equity Vision?
5. Why hasn't it been addressed? Or, how has it begun to be addressed?
6. Overall, what are the main concerns, and what are some potential action steps that could be taken to correct them?

With the grant funding, Mankato Area Public Schools compensated site-based Special Education Mentors with a stipend for the time spent facilitating professional learning and support for new special education teachers outside of the contract day. These mentors mentored our special education tier 1, 2, and 3 teachers in their respective buildings. These mentors worked directly with our District Special Education Mentor to align support.

As a part of their induction, year one special education teachers, who likely include special education teachers of color, had the opportunity to receive professional development specific to special education through new teacher induction sessions. These sessions were designed to provide professional development on special education-specific topics. With the increase of special education teachers holding Tier 1 and Tier 2 Licensure or Out of Field Permission Licensure it has been critical that specific support and professional development align with their unique job responsibilities and the legality of due process requirements.

With the grant funding, Mankato Area Public Schools provided four hours for new special education teacher orientation to the district and their individual building. This professional development was led by the district special education mentor and site-level mentors. The special education mentors and mentees were compensated for this professional development.

The topics of focus were:

- Navigating SpedForms and reading Individualized Education Plans (IEPs) to identify key information
- Setting up a special education classroom based on student need, programming and schedules
- Knowing my resources around lesson planning and curriculum based on student need

- Classroom management and individualized behavior management strategies/plans
- Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives
- Writing IEPs following compliance rules
- Running a successful IEP meeting and communicating with parents and
- Communicating and collaborating with colleagues and other professionals in the school setting and community.

This also supported the retention of our new special education teachers who may also be teachers of color.

Our district's teacher evaluation is based on the Danielson Framework. While facilitating the district/building mentor and special education mentor explained what best practice looks like in the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) through conversation and the professional development provided in the eight sessions. Once you know what the expectations are you are more likely to be able to disrupt and/or align with the expectations.

With the grant funding, Mankato Area Public Schools compensated two Mentor(s) of color who facilitated job-embedded professional development and general check-ins with a focus on collaboration and collegiality. These sessions were tailored to meet the needs of each individual as well as what the group needed with an alignment to our district and building specific visioncards, which included the following strategic directions; Improving learning and development for ALL students, Strengthening our welcoming, connecting and partnership, Increasing student readiness for life options after graduation, Optimizing our management of all types of resources, and Developing our staff's capacity, skills and accountability.

This learning was co-created with our mentors of color and our teachers of color. We worked with our mentors of color, and teachers of color to design and create professional learning opportunities that responded to the needs they identified as important and topics they feel need to be learned to be successful. Their feedback was necessary and valued in this process. We provided one mentor at each level (elementary and secondary) to be able to sufficiently support and be targeted with specific topics tailored to each individual level and teacher. In addition to the alignment of the visioncard the following topics were infused into the professional development conversations, which are listed in no particular order:

- MAPS Equity Framework
- Student Engagement & Setting Up your classroom
- Classroom Management
- Lesson Planning

- Collegial Collaboration
- Cultural Responsiveness
- Professionalism
- Community & Family Engagement
- Ending the Year Successfully and Planning for Next Year
- Trauma-Informed Instruction
- Cognitive Coaching
- Courageous Conversations

Additionally we asked for funding to pay a stipend to two current mentor coach(es) that will support the mentors of color in preparing for the above topics. The current mentor coaches were to provide facilitation ideas and resources for the topic to be discussed and also be available as a meta coach for them as they navigate their new role. We ended up having our field experience/K-12 mentor coach to do this so no funding was needed here.

With the grant funding, Mankato Area Public Schools paid TWO stipends for affinity group facilitators to support our district affinity group members. We held two affinity meetings this year. The facilitators were staff members of color from the Mankato Area Public School District and for one of the meetings we hired a faculty leader in the Recruitment and Retention Office at Minnesota State University, Mankato. This provided an opportunity to bring our teachers of color together for open dialog and collegial discussions. This grant allowed us to honor their time by paying our affinity group participants to attend.

More specifically our focus with our affinity groups has been on ensuring that *Each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect.*

With the grant funding, Mankato Area Public Schools compensated 11 Special Education teachers in their first three years of teaching and 6 teachers of color. Teachers will receive a stipend of \$41/hour to attend professional development opportunities and collaboration sessions outside of the contract day, including affinity groups, special education-specific support sessions, and sessions to support teachers of color or teachers who are American Indian. Those opportunities for teachers are outlined below:

Mentors for Teachers of Color	Mentors for Teachers of Special Education	Affinity Groups
The sessions below were optional topics of focus: • MAPS Equity Framework • Student Engagement & Setting Up your classroom • Classroom Management • Lesson Planning • Collegial Collaboration	The sessions below were optional topics of focus: • Navigating SpedForms and reading Individualized Education Plans(IEPs) to identify key information	The focus with our affinity groups were to: • ensure that <i>Each student, family and staff member feels safe, is welcome, and is treated with dignity and respect</i> • Differentiated and tailored to the specific needs of the group, we
• Cultural Responsiveness • Professionalism • Community & Family Engagement • Ending the year successfully and planning for next year • Trauma informed instruction • Cognitive Coaching • Courageous Conversations	• Setting up a special education classroom based on student need, programming and schedules • Knowing my resources around lesson planning and curriculum based on student need • Classroom management and individualized	will work with this group to identify topics

	behavior management strategies/plans • Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives • Writing IEPs following compliance rules • Running a successful IEP meeting and communicating with parents and • Communicating and collaborating with colleagues and other professionals in the school setting and community.	
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The aforementioned activities supported and strengthened our limited resources for mentoring and retention efforts that we had in our district. This year we lost our Special Education Mentor because of budget containment efforts, so others are trying to fill that role. It was extremely beneficial to have support at the building level for those special education teachers, this definitely helped with retention

and also student achievement. Over the last year we have had one half time mentor coach at each building that is responsible for the instructional coaching of ALL teachers, assisting with data collection and analysis, the coordination of testing, supporting all professional development efforts at the building level, mentoring new teachers within their first 3 years, supervising teacher candidates from our partners in higher education institutions as well as supporting Professional Learning Communities and their administrators on a daily basis. This broad-brush approach does not allow us to specifically focus on teachers of color or special education teachers. This grant, however, allowed us to be very focused on our vision of supporting our goals listed above and also to compensate mentor teachers of color and mentor teachers who have specialized training in special education to support our teachers of color and our special education teachers in a very targeted way. The affinity groups allowed our teachers of color to come together, collaborate, and support each other at a specific time and place. It also honors all of the mentors' and participants' time by compensating them for their professional learning time.

At Mankato Area Public Schools we have a strong partnership with Minnesota State University, Mankato. This allowed us to tap into professional development opportunities specific to racial equity and coaching. We worked with our university partners to provide *Cognitive Coaching* training for both our two mentors of color.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	1
Asian or Pacific Islander	1	0	0	0	0	0	2
Hispanic	1	0	0	0	0	0	1
Black	3	0	0	0	0	0	0
Other	0	5	4	0	10	0	0
Total	5	5	4	0	10	0	4

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends	2				
Total	2	0	0	0	0

Analysis of Data

We were not able to complete as many activities as we would have liked and have requested an extension to be able to continue this work.

Out of 21 total **teachers of color** 9 were open to being mentored. Our two mentors of color were at the elementary and secondary level. We ran this support program district-wide since there were so few teachers of color. This provided a challenge for the mentors to meet - virtually being one option but unless you knew the person already this presented a challenge to connect emotionally. This type of mentoring is much more heavy in the area of SEL vs job related tasks and competency. Moving forward we will work to provide our mentors of colors with the tools to focus their work. Attending Cognitive Coaching training will greatly improve their effectiveness as stated by them after days 1 and 2 of training.

Out of the 9 total **special education** teachers being mentored all 9 said yes. Each of their mentors were from their site which provided easy access and just-in-time support. The support was mostly about job related tasks which increased job satisfaction and competency.

Of those surveyed, anecdotal and quantitative data indicate that both sped and teachers of color being mentored found the experience to be positive, supportive, and overall beneficial. As we review our implementation and prepare to continue this work, an area that we will continue to revise is to improve communication and recruitment strategies to better engage and have more teachers of color participate. This year we hosted two affinity groups - one where families could attend and one with a hired speaker. The family event was better attended - this is something that we will discuss as we move into next year.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$13,702	Mentoring of new teachers who teach special education	☐ Recruitment X Retention X Induction	Satisfaction and Participation Survey	Anecdotal data indicates positive experiences and effective support and interventions
\$6,867	Mentoring of new teachers who are a teacher of color	☐ Recruitment X Retention ☐ Induction	Satisfaction and Participation Survey	Anecdotal data indicates that participants were satisfied, engaged, and felt a new level of support through their participation in the experience.
\$20,569.00	Total			

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Metropolitan State University Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Metropolitan State University
Total Grant Amount	\$70,370.40

Identified Official with Authority

Name of official with authority to sign	Stephen Kent
Title	VP for Finance and Operations
Address	700 E 7 th Street
City, State and Zip code + 4	St Paul, MN, 55106
Phone Number and Email	stephen.kent@metrostate.edu

Primary Program Contact

Name of program contact	Paul Spies
Title	Dean, School of Urban Education
Address	1501 Hennepin Ave, Suite H2300
City, State and Zip code + 4	Minneapolis, MN 55403
Phone Number and Email	612-978-4020 paul.spies@metrostate.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Our grant application identified two main purposes for funding and activities:

- ☒ Financially support professionally learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year.
- ☒ Provide grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students.

Our (i.e. Intermediate District 917, MN Humanities Center and Metro State School of Urban Education) vision of a professional development affinity space evolved over the grant period and culminated in the creation of the first ever [BIPOC Educator Institute](#) that commenced June 26-29, 2023 and will conclude August 8, 2023. Thus, this is a preliminary grant report because we have an amended contract approved to utilize Grant funds in FY24 for expenses beyond paying the full graduate student tuition and fees of [EDU 642 Liberatory Education](#) for participants from the grant.

We initially found during outreach that the varying school year ending dates and other barriers made it more difficult for less experienced teachers to commit to the Institute. However, receiving the suggestion that other peers may be interested allowed for the team to pivot by late spring 2023 and seek PELSB approval to expand our pool of eligible participants beyond District 917 and its member districts. Expanding eligibility resulted in nearly 30 BIPOC educators expressing interest in participating. Ultimately, 20 eligible individuals were available during the intensive 2-8pm time block for the session and were registered for enrollment in Metro State's EDU 642. However, as the session launch came closer, six needed to drop within the few days and hours before the Institute began June 26 for personal issues ranging from emergency child care to testing positive for COVID. The initial feedback from the 14 participating educators is that they have had a very positive experience thus far during the Institute as reported in data provided in the Analysis of Data section of this report.

We look forward to developing a continuing relationship with participants during the remainder of summer 2023 and beyond to provide mentorship and coaching opportunities support their retention in the field of education and other supportive roles in the profession in ways that promote them thriving as change makers, and policy influencers. We will submit a follow-up report at the conclusion of all activities, events, and meetings.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	2						
Asian or Pacific Islander	3				1		
Hispanic					2		
Black	3				3		
Other							
Total	8 unduplicated	0	0	0	6 unduplicated	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Not applicable at the session starting because we didn't know the full range of participants' needs.

We are looking at what may be needed in this area as a result of the requests that surfaced about "affinity" coaching for sustainability. There are 2 specific groups that asked and 1 to be anticipated.

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Analysis of Data

Participants at the end of the first four days of their Institute experience (June 29) to provide formative feedback about the degree to which the BIPOC Educator Institute so far has impacted them (ranging from “not at all” to “very much”) in five ways. Data from 13 participants who responded (93%) were very positive:

- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” renewed their energy as an educator, including 61% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” nurtured their resiliency as an educator, including 54% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” increased their connection to other BIPOC educators with whom they can relate, including 85% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” increased their knowledge about things important to them as an educator, including 69% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” strengthened your commitment to remain an educator for the near future, including 66% who responded “mostly”, or “very much”

In addition to the five selected response items, participants were asked “What comments do you have about your experience thus far and its impact on you?” Below are their written comments that further demonstrate the importance of the BIPOC Educators Institute and participants’ appreciation for what we have provided thus far.

- *I am grateful for this opportunity, the relationships built and the resources provided. It has renewed some hope for me as an educator. I hope I can find a mentor and build more resilience.*
- *Nice program. I learned a lot. Thank you so much.*
- *I learned a lot from everyone. Clearer expectations. Time to do assignments together in class*
- *Love, Love, Loved it! I learned so much these last few days. No matter how many yrs they have, this class will benefit any kind of teacher! Loved that you created a safe space for us to vent what’s going on in our schools! Totally recommend it to ALL teachers!*
- *This institute was awesome! The instructors were great. I was obvious that there was so much preparation put into this. Thank you!*
- *[Instructor] was amazing and I want more. Also, there should [be] payment for participants.*

- *There needs to be more recruitment of SPPS/East Side of St. Paul i.e. AIMS, Harding*
- *Please bring more voices to the table. Please more scholars & veteran educators. Muchisimas Gracias!!!!*
- *I am so grateful to be part of this cohort*
- *Please increase disability access—make all parts hybrid. Validate the work I have already done & will be doing in my community! I've already learned from comm. & engage often with diverse comm. Validate this—show you recognize POC/TOC already do a lot of extra labor including staying alive. Give us more time to build & talk. Loved [Instructors'] teaching style & environment!*

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$29,606.64	4cr Tuition & Fees for 14 participants	☐ Recruitment ☒ Retention ☐ Induction	See below	See below

From Grant Application: Sect 6			FINDINGS/RESULTS
Progress monitoring criteria/outcomes	Methods for collection	Data used	
At least 90% of participating teachers report satisfaction with their experience in the PD and that it increased their motivation to remain teaching.	Metro State Coordinator of Assessment will develop an instrument of EDU 612 (642) and Humanities Center will develop an instrument for their workshops	Survey or course/workshop evaluations.	Outcome achieved thus far
At least 80% of TOCAIT participants report that they plan to return to teaching in the next school year.	Metro State Coordinator of Assessment will develop an instrument, and new Metro State Director of Recruitment, Retention and Induction will collaborate with districts to gather actual retention data.	Survey responses and teacher retention numbers from districts where TOCAIT taught in 2022-23	TBD

PELSB Mentorship & Retention Grant FY23
Report

Goal A: Improve climate and culture for non-tenured BIPOC educators	
Goal A, Activity I. Provide funding to strengthen affinity groups through a beginning of the year “meet and greet” event for new BIPOC educators, increased funding for all eight (8) existing affinity groups, and funding to add up to three (3) new affinity groups	FY23 Report: Due to staffing transitions and challenges, a beginning of the year “meet and greet” event for affinity groups was not held in the fall of 2022. However, MPS aims to utilize grant rollover funds in FY24 to support an event like this in the fall of 2023. Additional funding from this grant allowed the Hmong Affinity Group to gather and camp at the Agape Hmong Garden in Hugo, MN and also engage in a Hmong Needlework Paj Natub lesson led by artist Mandora Young. Lastly, Nikkia Hines, a teacher on special assignment (TOSA) and Anti-Bias, Anti-Racist (ABAR) Mentor piloted two new affinity groups: a Black Affinity Group and a National Pan-Hellenic Council (NPHC) Affinity Group. Activities for the two new groups funded by this grant included: leadership stipend for Nikkia Hines, attendance to a play at the Guthrie Theater, bus tour, guest speaker, and group meetings at local restaurants. MPS is currently working to analyze retention data of BIPOC staff in 2022-23.

Goal A, Activity II. strengthen current Achievement of Tenure (AofT) offerings through two (2) new seminars for non-tenured educators: “Early Career Educators of Color Seminar” for non-tenured BIPOC educators and “Becoming an Anti-Racist White Ally Seminar” for non-tenured white educators.	FY23 Report: Due to staffing challenges, development for the “Becoming an Anti-Racist White Ally” seminar for non-tenured white educators was only partially developed and not implemented. However, MPS aims to utilize grant rollover funds in FY24 to support the completion of planning and pilot of this seminar in the 2023-24 school year. Funding from this grant allowed for the development and pilot of the “Early Career Educators of Color Seminar” for non-tenured BIPOC educators. Nikkia Hines and Pia Payne-Shannon, MPS’ two Anti-Bias Anti-Racist (ABAR) Teacher Mentors led the development of the seminar. Specifically, Grant funds allowed for a partnership with Dr. Ghouldy Muhammad (author of <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> and <i>Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction</i>) to support the seminar. In addition, Grant funds allowed for the purchase of the following texts for seminar participants:
	• <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> • <i>Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction</i> • <i>Teachers of Color: Resisting Racism and Reclaiming Education (Race and Education)</i> • <i>Being the Change: Lessons and Strategies to Teach Social Comprehension</i> • <i>We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be</i> • <i>Ratchetdemic: Reimagining Academic Success</i> In addition, funding from this grant allowed multiple MPS teacher leaders and district staff to attend a new training for new educators to determine its racial and cultural responsiveness to the needs of MPS staff and students of color. Specifically, grant funding provided extended time for MPS staff to attend The Catalyst Approach training and critically analyze it based on the needs of MPS staff and students. Please see the full report on The Catalyst Approach.

Goal A, Activity III. Increase the anti-racist effectiveness of Coaches and Mentors through expansion of the monthly “Coaching for Equity” professional development series for coaches and mentors, and through resources and training for the new BIPOC mentor positions	FY23 Report: Funding from this grant allowed for 48 Coaches and Mentors across multiple MPS sites and departments to participate in Bright Morning’s “Coaching Across Racial Lines” training in the fall of 2022 and early winter of 2023. Unfortunately we were unable to administer the IDI in 2022-23, so MPS will explore other ways to measure the impact of “Coaching for Equity” sessions in 2023-24.
Goal B: Increase the number of BIPOC educator leaders serving as Mentors and Coaches	
Goal B, Activity I. Create a leadership development program (minimum of 80% BIPOC educators) to explore, enhance, and advance educator leadership and adult coaching skills.	FY23 Report: Due to staffing transitions, creation of a leadership development program was only partially developed and not implemented. However, MPS aims to utilize grant rollover funds in FY24 to support the full development and pilot of this program.
Goal C: Increase ESP’s access to professional development with licensed educators	
Goal C, Activity I. Provide extended time for ESPs to attend professional development with licensed educators that occurs outside of their duty time.	FY23 Report: Funding from this grant provided extended time to allow 19 ESPs to attend the MPS Instructional Leadership Team (ILT) Leadership Institute on Aug. 11-12, 2022 alongside administrators and teacher leaders. In addition, funding from this grant allowed MPS grow your own (GYO) staff to host a total of three focus groups with ESPs to get their feedback about professional development and specifically what they would like to see in GYO teacher pathway programs at MPS that would support ESPs with an Associate’s degree to earn a teaching license. MPS is currently working to analyze retention data of BIPOC staff in 2022-23.

MN Zej Zog Hmong Educators School and Teacher Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	MN Zej Zog
Total Grant Amount	\$310,000

Identified Official with Authority

Name of official with authority to sign	Pang Yang
Title	Co-Executive Director
Address	8940 29th Ave
City, State and Zip code + 4	New Hope, MN 55427
Phone Number and Email	763-910-5505; mnzejzog@gmail.com

Primary Program Contact

Name of program contact	Pang Yang and Dr. Jenna Cushing-Leubner
Title	Co-EDs
Address	8940 29th Ave N
City, State and Zip code + 4	New Hope, MN 55427
Phone Number and Email	763-910-5505; mnzejzog@gmail.com

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The 2022/23 PELSB teacher mentorship and retention of effective teachers grant funding is facilitating some of MN Zej Zog's most exciting and promising and promising impacts and programming. As a primarily Hmong-run community nonprofit that is still fairly early in its growth, this funding has been instrumental to begin to see indications of the full extent of the fruits of our labor for the last eight years truly begin to flower. First and foremost, we are excited to share about the Hmong K-12 World Language licensure program. Starting in late Summer 2022, twenty-one Hmong educators were



selected to participate in MZZ's inaugural cohort of Hmong World Language licensing - which we undertook through an essential partnership with Concordia College's (Moorehead) Masters Degree in World Languages Education program. This group represented a combination of Hmong language teachers in dual language immersion/bilingual programs and K-12 world/heritage language programs. Of this group, nine entered in order to earn an initial license and twelve entered to earn an additional license, with initial licenses for this group varying across elementary education, art, mathematics, and language arts. In addition, eight of the initial licensure educators applied for and were accepted into the Masters Degree program. Following the initial courses, fifteen teachers (including all nine initial licensure teachers) remained in the cohort, with fourteen on track to complete licensure as of June 2023. From August 2022 through June 2023, this cohort completed at least thirty-six credits (combined graduate and non-graduate) towards their initial and add-on licensure pathways. This included a ten-day intensive on-site component held in Bemidji, MN in June 2023. As of June 2023, all five additional-licensure candidates are on track to become licensed following the completion of an MZZ-required Moob Leeg hab Ntsuab (Hmong language dialects) course in September 2023.

This group will become Minnesota's first-ever cluster of Hmong K-12 world language educators. Initial licensure candidates will complete their remaining coursework and practicum hours during the 2023/24 academic year and will be licensed by June 2024. Completion of licensure requirements for the eight Master's degree seeking educators will also trigger their successful attainment of the Master's degree. We can not state clearly enough how thrilled we are to finally see the unique licensing of Hmong K-12 World Language teachers finally coming to be. The ripple effect impacts of this are vast and include (among other things) the following professional and economic impacts:

- (1) Professional: stabilizes access to Tier IV and V licensure benefits for Hmong language teachers. Before this, 100% of our secondary Hmong heritage/world language teachers were teaching on Tier I-III licenses. With Tier IV licensure (completion of an accredited licensure program), these teachers will be able to fully represented in bargaining agreements (when teaching in district schools). In addition, the majority of teachers licensed through this cohort will benefit from extended contract stability - replacing the 1-3 year contract cycles available to them with Tier I-III licensure. This stabilizing of contract periods to five year cycles lifts considerable personal (financial and health-related) burdens from Hmong language teachers who, until this point, have had to experience job loss, contract renegotiation, and job application on one to three year cycles. During these cycles, the increased stress of potential loss of employment would set in as soon as new year budgeting begins. This took away time and attention on their current year students and curriculum, and put them into positions to be nearly constantly on the job market (even if the outcome would be contracting to teach an additional year). In addition, constant contract instability created the environment for more likely burnout and a context that worked against teachers' abilities and desires to do long-term instructional planning.
- (2) Professional: stabilizes secondary Hmong language programming. This impact is a direct extension of the stabilizing of Hmong language teachers into Tier IV extended contract cycles and access to negotiation and bargaining. When Tier I-III licensed Hmong language teachers' contracts follow such short cycles, the maintenance of Hmong language and culture programs (already facing unique needs as a less commonly taught and displaced, primarily oral language) also became incredibly unstable. We anticipate that the stabilizing of this group of Hmong language teachers as Tier IV licensed teachers will have a primary ripple effect of maintaining the stability of programs already being offered and will improve the likelihood of the creation and expansion of new Hmong language and culture options in Minnesota's K-12 schools.
- (3) Professional: creates infrastructure for institutionalized recruitment and mentorship of future Hmong language teachers to be placed in Hmong language teacher classrooms. The licensing of Hmong K-12 World Language teachers also creates the option for Hmong teacher candidates interested in becoming language teachers to be placed in a classroom with a highly qualified Hmong language teacher. Until this point, requirements for mentor teachers to hold Tier IV licensure created a bottle neck limiting system so that - even though Minnesota is home to master Hmong language and culture teachers, some of whom have been teaching language for over a decade - a Hmong language teacher candidate would be unable to be mentored into the profession in a Hmong world language classroom. The potential impacts of this are vast and include the increased possibility of a Hmong future teacher earning dual licensure (for example

in) ESL and World Languages: Hmong and finally being able to complete a practicum and receive early career professional development with one of Minnesota's master Hmong language and culture teachers.

- (4) Professional: contributes to internal professional community mentorship. Credentialing offers a form of legitimization of the pedagogical and curricular content knowledge of Hmong educators. It also confers the dignity of the profession that master and early career Hmong language and culture teachers earn in their innovative and multiple-layered efforts every day as underrepresented educators of color with direct knowledge and insights towards providing high quality linguistically and culturally sustaining education for Hmong students specifically, Southeast Asian and other displaced and less commonly taught language communities more broadly, and which can positively inform the teaching of the general BIPOC and non-BIPOC student populations.
- (5) Professional: broad deepening of pedagogical and curricular content knowledge. Supporting the credentialing and deepened knowledge base of Hmong language and culture teachers contributes heavily to the quality and efficacy of early career mentoring partnerships and what is cultivated there.
- (6) Economic: because Minnesota continues to maintain a "lanes and ladders" system to determine annual salary, the completion of this Tier IV licensure within the context of a graduate degree-granting program has meant that there are multiple avenues for cohort members to earn direct salary-advancement benefits through a combination of lane and level changes. This financial impact will certainly be felt at the individual and family level of increased economic stability, financial mobility, and spending power - and (because of the cohort nature of this program), has the potential to ripple to the community level.

Next, the vision of Minnesota Hmong Educators Coalition (MnHEC) serves to unite all Hmong educators to provide affinity spaces for professional growth, collective healing, collaborative learning, strategizing



tools for advocacy, and closing opportunity gaps. The mission serves to network Hmong support groups to improve educational opportunities, develop and sustain collaborations, collective advocacy voices, and focuses on issues relating to educational concerns in the Elementary to Post Secondary Education. This is our 3rd year and has really taken off in membership through the variety of activities and events provided with over 350+ participants. This year we've hosted several cultural workshop sessions to engage Hmong educators in: making Hmong inspired earrings for Christmas, celebrating mentors and mentees, and more. Our February gala with a

Hmong inspired theme on a snowy night turned out beautifully with over 200 people in attendance, from legislatures like Kaohlee Her, Executive Director on the Council of Asian Pacific Islanders, Educational Commissioner Jett Will, and educators from across the state (and even as far as Nevada) and multiple districts in attendance. It was the first time in 48 years where Hmong educators felt



appreciated and heard. They enjoyed networking, a delicious dinner, and show that embraced who they are as Hmong-American Minnesotan educators. It was so overdue and well-done that one of our event sponsors gave word to sponsor next year's event. Everyone left feeling a sense of peace, love, and hope; the yearning to be in an affinity space has now created hope and healing for all. Lastly, our team is working on the last event on July 29 and 30, 2023 at the 3rd annual Hmong Agape Garden Retreat in Hugo, where over 125 educators will experience two days of activities helping them heal from trauma, going back to their roots as Hmong-Americans, and network to de-stress after a stressful year. We are excited about the journey of the coalition as it continues to grow and nurture the Hmong educators in the state of MN to become partners of change in-school system closing the achievement gap for all students.

The two mentorship programs created for aspiring Hmong educators and veteran teachers through the MN Hmong Educators Coalition and the National Hmong Language Coalition, whose mission is to network and collaborate with other Hmong language educators to enhance our knowledge of Hmong language, literacy, and culture through multilayers of support, teacher driven professional development, and mentorship, has created safe spaces for important conversations to occur in development of content knowledge, pedagogy, balancing life of a teacher, preparing pre-service students for success, and so much more. We had over 53 Hmong educators participate in the two mentorship programs this year with whole group, small group and one-on-one sessions. Teacher commitment is strong to this work because of the value they are getting from mentorship. (see Data Analysis below for highlights of teachers' reflections)

Teacher Mentorship & Retention of Effective Teachers Grant Program Data
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Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	3	4	11	9	4	0	12
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Total	3	4	11	9	4	0	12

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or	0	0	0	0	0
Alaskan Native					
Asian or Pacific Islander	3	9	19	0	12
Hispanic					
Black	0	0	0	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	4
Total	3	9	19	0	16

Analysis of Data

Our three goals for the grant proposal were to:

- increase capacity to grow Hmong language mentor and mentee teachers
- increase the number of licensed Hmong language and culture teachers by piloting Hmong language teachers through graduate courses to complete K-12 World Languages: Hmong licensure from Concordia College, Moorhead (a critical mass cohort of Minnesota's first Hmong World Language licensure teachers)
- strengthen and grow the capacity of the MN Hmong Educators Coalition to 200+ members by the end of 2023 to build a support system for Hmong students in high school and higher education who would like to become teachers

We had fourteen Hmong language teachers complete the 22/23 requirements for world language licensure in Hmong fully and successfully - all of these teachers are on track to earn their K-12 World Languages: Hmong Tier IV license by September 2023 (for additional licensure) and June 2024 (for initial licensure, 90% of whom will also complete with a Master's Degree in World Language Education). Over fifty-three Hmong educators participate in the two mentorship programs this year. Eighteen pairs of veteran teachers mentoring and sustaining the recruitment of high school student interested-teachers and college teacher candidates made up a portion of these participants. The other portion included twenty-five Hmong language teacher mentor/mentee pairs, with some mentor lead overlaps between these groups of master Hmong educators. Teachers mentorship occurred through whole group, small group and one-on-one sessions. Teacher commitment is strong to this work because of the value they are getting from mentorship. In addition, we facilitated three major coalition events and gatherings, including and upcoming two-day intensive mentorship and professional development gathering that will take place July 28-29, 2023. Participation in these events and gatherings ranged from 140-350+ participants, reflecting the capacity, energy, and collective support felt by and for these programs. One of the goals of our coalition work this year was to increase capacity and direct service for recruitment and retention of Hmong educators. As an example of this, our Hmong educator mentorship and development intensive event that will take place in July 2023 has grown in size from 40 Hmong educator participants in 2021, to 75 Hmong educator participants in 2022, to an anticipated 140+ participants in 2023.

Here's what Minnesota Hmong educators are saying:

- *I love meeting my mentor and talking about life, education, and the teaching career as a whole. Some highlights were our conversation on interview tips and resume tips as a teacher.*
- *I got to connect with a community of Hmong educators. They are welcoming, funny, energetic, and passionate about the Hmong language/culture or their students. My mentor was a great role model and person of contact for any questions regarding getting jobs. I enjoyed getting to see the growing community of Hmong educators!*

- *I not only got to know my mentor, but together we learned some new technology skills to use when creating materials for my students. I also learned a lot of cool language features in our Hmong language. It helped me to look at our Hmong language from a structural standpoint.*
- *I love being a mentor to other mentees as I wished I had that experience 25 years ago when I first started teaching. Mentorship is a two way street as I love seeing the fresh new ideas my mentee brings and implementing them in my classroom. Just because I'm a veteran teacher, doesn't mean I know it all. I'm always learning something new from my mentee.*
- *Our small group mentorship helped strengthen the skills I didn't have as a Hmong language teacher and also became closer to my colleagues to gain new knowledge to use as best practices in the classroom.*
- *Opportunities like these are rare, not seen often and not this culturally specific. I'm glad I was able to get this opportunity. Thank you!*
- *Pang and Jenna- you two are AMAZING! Thank you for all of the work you are doing to lift our communities up!*
- *I learned a lot and I know this is just the beginning. Looking forward to next year's learning.*
- *Thank you to PELSB for giving us this opportunity to do what we love most and empowering Hmong teachers to work collaboratively as partners in mentorship programs and become confident educators with tools to make a difference for students in our classrooms.*

As a high school mentee and being around Hmong teacher role models in the mentorship program, it helped me want to grow to become an ambitious teacher and be an inspiration in the classroom. My mentor helped me understand the pathway to college teaching programs and all vast programs that are available to me as a freshman next year.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
FY 2022-2023 Budgeted: \$14,000.00 Reimbursed Expenses as of June 2023: \$13,125.15 Remaining: \$874.85 Additional anticipated reimbursement by August 2023: (\$2,000)	Operational Costs and Program Administration	X Recruitment X Retention	Scan receipts saved in drive, book keep supporting documentations	Documentation of receipts
FY 2022-2023 Budgeted: \$29,000.00 Reimbursed Expenses as of June 2023: \$27,661 Remaining: \$6,000 Additional anticipated reimbursement by August 2023: (\$1,339)	MN Hmong Educators Coalition: Hmong educator mentorship program, future Hmong teacher recruitment through mentorship program (stipends and events – rental spaces, supplies, food) coalition events with 140-350+ participants	X Recruitment X Retention	Excel spreadsheet tracking time; Event surveys; photo/video documentation; On-going meetings with notes	Time completion tracker, photos, documentation of receipts; 18 high school or pre-service/veteran teacher pairs completed their commitment from beginning to end, partial stipends given to those who could not complete the whole program; 100% of lead mentors continued from beginning to end;

FY 2022-2023 Budgeted: \$205,000.00 Reimbursed Expenses as of June 2023: \$123,962 Remaining: \$81,038 Additional anticipated reimbursement by August 2023: (\$66,750)	Less Commonly Taught Language Teacher Licensure: Masters of Arts Graduate and non-degree licensure coursework at Concordia College to license cohort of K-12 Hmong World Language teachers, program design consultation	X Recruitment	Transcribed course completion; Application for licensure	Program documentation of course and non-course requirements to licensure completion of 14 teacher candidates (initial and additional licensure); participant reflections from 14 completing cohort members
\$14,134 Remaining: \$47,866 Additional anticipated reimbursement by August 2023: (\$26,000)	Mentorship program; mentor and mentee stipends and events (rental spaces, supplies, food)	X Retention	Photo/video documentation; On-going meetings with notes	Beginning to end., partial stipends given to those who could not complete the whole program. 100% of lead mentors continued from beginning to end, coalition events with 140-350+ participants

Note on anticipated spending of remaining funds: Final operating cost expenses reflects \$2,000 reimbursement of two monthly payments to program coordinator. The remainder of this portion (\$1,125.15) will be covered by unspent funds from the MN Hmong Educators Coalition area.

MN Hmong Educators Coalition: \$213.85. We anticipate this will be spent at the July 28-29 Educator mentorship intensive event.

LCTL Licensure: After Summer 2023 tuition reimbursement and two months of program consultation payments have been submitted (\$66,750) the remaining amount for this area (\$14,288) will be used to cover partial payment for Fall required coursework/practicum for initial licensure cohort members.

Hmong Language Teacher Coalition: Of the remaining \$47,866, we anticipate submitting about

\$26,000 in final stipends and event costs for the July 28-29 Educator mentorship intensive event. As of July 1, 2023 140+ Hmong Educator Professionals are registered to participate in this 18 hour professional development and mentorship event. Remaining funds will be redistributed to help cover the costs of remaining tuition for licensure cohort members (coursework and practicum credits). We anticipate all budgeted amounts will be spent by September/October 2023

Monticello ISD 0882

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Monticello Public Schools 0882-01
Total Grant Amount	\$63,441.00

Identified Official with Authority

Name of official with authority to sign	Eric Olson
Title	Superintendent
Address	302 Washington Avenue
City, State and Zip code + 4	Monticello MN 55362
Phone Number and Email	Eric.olson@monticello.k12.mn.us 763-272-2001

Primary Program Contact

Name of program contact	Cynthia Fasching
Title	Director of Teaching and Learning
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Phone Number and Email	Cynthia.fasching@monticello.k12.mn.us 763-272-2017

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship and Retention of Effective Teachers Program grant provided the funds for the Monticello Public Schools to develop specific mentor program areas to retain high-quality teachers. The grant supported the efforts to fully implement our vision for an aligned, quality mentorship program in the 2022-2023 school year. The goal was to work with the mentors to adapt and refine materials throughout the school year, have a redesigned program by the end of the 2022-2023 school year, and implement it in 2023-2024. The program redesign will be a two-year process, engaging mentor leads, teacher leaders, administrators, and new certified staff.

During the 2022-2023 school year, 43 new teachers and 32 mentors, and at least 15 teacher leaders and administrators (approximately 18% of our certified staff) were impacted by this grant, gaining skills, knowledge, and dispositions for hiring and retaining high-quality TOC. One teacher of Color was mentored this past school year. All newly certified staff members were assigned a mentor upon hire. Mentors introduced the new district teachers to other staff and sat with them at their first few meetings. Mentors also touch base with new staff at crucial times, such as the first grading period, conferences, etc., to model procedures and answer questions.

This grant funded the redesign of the mentorship application and selection process. This application process outlined what it means to be a mentor. Teachers interested in being a mentor completed an application form. The Director of Teaching and Learning, District Mentor Teacher Leaders, and building Principals used the applications to select mentors and purposefully pair them with new teachers. Grant funds were used to develop a mentor commitment form that outlined the qualities and duties of the mentor and communicated what mentors needed to accomplish to earn the full stipend. Next year, we will establish a teacher mentorship committee to complete our restructuring process. Steps we will take in the 2023-2024 school year will include working with MDE staff to provide training to the mentorship committee members (10-20 hours). We will provide additional stipends to mentorship committee members, provide the MDE quality training, and pay for subs for mentors to attend committee meetings and trainings.

Grant funds enhanced Monticello's mentorship program for all new teachers by thoroughly preparing mentors for their roles. Mentor Teacher Leaders led an in-depth mentor training session in August to communicate the purpose of Monticello's Mentor Program and train mentors in essential mentor skills. Mentor Teacher Leaders provided five recurring mentor training sessions throughout the year. The training sessions focused on the mentor skills of coaching, collaborating, consulting, active listening, questioning, and paraphrasing. The sessions provided reflection opportunities and collaborative work time for the mentors.

Mentors had multiple opportunities to share program feedback by completing six Google Forms and engaging in discussions throughout the school year to help design mentor support materials. The feedback shared on these forms helped the Mentor Teacher Leaders make program adjustments to better meet the mentor and mentee's needs. Mentors also helped develop the monthly Mentor Program Discussion agendas to ensure the needs were met of all new teachers from multiple disciplines in our district.

Monticello had one mentor assigned to one to two new teachers. Members of this committee could earn \$1500 per year to engage in this critical work. Mentors met with their mentees twice a month. The grant money allowed for mentor stipends to increase to allow for increased expectations for additional support and more routine meetings. With increased expectations, our mentors:

- Meet one to two times per month with mentees for a total of 1.5-4 hours
- Had structured discussions, questions, and prompts for their mentorship meetings
- Worked on reflective practice and best-practice teaching and learning strategies.
- Collaborated with Mentor Teacher Leaders to support teachers' instructional needs for improvement (6- 1.5 hour sessions)

Teacher Leaders led six new-to-district teacher workshops. The new teacher workshop/induction program aims to prepare and train teachers new to the district about current PD topics provided to certified staff, such as essential teaching and learning strategies, best practice reading instruction, curriculum, SEL resources, etc. We used teacher leaders to facilitate induction sessions in our initial training sessions and throughout the year. The themes of our collaborative sessions are Developing a positive learning environment, Learning Targets, Positive Behavior Strategies, Assessments, Gradual Release of Responsibility, Reflective Practice, and Technology Integration.

In addition to these Grant funds, we used a portion of our A, and I funds to supplement the activities outlined in the grant application. We also used part of our Grow Your Own funds and MTSS Grant funds to provide additional support and training in closing the achievement gap, culturally and linguistically responsive practices, second language and literacy strategies, DEI, working with diverse staff, and retention of staff of color. District staff development funds also supported these efforts for all non-certified support staff that worked closely with TOC and POC.

We have provided professional development to administrators to improve hiring practices, developmental continuums, cultural awareness etc. We will continue this and add retention of TOC as a focus for the 23-24 school year. Evaluators of TOC work closely with instructional coaches and the Director of Curriculum and Instruction to understand best practices and how to support teacher growth.

This grant helped us develop our capacity to retain teachers of color and also offer teachers of color additional support through mentoring. We anticipate more teachers of color becoming mentors and teacher leaders through the grant-proposed processes and activities.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	1
Other	16	0	0	1	10	0	15
Total	16	0	0	1	10	0	16

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
Black	0	0	0	0	0
Other	13	0	10	0	1
Paid Mentors of color who received additional stipends	0	0	0	0	8
Total	13	0	10	0	9

Analysis of Data

Data will be collected and monitored by the Teacher Mentorship Team, including:

- Director of Human Resources
- Director of Teaching and Learning
- Lead Instructional Coaches
- Mentor Program Lead

Progress monitoring criteria/outcomes	Methods for collection	Data used
To measure the efforts of the new mentorship program, 100% of new teachers participated in the mentorship program and provided mid-year and end of the year feedback on the program.	End-of-the-year surveys from new teachers seven surveys from mentors	The survey data was used to evaluate the effectiveness of the program in order to make improvements
To measure the effectiveness of the Mentorship Committee.	Meetings were kept. Evidence is the purpose statement of the Mentor Program, monthly agenda and action items recorded, and participation on the committee throughout the year will be monitored.	The evidence and data gathered was used to reevaluate the leadership of the mentorship program and the effectiveness of the team that made decisions and recommendations for improvement
100% of our teachers of color are retained going into the 23-24 school year. In spite of budget cuts, TOC will be prioritized to retain.	Mid year evaluation of new teachers was reviewed. Individual administrator training will be conducted as needed.	The data gathered, and priorities in place will be implemented to improve retention of teachers of color in our district

Program Item	Budget Amount	Narrative Description
Mentorship and Induction Stipend for a teacher leader	\$ 3600.00	\$5,000 plus up to 15 days of pay at \$30/hour (\$450) Coordinate programs with Directors Work with new teachers to connect with support systems.
Mentors for all New teachers	August 16 & 17 11,500 Sept. & Oct. 5,600 Nov-April 13,775 Final Stipends 11,155 FICA and TRA \$10,589	34 Mentors meet with mentees for 1.5- 4 hours per month. Mentors worked with Mentor Teacher Leaders, meeting six times during the school year. Mentors used research, discussion, reflection, and observation protocols in training and professional development
Total	\$ 56,219.51	

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
51,619.51	Mentor Stipends including FICA and TRA	☐ Recruitment ☒ Retention ☒ Induction	Workshops in August (8 hours); five 1-hour workshops in September, November, January, March, and May Monthly 1 hour mentor/mentee meetings with focused topics and activities Bi-weekly 30 minute check-ins with their mentee (topics chosen by mentor and mentee) Complete the monthly feedback forms Mentor Application Mentorship commitment form	Mentor Pairings Final Stipend March Mentor pay
4,600	Mentorship Leadership stipends	☒ Recruitment ☒ Retention ☒ Induction	Mentor meeting agenda Mentor Certificate of Completion	
56,219.51	Total			

MPS BIPOC Educators Teacher Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	MPS BIPOC Educators Collective
Total Grant Amount	\$33,990

Identified Official with Authority

Name of official with authority to sign	Adewale Adenodi Brianna Willson
Title	PRIMARY Authorizers
Address	% Minnesota Humanities Center 987 Ivy Ave E
City, State and Zip code + 4	St Paul, MN 55106
Phone Number and Email	612-816-7592 and philaden96@gmail.com 612 865 6844 and wilsonmbrianna@gmail.com

Primary Program Contact

Name of program contact	Adewale Adenodi Brianna Willson
Title	PRIMARY Authorizers
Address	% Minnesota Humanities Center 987 Ivy Ave E
City, State and Zip code + 4	St Paul, MN 55106
Phone Number and Email	612-816-7592 and philaden96@gmail.com 612 865 6844 and wilsonmbrianna@gmail.com

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

EOC consistently reported throughout the year of the grant activities that gathering with other educators of color and 1:1 mentorship opportunities really improved their resiliency allowing them to maintain their presence in educational institutions. Non-licensed BIPOC were determined to be an important source of co-mentorship for licensed and non-licensed BIPOC educators. These educators often brought decades of applicable experience in connecting with students and families, resisting dominant culture violence in ways that are sustaining and practices of resilience through their presence, gathering and wisdom. Non-licensed BIPOC educators, aspiring to be licensed or otherwise, are critical to the success of many BIPOC educators as this is where the largest portion of BIPOC educators exist in large part due to the barriers that exist for educators of color to obtain required teacher education and licenses.

Educators of Color are impacted by the work environment. This includes work cultures that support and employ white supremacist practices. Educators of Color desire to be more creative and to have more control over the way they engage with young people. They feel restricted, neglected and exploited by the current education system. Educators of Color who leave the profession still engage in activities to support the retention and induction of other Educators of Color.

Many teachers of color are looking towards business, consulting and independent contracting as a way to control their labor due to the constraints and violence they experience in the current education system.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

This collective is about 1 year old and does not have data for the past three years. All data is from the one year we have been active.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	1	0	1
Asian or Pacific Islander	0	1	0	0	0	0	2
Hispanic	1	0	0	0	0	0	0
Black	4	3	1	0	7	3	8
Other	0	0	0	0	0	0	0
Total	5	4	1	0	8	3	11

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	1	0	1
Asian or Pacific Islander	0	0	0	0	2
Hispanic	1	0	0	0	0
Black	3	0	7	3	8
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends					
Total	4	0	8	3	11

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Analysis of Data

Teachers of color feel isolated in their education sites, often experience racial violence, seek but lack mentors, recognize that not educators of color have deprogrammed white supremacy (and therefore act violently).

Offering educators of color space to gather and receive physiological resources supports their craft as well as their retention, encourages induction and recruitment.

If we were to apply the “weathering hypothesis”, a term coined by researcher Arline Geronimus to describe how the chronic stress caused by experiences of racism and discrimination can have profound physiological and psychological effects on individuals, to the described and reflected experiences of Educators of Color we would see an alignment with the impacts of the attributes of attrition on Educators of Color. It is reasonable for an individual to take action to protect their health and wellness. Unfortunately, due to the ongoing impact of widespread systemic racism including but exclusive to the education system, in addition to other chronic systemic discrimination, this leads some Educators of Color to leave the field or suffer the consequences through their health.

When Educators of Colors have students who are confident and vigorous, implying their needs are being taken care of including their need for non-discrimination, they are able to show up more easily. Experiences of joy or bright spots in the educator experiences are sustainers and contribute to BIPOC educator retention. Conversely, mistreatment, abuse and neglect of students, especially students of color, can lead to BIPOC educator attrition.

Educators of Color are impacted by the work environment. Educators of Color desire to be more creative and to have more control over the way they engage with young people. Approximately a quarter surveyed were part of the attrition pattern of Educators of Color. 0% of this quarter returned at the end of the 22-23 school year. They are, however, co-mentoring other Educators of Color.

Allowing EoCs more creative freedom in the way they practice, more control over their labor, decreasing racial violence and other systematic discrimination will improve conditions for EoCs and support recruitment and retention of BIPOC educators.

A beginning of the school year “Temperature Check” survey was received 8 responses and reported the following data:

- 75% of respondents used cis gender pronouns
- 25% of respondents used trans pronouns or did not identify specific pronouns
- 75% of respondents identified as Black or African-American
- 25% or respondents identified as Asian or Asian American
- 44% of respondents left their most recent school district during the 22-23 school year
- 33% of respondents had been employees of their current district for 11 years or more
- 11% of respondents had been employed by their current district for less than a year
- 11% of respondents had been employed by their current district for less than 1 year 77% of respondents identified as current practicing licensed educators
- 23% of respondents identified as former practicing licensed educators

All respondents were licensed educators in Minneapolis Public Schools during the 21-22 school year. When asked about their current work sites including where they currently practice or why they left practice respondents stated:

“[Minneapolis Public Schools - Title 1 school]” “Teaching outside of Minneapolis Public Schools” “Early Childhood Education” “[No longer practicing.] I left because of the toxic work environment, politics, and lack of innovation. I can’t stand to witness all of the racialized harm.” “I am at Minneapolis Public Schools until 9/30/22. I am transitioning out of education. Hoping to work adjacent to education with the transracial adoptee community.” “[Charter School in St. Paul]” “Transiting out [after completing this survey] and will be a community partner still working with [Minneapolis Public Schools - Title 1] working out internships” “[Minneapolis Public Schools Title 1 Setting 4 site]”

Identified attributes of attrition:

White supremacy Colonialism Policies

Lack of resources

Food Deserts/Food Swamps Lack of nutritional education Student circumstances

Lack of role models Sick family/parents

Impact of attrition attributes:

Educators of Colors believing they are not smart/smart enough

Surviving instead of thriving Loss of motivation to learn

Poor health outcomes (heart disease, diabetes) Feeling defeated

Schools function as prisons Student situations overpowering

Sustainers of Joy (and Equity) for Educators of Color

Asset based building New experiences Multiple ways to learn Community advisory Reflection

Community involved curriculum Collective work/play

Project based learning Unapologetically black

Dispelling myth of “professionalism”

Confident rigorous learners of color Trade based education

Hands on learning

Impact of Experiencing Joy on Educators of Color:

Increased opportunities for students Feelings of freedom and autonomy

Mental wellness in students and educators of color Decreased violence in schools

Decreased violence experienced by EoCs Increased job satisfaction

Increased learner satisfaction

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
2740	Participant Stipends	☒ Recruitment ☒ Retention ☐ Induction	Stories and qualitative data gathered during regular events and member meetings	At least 80% of consistent participants maintained position in education and reported positive impact from gathering with and co-mentoring EoCs
1800	Leadership Stipends	☒ Recruitment ☒ Retention ☐ Induction	Regular Check-ins	The leadership team (2) were able to continue engagement on grant at limited hours due to demands at work. Demonstrate need for additional leaders to carry work.
8154.16	Food/Vendors	☒ Recruitment ☒ Retention ☐ Induction	N/A	Cost for vendors at events and meetings supporting BIPOC Educator retention, recruitment and co-mentorship by serving physiological needs
3390	MHC Admin Cost	☐ Recruitment ☐ Retention ☐ Induction		Program cost - fiscal agent fee
\$16,084.16	Total			

Teacher Mentorship & Retention of Effective Teachers Grant Report
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Grantee Information

Legal Name of Applicant Organization	Nevis Public School District #0308
Total Grant Amount	\$39,994.20

Identified Official with Authority

Name of official with authority to sign	Gregg Parks
Title	Superintendent
Address	210 Pleasant Street PO Box 138
City, State and Zip code + 4	Nevis, MN 56467-0138
Phone Number and Email	218-652-0355 gparks@nevis308.org

Primary Program Contact

Name of program contact	Jodi Sandmeyer
Title	Academic Advisor
Address	210 Pleasant Street PO Box 138
City, State and Zip code + 4	Nevis, MN 56467-1038
Phone Number and Email	218-652-3500 jsandmeyer@nevis.k12.mn.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This grant was very beneficial for Nevis School District teachers. Nevis Public School District had an informal New Teacher Mentoring program for many years. With funding provided through this grant, a formal New Teacher Mentoring program was implemented. In the past only one or two new teachers were hired each year. As a result, administration and veteran teachers could guide the new teachers with an informal progress. During the 2022-2023 school year, Nevis School had 14 non-tenured teachers participating in the mentoring program. With almost 33% of the Nevis teaching staff participating in the program as a mentee, Nevis School needed a formal process. Nevis School District was able to develop a formal process with clearly defined roles and expectations for both the mentors and mentees. A team met to develop the new program so it would provide the support teachers at Nevis School needed. The Nevis Mentor Program is now aligned with the teacher's evaluation and peer review processes. The Nevis Mentor Program included multiple components throughout the year.

First, a Fall Orientation where mentors and mentees worked together for three days before school staff development days in the fall was implemented. During this orientation, district staff and procedures, student management system, and curriculum and assessment processes were discussed. The mentors and mentees had time to work together in the classroom to prepare for the upcoming school year. They were able to gather classroom materials, plan lessons, work with grade-level or academic content standards, and more. This was the first time Nevis School District brought new teachers in before fall workshops in a formal program. The three days of staff development in August is planned to continue in the future.

Second, there were weekly meetings throughout the school year. All the mentors and mentees were expected to meet at least 30 minutes each week. Notes from these meetings were submitted to the Principal. Suggested topics were developed and included in the Nevis Mentor Program paperwork. That same list of suggested topics will be modified and included in the future mentoring program at Nevis. The weekly meetings were a time for check-in between the mentors and mentees. They could discuss the week's activities and plan for the upcoming week's activities.

A third component developed for the Nevis Mentor program was a peer review process. For up to one hour, two times per year, the mentor was provided a substitute, allowing the mentor to observe the mentee in the classroom. Plus, the mentee was provided a substitute for up to one hour, two times per year to observe the mentor. These observations were in addition to the Principal's three formal observations each year. We felt it was important for them to observe each other. The mentor was able to provide assistance and suggestions by observing the mentee. The mentee was provided an example of model teaching. The mentor and mentee focused on specific areas of need, i.e. classroom management, curriculum implementation, and classroom routines and expectations. All of the mentors and mentees participated in Peer Review. This practice was very informative and is planned to continue in the future.

Finally, Nevis School developed a list of trainings for Nevis Public School teachers to be prepared for the classroom. Elementary teachers participated in trainings for Responsive Classroom, reading curriculum, and NWEA assessments. The elementary Special Education teachers participated in System 44 training. And, Nevis High School teachers participated in PBIS training and subject specific trainings.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1				1		
Asian or Pacific Islander							
Hispanic							
Black							
Other	5	1	1		5		2
Total	6	1	1	0	6	0	2

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

There were 11 mentors paid with funds through the grant. All 11 mentors were white, Tier 4 teachers. One mentor was male while the other ten mentors were female.

Analysis of Data

Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.

2022-2023 - 14 Mentees, 11 Mentors

- 3 Mentees were Veteran Tier 4 teachers, new to the district
- 1 Mentee was a School Readiness teacher
- 3 Mentees were for Special Education
- 4 Mentees were elementary teachers, accounting for 1/3 of the school's staff
- 3 Mentees with OFP
- 2 Mentees will not be returning – one moved due to getting married
- 12 out of 14 of the Mentees are planning to return in 2023-2024 = 86% returning

2021-2022 – 13 Non-tenured teachers

- 1 Veteran Tier 4 teacher, new to the district
- 6 teachers with OFP
- 3 teachers left the district

2020-2021 – 13 Non-tenured teachers

- 3 were Veteran teachers needing one year of service to the district
- 3 teachers left the district – one went to private business
- 3 teachers with OFP

2019-2020 – 11 Non-tenured teachers

- 3 teachers with OFP
- 1 teacher left the district

2018-2019 – 9 Non-tenured teachers

- 1 teacher with OFP
- 1 teacher left the district

2017-2018 – 12 Non-tenured teachers

- 3 teachers left the district

2016-2017 – 9 Non-tenured teachers

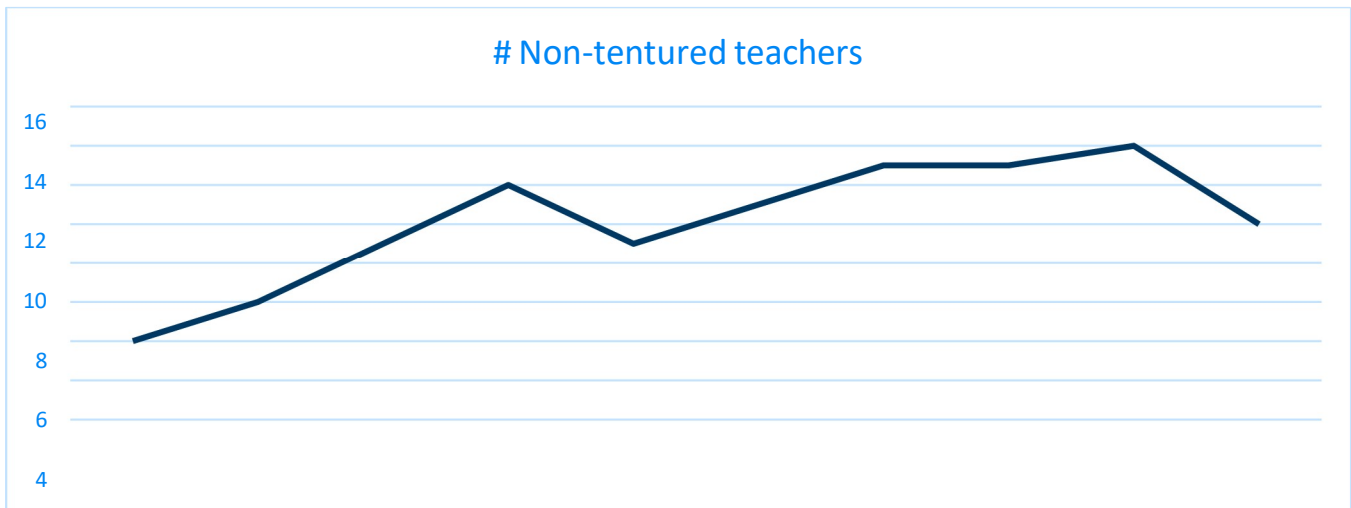
- 1 teacher left the district

2015-2016 – 6 Non-tenured teachers

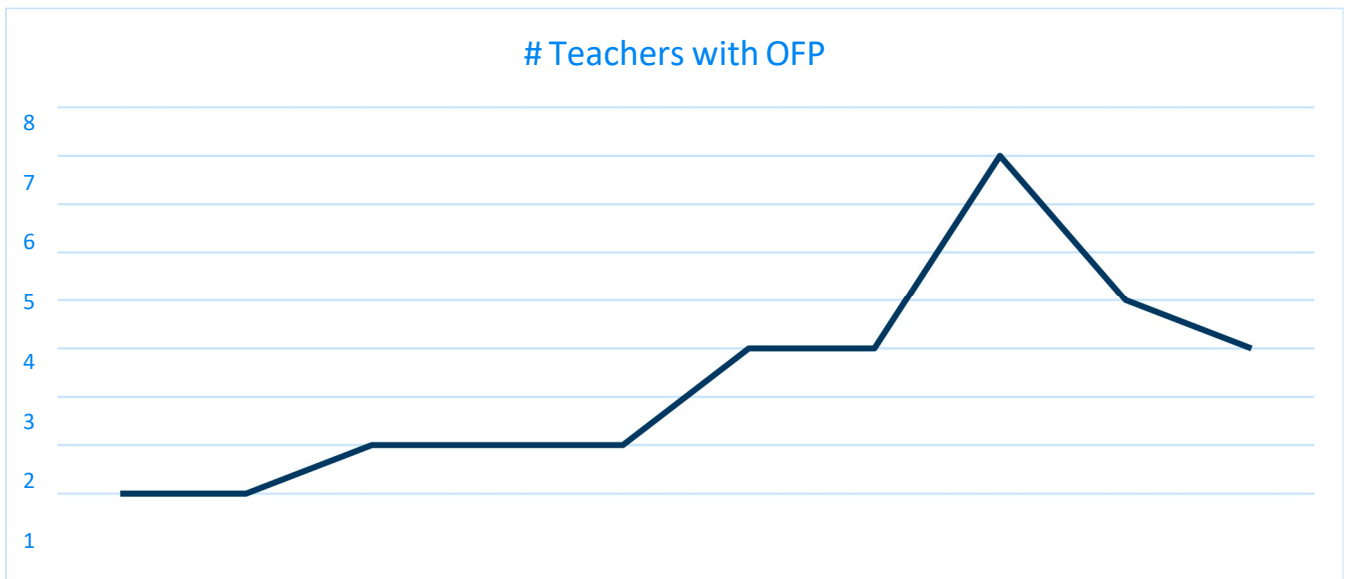
- 2 teachers left the district

2014-2015 – 4 Non-tenured teachers

- 2 teachers left the district

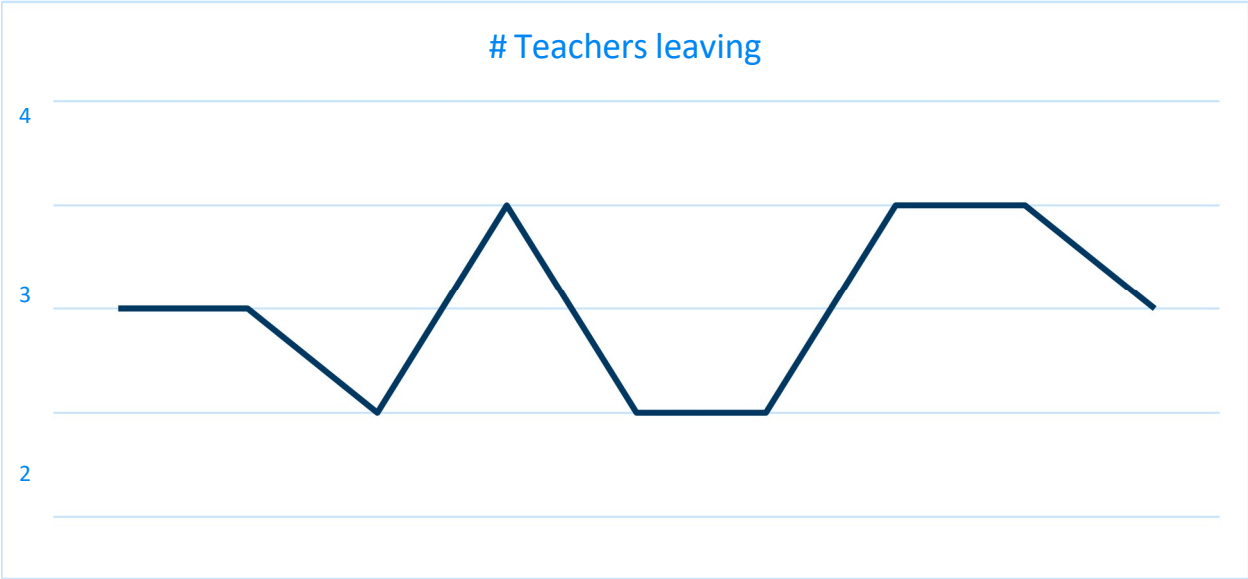


Prior to 2014, Nevis School District would have 0-4 non-tenured teachers each year. Since that time, many veteran teachers have been retiring. Plus, retention of teachers was becoming an issue. This resulted in an increase in the number of non –tenured teachers for many years. With the implementation of the Teacher Mentor program, the number of non-tenured teachers will drop to the 2018-2019 level for the 2023-2024 school year. And, if things go well, that number will drop again for the following year to 7 non-tenured teachers – a level Nevis has not seen since the 2015-2016 school year. The mentoring program was a large benefit in retaining teachers at Nevis School.



The number of teachers with an Out of Field Permission has been increasing since 2017-2018. With the Teacher Mentoring program, Nevis School District has been able to retain licensed qualified teachers. The three teachers needing an OFP for the 2023-2024 school year will be the school nurse who teaches a health careers class, an elementary teacher, and the music teacher who is licensed to teach band, but needs an OFP to teach vocal music. The health careers and vocal music position are both in teacher licensure shortage areas. Both of these teachers will need an OFP for the foreseeable future. The elementary teacher is working on her license.

Therefore, this grant helped Nevis School keep licensed teachers. During the 2023-2024 school year, the special education teachers will be licensed. One will still be non-tenured. However, this will be the first time since 2015-2016 that Nevis School has had all licensed special education teachers. The one non-tenured special education teacher has been working at Nevis School for the past couple years and was encouraged and supported through the schooling process to obtain special education licensure – Nevis Grow Your Own teacher.



In the past nine years, Nevis School has had between one and three non-tenured teachers leave the district each year. Reasons for leaving varied from moving to be with family and due to marriage to not being a good fit with the district and looking for another job or being asked to leave. The goal is for no more than one non-tenured teacher to leave the district each year due to moving to be with family. Continually training teachers is costly and tiring for the district staff. With the mentoring grant, Nevis School only had two non-tenured teachers leave the district with one of the teachers moving due to marriage. Hopefully, the trend down for the number of teachers leaving will continue in the future.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$161.03	Substitute teachers for mentors to observe mentees and mentees to observe mentors	☐ Recruitment ☒ Retention ☐ Induction	Time-off requests were completed in TimeClock +	Very few mentors or mentees requested the time off to participate in the peer review. Most of the staff completed the peer reviews during their prep times as documented in their portfolios
\$12,520	Fall and Spring mentor stipends	☐ Recruitment ☒ Retention ☒ Induction	Payroll Attendance was taken at fall trainings to receive the fall stipend To receive the spring stipend, mentors were required to submit a portfolio	All mentees were in attendance in the fall. All mentors were present for most of the days in the fall All mentors turned in a portfolio which included notes from their weekly meetings with their mentees, notes on their peer reviews, and recommendations for their mentee
\$1,174.05	FICA Mentor benefits	☐ Recruitment ☒ Retention ☒ Induction	Payroll	Payroll

\$1,374.15	TRA Mentor benefits	☐ Recruitment X Retention X Induction	Payroll	Payroll
\$15,443.88	Trainings	☐ Recruitment X Retention X Induction	Purchase Orders	Trainings were attended by staff – receipts attached
\$479.41	Elementary Classroom Supplies	☐ Recruitment X Retention ☐ Induction	Purchase Orders	Two orders were submitted with supplies to be used by classroom teachers in implementing Responsive Classroom
\$31,152.52	Total			

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New Millennium Academy

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	New Millennium Academy
Total Grant Amount	\$44,000

Identified Official with Authority

Name of official with authority to sign	Thomas Thao
Title	Interim Co-Executive Director of Academics
Address	5105 Brooklyn Blvd
City, State and Zip code + 4	Brooklyn Center, MN 55429
Phone Number and Email	763-235-7925 Thomas.thao@nmaedu.org

Primary Program Contact

Name of program contact	Thomas Thao
Title	Interim Co-Executive Director of Academics
Address	5105 Brooklyn Blvd
City, State and Zip code + 4	Brooklyn Center, MN 55429
Phone Number and Email	763-235-7925 Thomas.thao@nmaedu.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

NMA instituted a teacher mentorship program to all new to NMA teachers and this grant strengthened the effectiveness of our mentorship program by ensuring that all new to NMA teachers had a mentor, access to professional learning, and opportunities to share learning with others. This means that every teacher that was new to NMA or new to the teaching profession were paired up with an experienced teacher at NMA. Mentorship activities occurred monthly. We were able to use this grant to support the pairs of mentorships to attend the Minnesota Council of Teachers Spring conferences to further develop the relationships and professional growth of our teachers with other educators across the state. In addition to attending the state conferences, all participants had to bring back what they learned at the conference to our school by creating a Professional Development that was shared with all of our staff. This further developed their professional learning by encouraging our mentor programs to teach what they learned to others.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander	4	2					
Hispanic							
Black							
Other	5					2	
Total	9	2	0	0	0	2	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	1				4
Hispanic					
Black					
Other					2
Paid Mentors of color who received additional stipends					
Total	1	0	0	0	6

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Analysis of Data

NMA is committed to recruit and retain teachers of color, specifically Asian and Hmong teachers who represent our student population. We've made some huge efforts in recruiting more Asian and/or Hmong teachers as seen in the increase of 6 Asian and/or Hmong teachers in the past year. In addition to recruiting new to NMA teachers of Asian and/or Hmong backgrounds, we've also strategically strengthened our retention efforts by placing our current Asian and/or Hmong teachers as mentors to continue to grow their professional practice. Providing mentoring opportunities allows are experienced teachers to become invested in our school. This two fold approach of recruiting new to NMA Asian and/or Hmong teachers while providing leadership opportunities to current experienced Asian and/or Hmong teachers have greatly contributed to our recruitment and retention rates in the last year where over 85% of our teachers returned to SY22-23.

In addition to our stipends for our mentor and mentee programs, we've also been able to expand our "grow your own" initiative by providing tuition reimbursement for aspiring teachers to get their teaching license. We currently have three aspiring teachers who have been accepted into our "grow your own" program at NMA.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$4,458.95	Mentorship Stipends and Benefits	☐ Recruitment ☒ Retention ☐ Induction	Monthly Mentor Meetings	Notes from agendas
\$8,252.11	Mentee Stipends and Benefits	☐ Recruitment ☒ Retention ☐ Induction	Monthly Mentor Meetings	Notes from Agendas
\$3,553.00	Tuition Reimbursement	☐ Recruitment ☒ Retention ☐ Induction	Reimbursement Forms	Receipts
\$280.31	Tuition Reimbursement	☐ Recruitment ☒ Retention ☐ Induction	Reimbursement Forms	Receipts
\$1,936.66	Tuition Reimbursement	☐ Recruitment ☒ Retention ☐ Induction	Reimbursement Forms	Receipts
\$4,185.00	Tuition Reimbursement	☐ Recruitment ☒ Retention ☐ Induction	Reimbursement Forms	Receipts
\$22,666.03	Total			

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Northeast Metro ISD 0916

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Northeast Metro Intermediate School District 916
Total Grant Amount	\$82,410.37 FY22 Rollover \$72,740.00 FY23

Identified Official with Authority

Name of the official with authority to sign	Dr. Val Rae Boe
Title	Superintendent
Address	2540 County Road F East
City, State and Zip code + 4	White Bear Lake, MN 55110
Phone Number and Email	651-415-5656; vboe@916schools.org

Primary Program Contact

Name of program contact	Scott Thomas
Title	Director of Educational Services
Address	70 County Road B2 West
City, State and Zip code + 4	Little Canada, MN 55117
Phone Number and Email	651-415-5609; sthomas@916schools.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant funds allowed Northeast Metro 916 to continue to provide the *Thriving at 916 Professional Development Series* throughout the 22-23 school year. This professional development series grew from the initial two events held in the 21-22 school year (utilizing this same grant source) to a total of four events during the 22-23 school year. In addition, our district hosted a *Thriving at 916 BIPOC Affinity Space* stand-alone event. It developed a *Thriving at 916 On-Demand Professional Development* series that provided participating mentors and mentees pathways for specific skill development and opportunities for more intensive collaboration. The *Thriving at 916 Professional Development Series* was open to any licensed staff in their first three years with the district, and tenured staff was also selected to serve as mentors at these sessions.

Our four *Thriving at 916* events took place outside of the workday from 4:30-6:30. Our district held these events in October, January (rescheduled from a December snow day), March, and May. We intentionally formatted the *Thriving at 916* events to include the opportunity to introduce a theme/topic (20-25 minutes), to provide time for large-group discussion and community-building (45-60 minutes), and to provide opportunities for more intensive small-group collaboration around the event's theme (30 minutes).

Our first event centered around the theme of multi-directional leadership. Discussions were structured around identifying characteristics of effective leadership and the impact that staff can have on students and programs when they step into leadership roles within their learning communities and programs. The second event introduced the concept of "Hope Theory" to staff. Discussion topics centered around the two main components of Hope Theory—identifying pathways toward success and maintaining positive motivation as these pathways are explored. Our third event focused on two critical workplace elements: teamwork and the positive effects of having (and creating) fun at work. Finally, our last *Thriving* event of the year allowed us to engage in reflective practices in both large- and small-group formats. Attendees were tasked with identifying reflective statements related to their own professional journey as well as reflections related to programmatic and district work. Staff shared these reflections in small groups and were allowed to "park" their reflections in categories indicating successful accomplishments, work that is currently in process, or areas that need focus/attention. As facilitators, we are identifying consistent themes amongst these reflections and intend to use these themes to drive discussions with district leadership and our planning for future *Thriving at 916* opportunities in the 23-24 school year.

Each of our *Thriving at 916* events included break-out time and space for BIPOC staff. District leadership, who also identify as BIPOC, helped facilitate connections, collaboration, and discussion in these spaces. As an outgrowth of these opportunities, we hosted a stand-alone *Thriving at 916 BIPOC Affinity Space Event* in the spring of 2023. The purpose of this event was to provide sustained opportunities for community-building and discussion amongst licensed probationary and non-probationary staff. Attempts at getting a BIPOC Affinity Space up and running during the 21-22 school year were sparsely attended, so we feel like we needed to shift the approach based on staff feedback. We also offered direct BIPOC mentoring with administrators of color for those wishing to seek a leadership role or were in an administrative licensure program or another leadership role.

Based on input and feedback from licensed staff and leadership who attended *Thriving at 916* events, additional time and space for mentor/mentee teams to engage in professional development and collaboration was identified as a need (in particular, staffing shortages throughout the 22-23 school year impacted logistical opportunities for mentor/mentee teams to engage in longer in-depth learning opportunities). Our district created a *Thriving at 916 On-Demand Workshop Series* for mentor/mentee teams to participate in. These opportunities included curated professional development opportunities (created by district departments or vetted outside agencies) and pathways for mentors/mentees to explore and gain new knowledge. Just like our *Thriving at 916* events, this opportunity was elective. Feedback from staff who participated in this opportunity was overwhelmingly positive, and the creation of this type of *Thriving at 916 On-Demand Workshop Series* has provided our district with further ideas on how to strategize and deliver onboarding and professional development opportunities for mentors and mentees.

Our district's FY22 grant report identified two areas for continued growth: (1) continuing to grow opportunities for a BIPOC Affinity Space and (2) incorporating staff suggestions from *Thriving at 916* events into overall district efforts related to retention/induction. We feel that we have made progress in both of these areas. In terms of creating and maintaining a BIPOC Affinity Space both within and as stand-alone opportunities outside of regular *Thriving at 916* events, we plan to continue collaborating with our district Equity manager to recruit, plan and host these opportunities. Our *Thriving* events provide great information and feedback that we regularly incorporate into more extensive discussions and planning around retention, induction, and onboarding. Throughout the *Thriving at 916* opportunities, district staff continued to reflect on how vital it is for them to have opportunities to network and build community. As our district is an Intermediate district with smaller programs and sites spread across the northeast metro, the *Thriving* opportunities have allowed staff to participate and build a larger community while also continuously providing opportunities for staff to learn about the diverse programs and student population we serve.

As we continue to grow the *Thriving at 916* opportunities in the 23-24 school year, we want to continue to grow in the areas we've made progress in (BIPOC affinity space and incorporating staff feedback into induction process). We also want to pull in more staff participation from under-represented sites (Career and Tech staff, Itinerant staff, et al.) or job types (primarily related service providers, ELL educators, and General Education teachers from our district ALCs). Another goal area is to learn more about what type of community experiences and collaboration fosters and supports deeper staff-to-staff connections and overall retention. In particular, we are interested in using the *Thriving at 916* opportunities and spaces as a way to build a community that reflects staff voice and choice. In the 23-24 school year, our hope is to continue to build upon the positive experiences that staff have reported as participants in the *Thriving at 916* opportunities.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0						
Asian or Pacific Islander	1						
Hispanic	1						
Black	5						
Other	73						
Total	80	0	0	0	0	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

Total Participating Staff Serving as Mentors: 48

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Analysis of Data

In FY22, our grant report identified that 44 probationary staff attended one *Thriving* event in 21-22 and 29 probationary staff attended both events. 19 of these 44 probationary staff continued to participate in *Thriving* opportunities in the current school year. For the 22-23 school year, our district had 80 licensed probationary staff (licensed staff in years 1-3 of their experience within the district). Attendance data from our 22-23 *Thriving at 916* events indicates that of these 80 probationary staff, we had an overall participation rate of 68% in at least one *Thriving* opportunity. 42% of probationary staff attended both the first and second *Thriving* event, 46% attended the third, and 48% attended the fourth. Considering that these events occurred outside of the typical work day, the percentage of available staff willing to participate indicates an eagerness for networking and knowledge- and community-building opportunities. Results from a staff survey of *Thriving* participants indicate that staff attend these opportunities to connect and collaborate with colleagues and learn more about work and student experiences at district programs; the staff also indicated that they are incentivized by the opportunity to earn extra money by attending these events. Feedback from non-probationary staff who participate in *Thriving* opportunities in a mentoring capacity highlights the importance of nurturing and culture-building learning opportunities for probationary staff.

Embedding opportunities for BIPOC Affinity spaces within and outside of the *Thriving* events has helped us create traction with this community of our employees. In the 22-23 school year, BIPOC staff hires account for approximately 30% of all new hires in the district, so we are hopeful that building a foundation for Affinity Spaces will carry over into the 23-24 school year. Developing *Thriving On-Demand* professional development pathways for mentor/mentee teams (accessed by 12 mentor/mentee teams) helped us explore additional strategies for delivering onboarding/induction content for new staff. Overall, we interpret the increase in participation (from 42% of probationary staff to 48%) across the flagship *Thriving* events as indicative of enthusiasm to engage in collective community-building and collaboration. 50% of probationary staff attending the *Thriving* events in 22- 23 attended 3 or more events, with 30% attending all four events. As of June 11th, our district is retaining 79% of current probationary staff for the 23-24 school year.

The overall increase in participation across our *Thriving* events and the increase in participation from the 21-22 school year to the 22-23 school year indicates that our district *Thriving* events are an impactful way to build community, knowledge, and better define our district culture and vision for our probationary staff and mentees.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$ 103,389.02	Stipends	☐ Recruitment ☒ Retention ☐ Induction		Accounting System's General Ledger
\$ 19,121.60	Fringe	☐ Recruitment ☒ Retention ☐ Induction		Accounting System's General Ledger
\$ 8,226.87	Supplies	☐ Recruitment ☒ Retention ☐ Induction		Accounting System's General Ledger
\$130,737.49	Total			

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Osseo ISD 0279

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Osseo Area Schools ISD279
Total Grant Amount	\$121,422.15 (FY22 Carryover: \$75,518.52) (FY23: \$45,903.63)

Identified Official with Authority

Name of official with authority to sign	John Morstad
Title	Executive Director of Finance & Operation
Address	11200 93rd Ave North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	763-391-7014/ morstadj@district279.org

Primary Program Contact

Name of program contact	Susan Hang
Title	Recruitment and Retention Manager
Address	11200 93rd Ave North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	763-391-7013

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Osseo Area Schools (OAS) in partnership with Education Minnesota- Osseo Teachers of Color (TOC) Mentor Program is to be the prominent, influential catalyst for educational institutions to retain and support teachers of color in the state of Minnesota. The mission of the TOC Mentor Program aims to support, retain, and inspire probationary educators of color in the teaching profession.

Our TOC Mentor Program provides all probationary teachers of color the opportunity to join and attend professional development meetings and/or be assigned a mentor. Our 2022 - 2023 TOC Mentor Program included one district mentor, two mentor leads, 17 mentors (three of which who were in the mentor pool ready to be assigned mentees if needed throughout the school year, however, they attend program meetings to complete pd trainings, and provide their voices and experiences for mentorship/resource to large group) and 31 mentees.

This year's proposed activities that were accomplished and strengthened our current program included:

- Providing stipends to leads and mentors for their program planning, mentorship and peer observations work (including substitute teachers coverages)
- Providing financial support for learning community spaces/professional development, professional development supplies and materials, professional development, and workshop opportunities,
- And providing financial support for activities to increase awareness, attraction, recruitment, and retention of teachers of color.

Other proposed activities such as attending external professional development meetings and activities, completing higher percentage of peer observations were limited due to factors such as teacher substitute shortages, mentees' needs, and/or professional development opportunities not within covered timeframe.

This year's program provided four professional development meetings, one mid-year check-in meeting event, one year-end meeting event (including invitation to and collaboration with Anoka Hennepin School District teachers of color program) and three months of individualized time with our TOC Mentor Program's provided books and resources. In addition to the program's meetings, lead mentors provided guidance and check-ins with mentors throughout the year. Mentors were also expected outside of the program's meetings to connect with mentees, be available as resources and to provide observations of teaching models. New probationary teachers of color were given the opportunity to utilize the TOC Mentor Program as a resource for support and mentorship.

The program not only provided a programmatic schedule, but also resources such as books/novels, journal notebook and supplemental materials to assist them with their teaching and health and wellness. As teachers of color, it was important to stay current with books that center around issues of race and how it affects teaching and, ultimately, the students. There were picture books to be shared with students because it was crucial that students saw themselves reflected in the books they read and how they can make connections with the world. The goal for the books that were provided to mentees was to help teachers analyze and reflect on their own beliefs and help reflect on their own

biases, teaching methods and to create a positive environment in the classroom. In addition, Osseo Area Schools professional development around equity, inclusion and diversity centered around helping White colleagues engage more with people of color. The book selection for our TOC Mentor Program focused on engagement within our various communities of color. When teachers of color know each other's stories, it was easier to stand in solidarity with one another as educators of color working in Osseo Area Schools.

Teachers of color health and wellness were also continuously incorporated into the program design. Teachers' wellness and self-care were important to support and improve teacher burnout, stress, and to increase teacher retention, which impacts teacher performance and student achievement. Not only is this important for all teachers, but especially for teachers of color and students of color impact. During the mid-year and end-of-year meetings, the provided professional development activities included art and origami.

Our District continued to utilize a webpage and testimonial video of our TOC Mentor Program to showcase the meaningful work and mission of our TOC Mentor Program, and can be viewed at <https://www.district279.org/careers/life-279/teachers-of-color>.

New to this year, our TOC Mentor Program worked closely with our District Mentor and Special Education Mentor Program Lead to create a brochure ([2022 – 2023 Licensed Staff Mentor Program Brochure](#)) to highlight all mentorship programs available, and tabled at the first day of New Teacher Workshop in August to outreach and engage new teachers of color.

As we concluded another meaningful year of our TOC Mentor Program, we are excited for the upcoming year with our TOC Mentor Program. Our upcoming planning will include working together with a team of three new lead mentors, district mentor, and mentors; enhancing our professional development training; increasing awareness of the TOC Mentor Program and teaching careers through activities efforts including collaboration with our new Grow Your Own programs.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	4	3	0	0	2	0	3
Hispanic	3	1	0	0	0	0	0
Black	10	3	0	0	5	0	2
Other	0	1	0	0	1	0	1
Total	17	8	0	0	8	0	6

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	2	0	0
Hispanic	0	0	0	0	0
Black	1	0	4	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0
Total	1	0	6	0	0

Table 2 above does not ask for the number of experienced teachers providing mentorship which is the largest group of our mentors. The demographic of experienced mentors include:

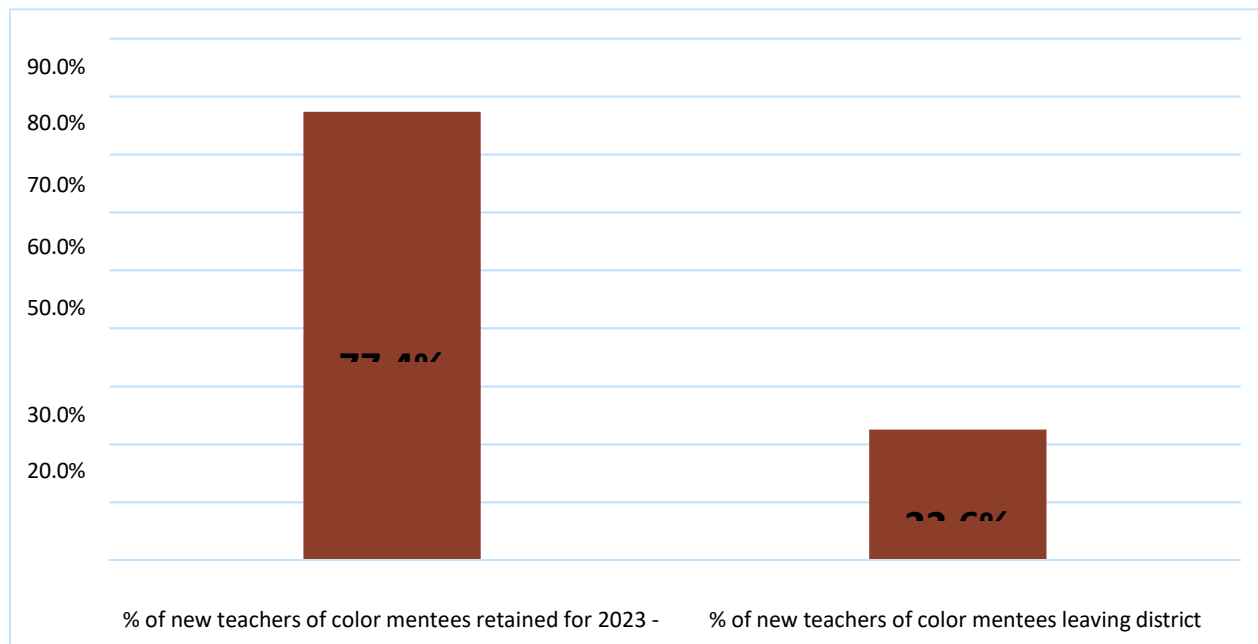
- American Indian or Alaskan Native: 0
- Asian or Pacific Islander: 5
- Hispanic: 2
- Black: 11
- Other: 2
- Total: 20

Analysis of Data

As we evaluate our District's data around the percentages of teachers of color over the four years (below table), our data shows that our District has made some progress in increasing our teachers of color; however, more work is still needed to recruit and retain our teachers of color to reflect our student population. With that being noted, our TOC Mentor Program, established in 2018, has not only been a key support and resource to our probationary teachers of color, but also provide leadership opportunities for our tenured teachers as a retention strategy.

Osseo Area Schools School Year:	2022 – 2023	2021 - 2022	2020 - 2021	2019 - 2020
% of Teachers of Color of all our teachers:	9.9%	9.3%	9.3%	8.3%

For the 2022 - 2023 TOC Mentor Program, our data shows that:



- Six probationary teachers of color mentees will become continuously contract teachers for the 2023 – 2024 school year.
- One probationary teachers of color mentee who will achieve continuously contract teacher status has applied to be a 2023 – 2024 mentor.
- Three of our teachers of color mentors have accepted their new roles as lead TOC mentors for the 2023 – 2024 school year.
- Two lead mentors will be exiting the TOC Mentor Program into other District leadership roles for the 2023 – 2024 school year.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Expenditure Items:	Cost:
Teacher substitutes – salary benefits	\$472.34
Teacher mentor program planning & pro development meetings – salary benefits	\$5,210.24
2 Lead teacher stipends contracts:	\$3,487.50
Teacher mentor stipends contracts:	\$19,483.68
Program general supplies:	\$3,294.78
Program food/beverages:	\$3,224.98
Total:	\$35,173.52

Please refer to the table above and the attached:

- “OSSEO – FY23 Exp Status Report (PELSB carryover FIN 399) JUL22 – MAR23.pdf”
- “OSSEO – FY23 Exp Audit Report – GL Detail (FIN 399 PELSB Current Year) APR23 – JUN23.pdf”
- “OSSEO – FY23 Exp Audit Report – GL Detail (FIN 399 PELSB Carryover) APR23 – JUN23.pdf”

FY23 TOTAL APPROVED FOR CARRYOVER TO 2023 – 2024: \$33,903.63

Partnership Academy

No report submitted

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Pine City ISD 0578

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Pine City Schools
Total Grant Amount	\$36,980

Identified Official with Authority

Name of official with authority to sign	Cindy Stolp
Title	Superintendent
Address	1400 Main St S
City, State and Zip code + 4	Pine City, MN 55063
Phone Number and Email	(612) 390-5590

Primary Program Contact

Name of program contact	Cindy Stolp
Title	Superintendent
Address	1400 Main St S
City, State and Zip code + 4	Pine City, MN 55063
Phone Number and Email	(320) 629-4010 cstolp@isd578.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Pine City Public Schools is committed to fostering a diverse and inclusive environment for its staff, providing them with the necessary support to feel confident and empowered throughout their tenure at the school. The Mentorship program strongly emphasizes ensuring employees receive comprehensive onboarding and continuous support, ultimately reducing turnover and improving daily instruction over the three-year program.

Successful implementation of the mentorship program will result in an environment where all embrace continuous learning, application, and reflection. This holistic approach not only supported educators in their professional growth but also contributed to the overall success and cohesion of the school community.

Traditionally, Pine City Public Schools assigned mentors to teachers based on grade level or department, which has proven to be a valuable connection. However, feedback and performance evaluations have highlighted the need for additional support specifically related to instructional practices and the Art and Science of Teaching framework. To address this, we introduced an enhanced mentorship structure that includes grade-level or department mentors, administrators, and additional district-level support. This tiered support system aimed to provide teachers with a well-rounded and comprehensive mentoring experience.

Due to unforeseen circumstances, the number of new staff in the district was considerably higher than anticipated. The effort to shift to support to address instructional practices was a helpful and timely strategy.

2022-23 school year - The district employed 34 new teachers, including 13 in designated shortage areas.

2021-22 school year - The district employed 9 new teachers, including 2 in teacher shortage areas.

2020-21 school years - The district employed ten new teachers, including 3 in teacher shortage areas.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic			1				
Black							
Other	11	3	5	0	13	1	14
Total	11	3	6	0	13	1	14

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other	5		11		2
Paid Mentors of color who received additional stipends					
Total	5	0	11	0	2

Analysis of Data

Using the Marzano Framework for evaluation, the evaluation rubric stages of teacher development starts with Beginning, Developing, Applying, and Innovative. The average score for the 2022-2023 school year for the new teachers was 2.64. The scores indicate the support provided is moving the teachers from a beginning stage to a developing stage, indicating an appropriate level of support for growth. Further data indicated that 55% of the teachers were at the “applying” stage and 36% were at the developing stage.

This grant was particularly helpful during our time of need. Our district has weathered significant lows in the past couple of years that impacted the culture and turnover rate. This grant helped to realign and redefine support to retain high-quality staff.

As of today, only 5 of the 35 staff will not return to the district in the fall. During exit interviews, the staff indicated that mentorship support was valuable; however, the salary was higher in the private sector, or a Tier 1 teacher indicated that teaching was not what they expected.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$4125.10	Building Mentor	Retention Induction		
\$6613.27	Teacher Mentor Stipends	Recruitment Retention Induction		
\$12518.90	Mentor - Induction Days	Induction		
\$13722.72	Mentees - Induction Days	Induction		
\$36,979.99	Total			

Teacher Mentorship & Retention of Effective Teachers Grant Report
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Grantee Information

Legal Name of Applicant Organization	Prior Lake-Savage Area Schools (ISD 719)
Total Grant Amount	\$17,881

Identified Official with Authority

Name of official with authority to sign	Dr. Michael Thomas
Title	Superintendent of Schools
Address	4540 Tower Street
City, State and Zip code+ 4	Prior Lake, MN 55372
Phone Number and Email	952-226-0010 mthomas@plsas.org

Primary Program Contact

Name of program contact	Julie Siegle
Title	Assistant Director of Teaching, Learning & District Improvement
Address	4540 Tower St, SE
City, State and Zip code+ 4	Prior Lake, MN 55372
Phone Number and Email	952-226-0075 jsiegle@plsas.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

On December 13th, all participants in the New Teacher mentoring program were brought together for training in positive teacher language based on the principles from Responsive Classroom and focused on learning strategies and developing mindsets to increase student achievement for students of color. This training was presented by in-house experts and lasted for 2 hours.

We developed an Affinity group for new teachers of color based at our Spanish Immersion site, La Ola del Lago. This site was selected because the teachers of color hired in the last three years are primarily located at this school. Their work together was focused on Restorative Justice principles focused on implementing and supporting Restorative Circles and was supported by an outside consultant, Liz Schroeder, to build relationships and increase capacity to build an inclusive school community. They have been introduced to the Indigenous wisdom of being "in circle". The Circle journey for La Ola del Lago started with understanding oral story telling by using "names" as a theme to begin. They have also experienced a circle revealing the importance of "history" and "values". Most recently a circle space was offered for healing and hope of moving forward with some learning around the 7 Core Assumptions.

In June, La ola del Lago staff will have an opportunity to gather in community for three consecutive mornings with Liz Schroeder and Jamie Barton. They will continue to work as a community to establish ways to move forward and shift the paradigm in their school setting.

Monies were also used to provide grants to individual teachers who were identified by building leaders as needing additional support with meeting students' social-emotional needs and building positive relationships with students of color. These teachers will attend in-person Responsive Classroom Elementary Core Course training June 20-23 at Eagle Ridge Academy in Minnetonka, Minnesota.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	2						4
Black							
Other	18	4					10
Total	20	4	0	0	0	0	14

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic			2		2
Black					
Other					43
Paid Mentors of color who received additional stipends					
Total	0	0	2	0	45

Analysis of Data

This grant opportunity allowed our district the opportunity to provide hands-on experience in how to build community, how to belong to a community and how to create equity and inclusion within. This training has allowed us to build the capacity of the participants to believe that all teaching and learning begins with them as a learner and a member of the community and the greater good. All of the participants of this grant have been hired back for another year. Their employment here is supporting our overall mission for all students to reach their full potential in our ever changing global community.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$875.00	Mentor and Mentee Stipends for Professional Development directly related to increasing student achievement for students of color	Induction	Formal Peer Coach and Administrative Observations (2)	Danielson Framework
\$8,590.00	Professional Development directly related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.	Retention	Formal Peer Coach and Administrative Observations (3)	Danielson Framework
\$8,416.00	Affinity Group participant and facilitator stipends, including benefits and taxes	Retention	Formal Peer Coach and Administrative Observations (3 Referrals?)	Danielson Framework
\$17,881.00	Total			

Prodeo Academy

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Prodeo Academy
Total Grant Amount	\$53,000

Identified Official with Authority

Name of official with authority to sign	Rick Campion
Title	CEO, Strategy
Address	4141 University Avenue NE
City, State and Zip code + 4	Columbia Heights, MN 55421
Phone Number and Email	612-559-4881 rickcampion@prodeoacademy.org

Primary Program Contact

Name of program contact	Chancey Anderson
Title	CEO, School Development
Address	4141 University Avenue NE
City, State and Zip code + 4	Columbia Heights, MN 55421
Phone Number and Email	347-982-5061 chanceyanderson@prodeoacademy.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

We provided the following activities as part of our Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative:

In July of 2022, we sent a team member to Train-the-Trainer training for Therapeutic Crisis Intervention; that team member provided ongoing professional development to all staff regarding Therapeutic Crisis Intervention as well as 1:1 coaching on Therapeutic Crisis Intervention to staff throughout the grant period.

In August of 2022, we provided professional development training to all staff directly related to students of color and American Indian students. This training included:

REDI training customized to Prodeo Academy issues and concerns

Post-training reflection materials

In August of 2022 and October 2022, we provided professional development training directly related to students of color and American Indian students (Welcoming Schools)

Throughout the grant period, we engaged our experienced teachers, with special attention to teachers of color and American Indian teachers, to mentor our less experienced teachers or those in need of additional support, again with special attention to teachers of color and American Indian teachers. A total of 18 experienced teachers were engaged as mentors, three of them teachers of color (one of them identifying as Black). A total of 14 teachers were mentored, five of them teachers of color (three of them identifying as Black).

Grant funding was critical in our efforts to close opportunity gaps through increasing representation of Black teachers, American Indian teachers, and teachers of color on our staff and providing an inclusive, welcoming, culturally responsive and trauma-sensitive learning environment to our students, 98% of whom identify as BIPOC. To that end, grant funding allowed us to implement the following strategies:

We worked to provide a welcoming, inclusive, culturally responsive ENVIRONMENT by providing professional development to staff related to Racial Equity, Diversion, and Inclusion (REDI), and creating a welcoming school environment free of bullying (Welcoming Schools).

We worked to increase INSTRUCTIONAL TIME by providing additional training for staff in Therapeutic Crisis Intervention, which helps staff safely deescalate student crises without removing students from the classroom.

We worked to RETAIN our experienced Black teachers and teachers of color by providing an opportunity for them to give back to the profession and receive appropriate compensation for mentoring newer teachers and those in need of additional professional development and support.

In addition, we worked to DEVELOP our less experienced Black teachers, teachers of color, and teachers in high-demand areas by providing mentoring from our experienced teachers.

Grant funding allowed us to significantly increase our activities in this area. Without grant funding, we certainly would have sought other funding to provide some of the above activities, but we certainly could not have implemented them at the scale the grant enabled. In particular, grant funding allowed us to significantly expand the coaching available to our less experienced teachers, with particular attention to Black teachers and other teachers of color, from what we would have been able to provide without grant funding. We believe that this grant was a crucial element that helped us make progress towards our goals of increasing teacher diversity by 10% each year and retaining teachers who are newly licensed for at least three years.

We plan to apply for a future round of mentoring funds, if they become available again, so that we can continue to build on the success achieved with our first mentoring grant.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	1	0	0	0	0	0	0
Hispanic	0	0	0	1	0	0	0
Black	0	2	0	1	0	0	0
Other	3	2	0	2	1	0	2
Total*	4	4	0	4	1	0	2

*Some participants counted in multiple categories. See narrative above for total numbers of mentees.

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	1	0	1
Hispanic	0	0	1	0	0
Black	0	0	0	0	1
Other	0	0	3	0	15
Paid Mentors of color who received additional stipends	0	0	2	0	2
Total	0	0	7*	0	19*

*Some teachers counted in multiple categories. See narrative above for overall numbers of mentors.

Analysis of Data

Because this is our first year of providing a PELSB-funded mentorship program, we have limited data for analysis. Of the mentorships we funded through this grant, 18% were mentoring teachers of color and 6% were Black teachers. For the most part, our mentoring teachers were experienced Tier 3 and Tier 4 teachers, including several working in ESL and other demand areas. We did also engage some Tier 1 and 2 teachers as mentors.

Of our mentees, 36% were teachers of color and 21% were Black teachers. Seven percent of mentees identified as Asian and Latina, respectively. Most mentees were Tier 2 or lower, but the group did also include some Tier 3 and one Tier 4 teacher who needed additional support to expand their areas of expertise. Most of our mentee teachers were focused on Elementary Education, but the group did also include teachers working in ESL and Early Childhood.

Overall, we fell slightly short of our projections in terms of engaging our Black teachers and American Indian teachers as mentees, since we originally projected 22% in this regard. However, we significantly exceeded this number on the mentee side.

Our ultimate goal for this program is to increase academic proficiency of our students of color, who represent 98% of our student body. We track progress toward this goal using the Minnesota Comprehensive Assessments (MCAs) and the NWEA MAP test, which provides both achievement level and growth comparison to the national average. Our goal on the NWEA assessments is to have our students' growth at or above the 60th percentile, compared nationally. Accelerated growth will close existing gaps to ensure that our students are ready for secondary and post-secondary success.

Because this is the first year of this program, we cannot yet effectively assess our performance against this goal.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$15,000	Equity professional development related to students of color and American Indian students	☐ Recruitment ☒ Retention ☐ Induction	Internal tracking spreadsheet	Attendance records
\$4,500	Equity professional development related to students of color and American Indian students	☐ Recruitment ☒ Retention ☐ Induction	Internal tracking spreadsheet	Attendance records
\$2,375	Therapeutic Crisis Intervention Train-the-Trainer training	☐ Recruitment ☒ Retention ☐ Induction	Internal tracking spreadsheet	Attendance records
\$3,517.48	Stipends for BIPOC Lead Mentoring Teachers	☐ Recruitment ☐ Retention ☒ Induction	Internal tracking spreadsheet	Records of mentorship hours
\$27,607.52	Stipends for mentoring teachers	☐ Recruitment ☐ Retention ☒ Induction	Internal tracking spreadsheet	Records of mentorship hours
\$53,000.00	Total			

Robbinsdale ISD 0281

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Independent School District 281
Total Grant Amount	\$13,549.96

Identified Official with Authority

Name of official with authority to sign	Marti Voight
Title	Assistant Superintendent
Address	4148 Winnetka Ave N
City, State and Zip code + 4	New Hope, MN 55427-1288
Phone Number and Email	763-504-8070 marti.voight@rdale.org

Primary Program Contact

Name of program contact	Anh Tran
Title	Director
Address	4148 Winnetka Ave N
City, State and Zip code + 4	New Hope, MN 55427-1288
Phone Number and Email	763-504-8035 anh.tran@rdale.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Robbinsdale Area Schools was awarded \$13,549.96 to be utilized as described in the chart below. None of these activities could have been possible without the grant.

Activity	Outcome
Mentor Stipends - Increase mentorship stipends in general and also for mentors with more than 3 mentees, mentors who are teachers of color, and lead mentors for schools with four or more mentors.	We were able to increase the stipends to attract additional mentors, including a few teachers of color. The stipends also supported lead mentors to take on some additional responsibility and provide greater consistency and support at our sites with higher numbers of probationary staff.
Professional Learning - Provide professional learning for both mentors and mentees focused on anti-racist educational practices.	We were able to hire a consultant to offer professional learning that addressed anti-racist education to both our mentees and mentors. The evaluations were extremely positive indicating the content was well received and participants were engaged in deep self-reflection and excited for continued action, requesting additional sessions.
Mental Health - Provide activities for mentor teachers and probationary teachers that supported mental health and well being including team building.	We had our Employee Assistance Program vendors and onsite clinic staff, which offers mental health services, share information with our probationary teachers. We also were able to provide some additional team building activities with the funds.
Affinity Group - probationary teachers of color to connect and support one another with guidance.	Due to some significant turnover of staff and responsibilities within both our Achievement and Integration and Human Resources departments, we were unable to facilitate affinity group meetings for our probationary teachers of color the 2022-2023 school year. We have plans to utilize these funds for that purpose for 2023-2024. We understand that we may not be granted additional monies until those funds are expended.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native		1					
Asian or Pacific Islander	4						
Hispanic					1		
Black	3	6			2		
Other	94	12	2		27		
Total	101	19	2	0	30	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	2		2		
Hispanic					
Black	1				
Other	67		12		
Paid Mentors of color who received additional stipends	3		2		
Total	67	0	13	0	0

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Analysis of Data

In the last three years, our number of mentees has steadily grown while our number of mentors has dipped (at the height of COVID) and then increased again in the last 2022-23 school year. The grant has helped to attract additional mentors, including mentors of color. We have also increased our attention to equity and added more specific support for equity and anti-racist education, supported by this grant, which will hopefully both attract and retain the few teachers of color we do have. It is critical that we provide differentiated support for our mentees to retain our staff, reduce turnover, and support their induction into the field and our district culture and practices, enabling them to be successful and in turn, our students to be successful.

School Year	Mentors	Mentees
2020-2021	66	185
2021-2022	58	189
2022-2023	70	216

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,637.17	Basic stipend for mentors	☒ Recruitment ☐ Retention ☐ Induction	Contact Log Site Level Meetings District Check-In Sessions	100% completed
\$1,324.24	Stipends for mentors working with 3+ mentees	☒ Recruitment ☐ Retention ☐ Induction	Contact Log Site Level Meetings District Check-In Sessions	100% completed
\$172.06	Stipends for mentors of color	☒ Recruitment ☐ Retention ☐ Induction	Contact Log Site Level Meetings District Check-In Sessions	100% completed
\$286.77	Stipends for lead mentors at sites with 4+ mentors	☒ Recruitment ☐ Retention ☐ Induction	Contact Log Site Level Meetings District Check-In Sessions	100% completed
\$2,200	Anti-racism workshop for mentors	☐ Recruitment ☒ Retention ☐ Induction	Evaluation Form	100% participants completed
\$2370.46	Anti-racism workshop for mentees	☐ Recruitment ☒ Retention ☒ Induction	Evaluation Form	100% participants completed
\$469.55	Mental health and team building activities	☐ Recruitment ☒ Retention ☐ Induction	Check-In Form	
\$1089.71	These funds were NOT expended for affinity group activities.	☐ Recruitment ☐ Retention ☐ Induction		
\$12,460.25	Total	☐		

Rochester ISD 0535

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	ISD #535 Rochester Public Schools
Total Grant Amount	\$136,400

Identified Official with Authority

Name of official with authority to sign	John Carlson
Title	Chief Finance Officer
Address	615 7th St. SW
City, State and Zip code + 4	55902
Phone Number and Email	507-328-3000

Primary Program Contact

Name of program contact	Will Ruffin II
Title	Executive Director of Equity and Engagement
Address	615 7th St. SW
City, State and Zip code + 4	55902
Phone Number and Email	507-328-4290

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Activity 1: Sustain and grow the teachers of color mentorship program

Rochester Public Schools (RPS) continues to find ways to attract and retain staff of color. During new employee training, all staff are made aware of the Employees of Color Resource Group (EoCRG) and given the option to opt in to the group via an Google form. This is a new practice for RPS as it previously relied on word of mouth for recruiting members to the group. The district also updated its website to include a landing page for the EoCRG which includes a link for members to opt into the group if they choose to do so.

With the end of the covid years in sight, the 2022/2023 school year provided an opportunity for RPS to increase the membership of the mentorship program from previous years where the need to stay socially distant from each other was prevalent. The EoCRG website also increases the awareness of various information items and opportunities throughout the district since the monthly EoCRG newsletter is also uploaded onto this landing page. The funds provided by the grant were used to create several networking and learning opportunities for nine mentors and thirteen mentees to meet and connect on a social level, allowing them to build relationships and discuss important issues in the mentorship process. The EoCRG purchased *The New Teacher Book: Finding purpose, balance, and hope during your first years in the classroom* by Linda Christensen, Stan Karp, Bob Peterson, and Moe Yonamine for the mentors/mentees to use. This book was used to facilitate meaningful conversations which allowed for the pairs to continue to strengthen their relationship while engaging in deep, relevant dialogue. The EoCRG also partnered with the Human Resources and Curriculum and Instruction departments, along with REA (Rochester Educators Association) to create one vision for mentorship for the district, instead of offering two programs that unintentionally wound up competing with each other. RPS now plans to use the framework the EoCRG created as a guide to build a cohesive mentorship program for new staff. This was a huge win and it would not have been possible without the state funds that allowed for staff to put in the time and effort to vet and create materials to guide the mentorship program.

Activity 2: Provide paid opportunities for teachers of color to collaborate with one another (within and between buildings)

The funds that were awarded to the EoCRG maybe it possible for the group to continue to provide an affinity space for all employees of color within the district. At a minimum, the EoCRG provides space for support , empowerment, and community building opportunities once per quarter.

There were several networking opportunities throughout the year:

- Back to School lunch: August 25th 2022

- PD Lunch: Jan 27th, 2023
- PD Lunch: March 3rd, 2023
- End of Year Picnic: June 8th, 2023

These meetings allow for networking opportunities as well as increasing support for one another; especially those who hold isolated positions in their buildings. The money has helped to pay for food, venue rentals, as well as classroom materials (i.e. professional books, diverse classroom resources, etc.). The End of the Year Picnic is a great opportunity for our members to come together and build community with friends and family to wrap up the school year.

The EoCRG also provided a quarterly newsletter to highlight employees of color who are doing great work in the community and around the district, as we know their efforts are often overlooked and undervalued. This newsletter is also used to communicate professional development opportunities, and cultural celebrations. The yearly subscription to Smore (the platform used to develop the newsletter), is paid for from these funds.

- Members of the EoCRG collaborate to find or provide professional development which allowed for staff to better work together on topics that supported the equity work of the district. These included The LatinoLead LiderCon Conference, the White Privilege Conference, NEA National Leadership Conference, Story Circles training from the Minnesota Humanities Center, and the Minnesota School Counselor Association Conference.
- Other projects for collaboration included participation in district wide committees, creating equity-centered professional development, and teachers of color collaborating to help each other build curriculum across the district.
- The Employees of Color Resource Group executive board met five times throughout the year to collaborate together to find resources and plan the events for the group. Extra planning time is something that rarely comes around for educators. The grants funds used to pay the costs of substitutes makes this intentional planning time happen. During these meetings, the group discussed plans for networking socials, organized guest speakers and professional development, planned ways to engage, support, and connect with members.
- The dates for these meetings are as follows:
 - August 24th, 2022
 - October 5th, 2022
 - December 7th, 2022
 - February 16th, 2023
 - May 10th, 2023

Activity 3: Increase financial and systems-level support for the Employees of Color Resource Group (EoCRG) and its Executive Board

The Employee of Color Resource Group currently has nine members on the executive board.

These members represent all levels of the organization from elementary to secondary; as well as certified and non-certified staff members. This is the most diverse working group within RPS with approximately 100 members signed up for the newsletter and information newsletter. Having a working group that reflects the diversity of the district by including several different ethnicities is important and also done this way intentionally. The EoCRG wanted to ensure as many voices as possible were at the table. The executive board meets approximately once per quarter. The funds have helped to pay for substitute teachers during those meetings. Each member also receives a stipend as compensation for working on items outside of their regular contract hours. A higher stipend amount was added for the two co-leaders, who attend more meetings and have increased responsibilities than the others in the group.

This year, the EoCRG used funds from the grant to help expand and establish subcommittees. The subcommittees have a specific focus tied into furthering the overall goals of the group. The subcommittees also helped distribute the workload so people didn't feel burnt out. There are currently three subcommittee members, who oversee professional development, community engagement, and mentorship and leadership development. The group will look to expand the membership of the subcommittee groups next school year.

The Employees of Color Resource Group organized different opportunities for staff to collaborate with each other. Staff collaborated on various trainings, projects, and organizing events for the members of color at the district level.

Finally, EoCRG was able to provide tiered professional development for our members. This professional development was a five part series with the Minnesota Humanities Center on participating in story circles. The goal of this yearlong trajectory of professional development is to support Employees of Color within Rochester Public Schools to strengthen their racial literacies as it relates to their professional work. Participants were guided in discussions related to racism and its impacts, offered tools to navigate and resist racism, and provided ways to transform and reimagine their schools and district towards the wellbeing of communities of Color.

These five sessions included:

Session 1: Story Circles: I See Me- December 12th 2022; Session 2: Story Circles: Story Circle Within a Circle- January 23rd 2023 Session 3: Author Meet and Greet- February 27th 2023; Session 4: Author Meet & Greet- March 20th 2023 Session 5: Story Circles: The Gift- April 10th 2023

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 4	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native		1	0	0	0	0	0	0
Asian or Pacific Islander	1	3	1	1		1		
Hispanic	2	1	0	3		5	0	
Black	0	2	1	0		3	0	1
Other	2	5	0	2		1		
Total	7	14	6	11	0	10	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

RPS had nine paid mentors during the 2022-2023 school year. The categories on the grid don't necessarily line up with our numbers.

Totals: Asian (5 total) = Tier 3 (1) and Tier 4 (3) ; Black (2 total) = Tier 3 (1) and Tier 4 (1); Hispanic (1) = Tier 4; Mixed race (1) = Tier 3

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	2				
Hispanic					
Black			1		
Other					
Paid mentors of color who received additional stipends					
Total	2	0	1	0	0

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Analysis of Data

The number of employees of color in the Rochester district increased from our total number last year.

We had nine mentors and sixteen mentees participate in our mentorship program, which was the highest participation rate we ever had in the Rochester district since starting this program. Some mentors took on two mentees this past year. Through these efforts we were able to increase our presence in the district and beyond. We saw results within our mentorship program as mentees were recognized as leaders in their buildings and are beginning to take on leadership roles in our executive committee. As we continue working on retention efforts, we anticipate to have similar numbers and hope to increase the number of networking and mentorship opportunities next year in shortage areas in the Rochester Public School district.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$366.22	MN School Counselors Association Training	☐ Recruitment ☒ Retention ☐ Induction		The counselor who attended this training was promoted at the end of the year to Lead Counselor for the district. This was a good investment for sure.
\$444.97	LiderCon travel expenses	☐ Recruitment ☒ Retention ☐ Induction		One member has stepped into an executive committee role and the other was promoted to a Director in the district. It is clear investing in people is paying off.
\$91.25	Leaders of Color Leadership Conference	☐ Recruitment ☒ Retention ☐ Induction		
\$252.72	Dream Catcher Kick Off	☐ Recruitment ☒ Retention ☐ Induction		Two staff members who continue to take on leadership opportunities within RPS.
\$1022.35	Minnesota Indian Education Association	☐ Recruitment ☒ Retention ☐ Induction		
\$149.37	Urban Leadership Academy	☐ Recruitment ☒ Retention ☐ Induction		

\$9708.69	NEA Leadership Summit	Recruitment x Retention ☐ Induction		
\$9800.44	White Privilege Conference	Recruitment x Retention ☐ Induction		
\$1670.55	Institute for Teachers of Color	Recruitment x Retention ☐ Induction		
\$2899.47	Family Engagement and Community Schools Conference	Recruitment x Retention ☐ Induction		
\$2734.94	Racial and Social Justice Conference	Recruitment x Retention ☐ Induction		
\$2052.93	MDE Restorative Practices Training	Recruitment x Retention ☐ Induction		
\$31,193.90	Total			

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Rosemount-Apple-Valley-Eagan ISD 0196

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	ISD 196
Total Grant Amount	\$110,274.40

Identified Official with Authority

Name of official with authority to sign	Mary Kreger
Title	Superintendent
Address	3455 153 rd Street West
City, State and Zip code + 4	Rosemount, MN 55068
Phone Number and Email	952.423.7700 Supt@District196.org

Primary Program Contact

Name of program contact	Virgil Jones
Title	Director of Equity and Inclusion
Address	3455 153 rd Street West
City, State and Zip code + 4	Rosemount, MN 55068
Phone Number and Email	952.423.7700 Virgil.Jones@District196.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Intentional, collaborative work to support teachers of color and students of color was supported through this grant in three areas: Affinity Unite, a teachers of color affinity group created by teachers of color; the Teachers of Color Mentorship Program, the first inception from the Equity and Inclusion Department; and School-wide English Learning (SWEL) where trained English Language Development coaches worked with content area teachers to build the capacity to meet the needs of multilingual learners. The following narrative will demonstrate how grant funding was used effectively to achieve the goals of each area.

Affinity Unite

Affinity Unite was formed to bring BIPOC staff together to create an empowering and supportive environment to assist one another in transitioning to and navigating through District 196. The affinity group provides a targeted and necessary kind of support to anyone who experiences unique challenges within the district. As the Affinity Unite, we want to emphasize that BIPOC are not alone on their journey because we are all here to help them build bridges connecting to other support systems throughout District 196.

Affinity Unite has been established for three years. We have about 106 members on our roster. We meet once a month from September to June. Our meetings are about an hour. Within that hour, we have an agenda to help us navigate through different discussions and topics. For the 2022-23 school year, the topics discussed during our meeting were organized around the themes presented in the book, *Onward: Cultivating Emotional Resilience in Educators*.

Affinity Unite affirms, nurtures, and supports BIPOC in many ways. First of all, we provide relief and support for BIPOC to talk about and address interpersonal experiences of racism and how they affect each individual personally and professionally without having to explain this experience to people who may not understand the feelings and experiences. We provide a safe space where the patterns and impact of main culture and privilege are discovered, while exploring ways to address these on a personal, institutional, and societal level where there may be many different layers that need to be addressed.

Secondly, Affinity Unite offers BIPOC educators a space to process events that have historically impacted them or that have recently surfaced in the world. Creating this space enables people to unpack and process grief, trauma, and loss.

Finally, Affinity Unite creates a space where each person can hold themselves accountable and gain tools to talk about racism, or challenges that we may face as BIPOC within our district. Through our meetings, everyone is able to reflect on and learn how to address internalized racism and disrupt interpersonal manifestations of racism in our district and community through their own discovery. Affinity Unite for BIPOC is vital for each person to be seen, heard, and valued. The heart of Affinity Unite is empowerment, relationships, and solidarity.

Our mission statement is as follows:

As the Affinity group, we promote and advocate a transformative space for our diverse staff to connect and support one another. We want to recruit and retain staff of color; advocate for the needs of ourselves and all students; work to transform our district from one of traditional learning into a district that practices and lives by being equitable for all.

Information about Affinity Unite (AU) member attendance and an analysis of the AU and ToC Surveys for Trimester 1 and 2 was initially shared with Affinity Unite in the April 2023 Newsletter. A more thorough analysis of the information was with Affinity Unite members at their May 24th meeting and input was given by the members in attendance.

Per the requirement of the TMRG grant, there were two specific progress monitoring criteria that fell under the purview of Affinity Unite. The criteria were 1) increase or maintain attendance at affinity group meetings and 2) survey teachers of color and CFAs to see improvement in building and school climate. In regards to attendance over the last years (2020-2023) member attendance has been relatively consistent but there are a few factors that have affected it in some instances. An analysis of member attendance is further analyzed in the data analysis section of this report. During the 2022-23 school year, a survey was conducted for Trimesters 1, 2, and 3 for members of the Teachers of Color Mentorship Program (ToC) and Affinity Unite. The content of the questions were shifted from the initial iteration of the survey presented when this grant was submitted last year in order to be more personalized to the purpose of each group and gather feedback for areas of improvement. An analysis of the survey results can be found in the Analysis of Data section of this report.

Teachers of Color Mentorship Program

According to the Minnesota Report Card, District 196 has 43% students of color and the 2022-2023 district data shows there are 5.27% teachers of color. In District 196, there is a high demand to recruit and retain effective teachers of color that represent the expanding culturally and linguistically diverse student population. The Equity and Inclusion Department designed their first Teachers of Color (ToC) Mentorship Program for 2022-2023 to support the demand. The program goal was to provide specific mentoring for and with teachers of color to benefit them who in turn would improve student success. It needed coordinators who could design a program that incorporated the district's evaluation system using Charlotte Danielson's work, ways to support the mentees, and research based resources about mentorship. Each of the three ToC Coordinators were given a \$3,000 stipend to design and implement the program. The Teachers of Color Mentorship Program supported the whole group as well as the individual members.

The awarded funds made the Teachers of Color Mentorship Program possible. Representing culturally and linguistically diverse backgrounds, three ToC Coordinators who represented three teaching levels - elementary, middle, and high school - along with the district Equity and Inclusion Department's TOSA-Equity Coach and Professional Development collaborated to design the program. They recruited program participants, implemented parts of two books, established relationships with other professionals, provided yearlong programming, and communicated about the program in various ways. The feedback received from members demonstrated the need to continue the program to decrease isolation which would improve student success.

Mentors and mentees chose to be part of the program. Of the 27 participants, 13 mentors were licensed tenured staff who represented three high schools, six middle schools and four elementary schools. They were each given \$1,500 to be a mentor. Since all mentees were accepted, there needed to be enough mentors. The 12th and 13th mentor stipends were paid from a different funding source in an attempt to stay within the TMRG. The other participants were 14 mentees who were probationary licensed staff representing one high school, three middle schools and ten elementary schools. They were matched based on their top three preferences - position, sex, race/ethnicity, or no preference.

The members' positions spanned from classroom teachers, such as Spanish teacher and Grade 4 teacher, to licensed specialist staff members, such as Music teacher and Special Education Resource teacher. Each mentor was matched with one mentee (and one mentor with two mentees) for a total of 27 participants and three ToC Coordinators or 30 Teachers of Color Mentorship Program members.

The program's work was based on two book resources, *Noise Refuge and Wellness: A Booklet of Coping Skills and Resources to Combat the Noise Within You* by Community Science Collaborators: Alma Sanchez, Christina Neubauer, Lizeth Pineda Roldan, and Tania Acevedo Garcia and *Supporting Beginning Teachers* by Tina H. Boogren. Topics from these books were addressed at the workshops/meetings, during mentorship communications, and in monthly newsletters.

The ToC Coordinators and TOSA built relationships with other professionals. The President of the district's union, Dakota County United Educators (DCUE), Kate Schmidt, provided historical mentorship information, suggested DCUE as a location for meetings, and offered to promote the program through DCUE's newsletter. A meeting was held between ToC Coordinators and TOSA with Dr. Paul Spies, Dean at Metropolitan State University, and Victor Cole, the Director of Recruitment, Retention, and Induction in the School of Urban Education to discuss collaborative work. More discussion will be held in the future. They have met with other mentorship leaders in the district to understand more about existing programs as well as attended MDE's Induction and Mentoring Framework Virtual Meetings. The TOSA will continue learning more by attending MDE's Planning For New Teacher Orientation Webinar occurring in June and August 2023. Through connections, the coordinators and TOSA have invited guest speakers from within and outside the district to provide training to the mentors and mentees. Much networking needed to be made in order to lay the foundation for the program.

The ToC Coordinators and TOSA developed a plan to implement workshops/meetings to serve partnerships. These seven in-person workshops/meetings and one individual support ran from October 2022-May 2023. They were as follows:

- October: Teachers of Color Mentorship Program Kick-Off
- November: Teachers of Color Mentorship Program Zoom Meeting
- December: Teachers of Color Mentorship Program Reading and Reflection of *Noise Refuge and Wellness: A Booklet of Coping Skills and Resources to Combat the Noise Within You*
- January: Radical Self-Care 101 Workshop
- February: Self-Awareness for Intentional Interactions Workshop
- March: Intercultural Conflict and Communication Style Workshop
- April: Looking Inward for Wisdom: Reflections and Practices Shared by 196 BIPOC Workshop
- May: Reflect, Connect, and Celebrate Meeting
-

These workshops/meetings were planned to include time to understand the district's evaluation system,

Teacher Development and Evaluation, and time to connect with their mentor/mentee(s). Partnerships were also encouraged to sit together during the workshops/meetings.

After each workshop/meeting, participants were asked to provide feedback about the workshop/meeting. Feedback results indicated that participants appreciated the workshops/meetings and found them helpful. Additionally, the ToC Coordinators and TOSA collected data through a survey at the end of each trimester to understand the effectiveness of the mentorship and programming. The results showed that the mentorship and program helped to reduce isolation for mentees and mentors and supported their retention. The data collected will be discussed and compared to previous data prior to the grant approval in the Analysis of Data section of this report.

Communication was done through various formats. To recruit mentors and mentees, they received emails, text messages, and phone calls, and attended informational meetings. To promote workshops/meetings, participants received emails, calendar invites, and spoken communication.

To further encourage mentorship communication, a monthly newsletter was provided that gave topics/activities to be discussed. This included more discussion, reflections, and application about workshops/meetings. There were also resources to support participants each month. The newsletter was shared with all members including K-12 principals and the district Cabinet.

The goal of the 2022-2023 Teachers of Color Mentorship Program was to recruit and retain effective educators to teach our culturally and linguistically diverse students. By providing this program, the outcome would be to create a sense of belonging, reduce isolation, which would reduce the teachers of color turnover rate and narrow the disparity between the percentage of teachers of color, 5.27%, to students of color, 43%. The mentorship program supported these efforts as all mentees will be rehired for the 2023-2024 school year.

School-Wide English Learning (SWEL)

District 196 serves 2,662 students with English Learner (EL) status. This is approximately 9% of the student body. Within the largest 15 school Local Education Agencies (LEAs) across the state, the greatest increases in numbers of ELs from 2017-2021 were in Rosemount-Apple Valley-Eagan (District 196) and Anoka-Hennepin school districts. As the percentage of students with EL status increases, the importance of having teachers who can effectively support ELs becomes critical. The achievement gap indicates that more needs to be done to support the culturally and linguistically diverse students in ISD 196. The achievement gap disparity for ISD 196 is in-line with the state of Minnesota. The MCA achievement gap between students with English learner status and those without was 50% in Reading and 38% in Math in 2021. That same year, 65.3% of students with EL status did not meet their annual progress toward English language proficiency targets. Considering the growth in our multilingual student population, the fact that the majority of students with EL status in District 196 are students of color and the achievement gap disparity, our participation in School-wide English Learning (SWEL) was designed to decrease the achievement gap for district students of color by building the capacity of all teachers to work with multilingual learners.

Part of culturally aware and responsive education is incorporating language teaching into professional learning and instructional practice. According to research, barely half of all educators feel “prepared” to

use specific strategies to ensure that ELs meet the requirements of the Common Core (Council of Great City Schools, 2013). Educators are largely unfamiliar with research-based practices that are effective in scaffolding content and language for multilingual learners. We decided School-wide English Learning (SWEL) training and coaching would help us respond to the complex needs of multilingual learners and create systems and structures to support changes in practice at the school level with the goal of decreasing achievement gaps for our district's culturally and linguistically diverse students.

School-Wide English Learning (SWEL) Training through TESOL International: SWEL is a program designed to prepare English language development (ELD) teachers to be teacher leaders at their schools and to share their expertise with colleagues through collaborative discussion. It focuses on intentional, job-embedded, on-going professional learning around multilingualism to build the capacity of all teachers to work effectively with multilingual learners. Thirty ELD teachers representing 24 different schools in District 196 were selected to engage in the SWEL certification workshop series. Five teachers participated in a summer training session, and the other 25 engaged in three workshops over the course of six months. The workshops consisted of eighteen classes and 36 hours of instruction, which took place outside of the contract day. The Teacher Mentorship & Retention of Effective Teachers Grant funded the registration fee for the 25 participants as well as stipends to pay them for the time they spent in class and coaching peers outside of the contract day. All funds were spent on those activities during the 2022-23 school year.

SWEL coaches engaged in the following learning:

- Workshop 1: SWEL Contextual Language Workshop: An Anti-Racist Approach to Language in the Classroom. This workshop built upon ESL teachers' existing knowledge of language learning and teaching, and focused on how to harness that knowledge and share it with general education teaching colleagues. The contextual approach to language instruction provided a framework for developing content area language instruction and strengthening home language support in the general education classroom.
- Workshop 2: SWEL Professional Development Workshop. The SWEL Professional Development (PD) Workshop examined what makes PD effective for teachers and site-based decision making. Teacher participants were trained to facilitate professional development for their peers and provided the materials to do so through their use of Teacher Leadership for School-Wide English Learning text and Framework.
- Workshop 3: SWEL Coaching Workshop and Administrators Workshop. Workshop Three brought together ESL teachers and their school administrators. ESL teachers learned non-evaluative peer coaching principles, set SMART goals, and planned how to implement the SWEL Coaching Cycle in their contexts. Inclusive of the SWEL Coaching Workshop was the SWEL Administrators' Workshop. SWEL coaches and their administrators addressed the need for a school-wide English learning model, distributed leadership, and support in co-drafting an action plan for implementation. This portion of the workshop ensured that the SWEL coach and their administrator could complete a needs analysis together and use that information to create common goals and an action plan for their school.

Attendance at each workshop averaged 90-100% and those who missed a workshop session made it up by watching a video of the session and engaging with the aligned Canvas course. All participants successfully completed the SWEL training, and there are now 30 certified SWEL coaches. Prior to the SWEL certification workshop series, we had not had any on-going training for ELD teachers to provide effective professional learning for colleagues, and no teachers had an ELD coaching certification.

SWEL Cohort Meetings: In addition to the training described above, SWEL coaches came together as a cohort for a half-day of learning and collaborating together about once every eight weeks during the school year. The cohort meetings always involved a review of Minnesota’s 10 Commitments to Equity, intentional learning around improving skills as collegial coaches, and time to collaborate and learn from each other. We used Jim Knight’s Partnership Principles as a foundation to grow as instructional coaches. At each cohort meeting the team delved deeply into one of the partnership principles: equality, choice, voice, dialogue, reflection, praxis and reciprocity. The cohort meetings prepared ELD teachers to return to their buildings to provide effective, collegial coaching focused on the needs of multilingual learners and their mainstream teachers.

SWEL Coaching: All SWEL coaches provided professional learning and coaching at the schools where they teach. SWEL coaches had time built into their schedules dedicated to coaching. SWEL coaches at the elementary level had one half-day a week to coach. SWEL coaches at the secondary level had one period a day (50 minutes) devoted to SWEL.

Prior to SWEL we had been a part of the English Learners in the Mainstream (ELM) project through Hamline University. With ELM we entered into an ELD coaching program, but with minimal training and no time dedicated to coaching it was hard to build interest and involvement. The funds we were awarded through this grant allowed us to strengthen and expand the coaching program that was grounded in ELM. We were able to fund and provide comprehensive coaching training and certification, as well as time dedicated to coaching and collaborating at the building and district level. The increased involvement and impact can be seen in the table below.

Growth from ELM (2019-2022) to SWEL

Year	Number of active ELM or SWEL coaches	Number of people coached
2019-20	7 ELM coaches	15
2020-21	12 ELM coaches	24
2021-22	17 ELM coaches	30
2022-23 (with TMRG grant funding)	30 SWEL coaches	Over 200 teachers engaged in coaching. 117 completed our SWEL coaching survey. 94 teachers engaged in a coaching cycle that included four or more sessions with a SWEL coach. Over 2,000 students were impacted by professional development and coaching their teachers received from SWEL coaches.

The three areas funded by the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) are Affinity Unite (AU), the Teachers of Color (ToC) Mentorship Program, and School-wide English Learning (SWEL). TMRG provided stipends to the three Affinity Unite Coordinators to continue to provide support and space for their affinity group. It also provided stipends for two teachers of color

who invited a colleague to attend four out of nine AU meetings and hosted a book study. The grant provided stipends for ToC Mentorship Program Coordinators to design and implement the program to create a sense of belonging for mentees, year 1-3 teachers, and mentors, and increase retention of all teachers of color in order to effectively educate students of color. TMRG provided funding to train ELD teachers to become SWEL coaches, to coach classroom teachers, to provide ongoing professional development, and to participate in SWEL to impact all students, especially multilingual learners. These three areas would not have been made possible without the Teacher Mentorship & Retention of Effective Teachers Grant.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group**	Tier 4 teachers	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	3	4	0			1		
Asian or Pacific Islander	3	1	0			1		
Hispanic	3	6	0			2		
Black	1	0	0			0		
Other*	3	8	1			1		
Total	13	19	1	0	0	5	0	0

*Other: White or Multi-Race

**Of the 14 Teachers of Color Mentorship Program Mentees, they represent Tier 3-4 and license shortage areas from all the above races/ethnic groups. The 10 SWEL coaches new to the district or new to the profession represent Tiers 2-4 and identify as Other.

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group**	Tier 4 teachers	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	3	0		3		
Asian or Pacific Islander	3	0		2		
Hispanic	4	1		4		
Black	5	1		3		
Other*	27	4		27		
Paid Mentors of color who received additional stipends	0	0		0		
Total	42	6	0	39	0	0

*Other: White or Multi-Race

**Of the 13 Teachers of Color Mentorship Program Mentors, they represent Tier 3-4 and license shortage areas from all the above races/ethnic groups. Of the 28 SWEL Coaches, they represent Tier 3-4 and license short areas from all the above races/ethnic groups.

Analysis of Data

Affinity Unite

Per the requirement of the TMRG grant, there were two specific progress monitoring criteria that fell under the purview of Affinity Unite. The criteria were 1) increase or maintain attendance at affinity group meetings and 2) survey teachers of color and CFAs to see improvement in building and school climate. Here are the results from the 2022-2023 school year.

In regards to the criteria “increasing or maintaining attendance at affinity group meetings,” this information can be seen below in Figure 1.

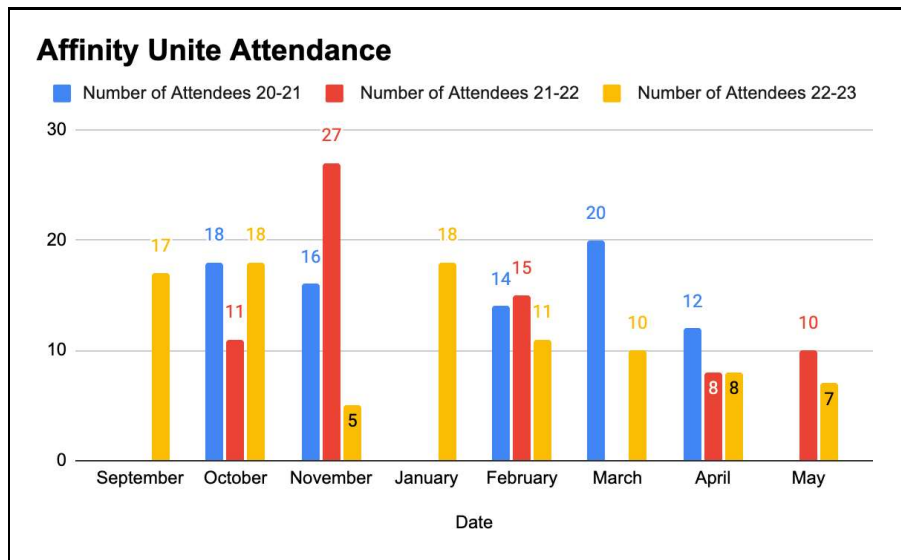


Figure 1

Figure 1 shows Affinity Unite Attendance data over the last three years. Meetings were not held in September or January of the 2020-21 and 2021-22 school years. Attendance data was not taken during the March 2021-22 meeting. As can be seen, attendance over the last three years has been relatively consistent. During the 2020-21 school year and for a majority of the 2021-22 school year, the meetings were held on Zoom due to the Covid-19 pandemic. During the 2022-23 school year, the only meeting that was held on Zoom was in January.

Attendance data was collected from the seven Affinity Unite meetings during the 2022-23 school year. Attendance was strong during the first half of the 2022-23 school year, but then participation dropped significantly towards the end of the school year. When inquired about this at the final meeting on May 24th, teachers shared that they believed teachers were progressively getting more tired over the school year. They also pointed out that we had increased the number of meetings this year compared to past years, so maybe there was not that sense of urgency to attend. On the Trimester 3 TMRG survey, members stated that the Teachers of Color (ToC) Mentorship Program workshops/meetings took

priority over the Affinity Unite meetings. It was also stated that meeting after school is difficult for many teachers as they were tired or had other personal commitments to attend to during their free time. Additionally, members of the survey suggested that we should be given time during the district's professional development days or should be given time during the school day to meet together. Many of these ideas will be taken into consideration when planning out the 2023-24 school year.

For the 2022-23 school year, a stipend of \$150 dollars was offered to each member that recruited a new person to attend four of the nine meetings and expand the reach of the group and increase retention of licensed BIPOC teachers. Two teachers qualified for this stipend. Offering this stipend did not seem to make a difference in increasing member attendance for the meetings.

During the 2022-23 school year, a survey was conducted for Trimesters 1, 2, and 3 for members of the ToC Mentorship Program and Affinity Unite. The content of the questions were shifted from the initial iteration of the survey presented when this grant was submitted last year in order to be more personalized to the purpose of each group and gather feedback for areas of improvement. The questions included multiple choice, Likert scales and open-ended questions. The questions addressed how beneficial Affinity Unite has been for members, how meetings can meet their needs, and how the book supported their professional growth.

There were three questions that utilized the Likert scale. The results of those responses can be seen below in Table 1.

Table 1

Question	Trimester 1	Trimester 2	Trimester 3
I feel that Affinity Unite is beneficial to me as an Educator of Color.	Strongly Agree-11 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-11 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-1 Agree-6 Disagree-0 Strongly Disagree-0
I feel that Affinity Unite is a safe space for me as an Educator of Color	Strongly Agree-9 Agree-6 Disagree-0 Strongly Disagree-0	Strongly Agree-9 Agree-6 Disagree-0 Strongly Disagree-0	Strongly Agree-2 Agree-5 Disagree-0 Strongly Disagree-0
Affinity Unite provides opportunities for me to advocate for my needs and the needs of my students	Strongly Agree-9 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-9 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-1 Agree-5 Disagree-1 Strongly Disagree-0

Improving the needs to support BIPOC educators in District 196. Since 2020, Affinity Unite has worked tirelessly to support and improve the needs of BIPOC educators in District 196. The BIPOC educators of Affinity Unite have expressed communication is key in feeling supported. In Trimester 1-Trimester 3 surveys completed by AU members, they requested a variety of meeting formats be put in place to better support their needs. Furthermore, AU meetings are planned on a cycled schedule via in-person

meetings, zoom meetings, social gatherings and professional development meetings. Through establishing a versatile schedule for the year and communicating an agenda for meetings, Affinity Unite's goal was to see a rise in member attendance for meetings during the 2022-2023 year.

Professional growth as BIPOC educators in District 196. Affinity Unite members voted in 2021-2022 to engage in professional development to accommodate our needs as BIPOC educators through a book club. During the 2022-2023 year AU members read *Onward: Cultivating Emotional Resilience in Educators*. Through this book club AU members, engaged in reading the text, found the text supported their growth in their ability to self-reflect and their resilience, both inside and out of the classroom.

Affinity Unite Book Study. AU members were surveyed about our book study with *Onward: Cultivating Emotional Resilience in Educators*. In Trimester 1 and 2, there were many different thoughts and feelings about the book study. Most of the members found value in the reading and discussions that we had. Some of the members appreciated the discussions and tools that were suggested in the book to cultivate emotional resilience as an educator. A few felt that this book gave affirming suggestions as to how to stay strong as BIPOC educators and move forward with support from each other. Some felt that they did not have adequate time to do the assigned reading because of their daily commitments to their students, schools and family. In Trimester 3, as we were finishing up our book study, we asked our members if the reading was applicable to their growth as an educator overall. We only had a few people respond to this question. At the end of the book study, a member felt that this reading was targeting the wrong audience because she/he felt that most BIPOC were already resilient. While others thought that this was a great tool to remind them as to where they are and where they are going with their personal growth.

Affinity Unite has allowed BIPOC educators the space to be themselves, the space to connect with other educators of color across the district, and the space to have their voices heard and to feel valued in District 196.

Teachers of Color Mentorship Program

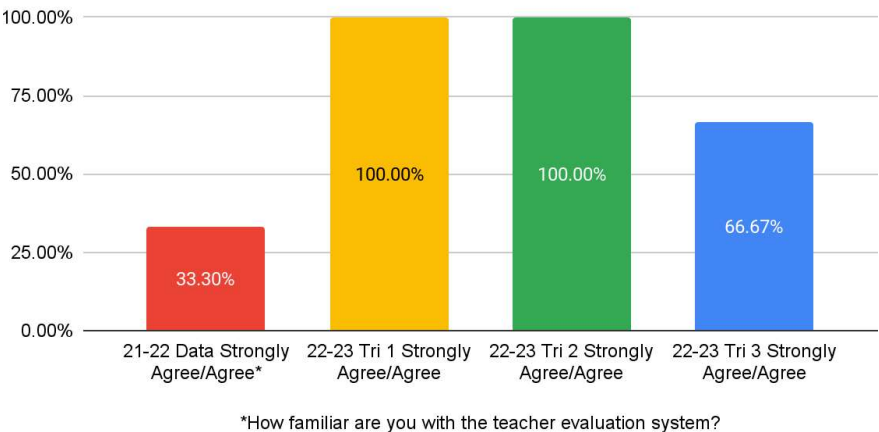
The inception of the Equity and Inclusion Department's Teacher of Color (ToC) Mentorship Program was made possible through this grant during the 2022-2023 academic school year. Therefore, there is no data from the past three years. The only data available was the one used to apply for this grant. That data was collected at the end of the school year through interviews with teachers of color who are in District 196 and who have left the district. It was collected by the former Coordinator of Equity and Inclusion. This data will be referred to as the 2021-2022 Data (21-22 Data). The ToC Mentorship Program Coordinators and TOSA - Equity Coach and Professional Development collected two sets of data throughout the school year for the ToC Mentorship Program. One survey was distributed after each monthly workshop/meeting to all participants. This survey asked about the structure of the workshop/survey, the benefits to the participants and their students, and their commitment to implementation. The other survey was distributed after each trimester in conjunction with the Affinity Unite (AU) survey to all members of the ToC Mentorship Program and AU. The ToC Mentorship Program section survey asked about the program effectiveness and mentorship experiences. The number of respondents varied per trimester with Trimester 3 having only one mentee and up to five mentors who responded to each question. Some factors contributing to the low responses for the Trimester 3 survey were the time of year, one week availability, and the number of end-of-the-year email communications. Possible solutions for the future include distributing the survey earlier with a larger window of availability and promoting it through different forms of communication.

For the purpose of this report, the latter data will be referred to as the 2022-2023 Trimester Data (22-23 Tri 1/Tri 2/Tri 3) and will be used over the 2022-2023 Workshop/Meeting Data, unless otherwise noted. The 2022-2023 Trimester Data will be compared to the 2021-2022 Data. As much as possible, similar questions were compared to each other.

These similar questions addressed the areas of Teacher Development and Evaluation, isolation, retention and support. The program is highly effective if there is a high level of attendance and action steps are taken as a result of data collected. All these areas will be discussed below with accompanying graphs.

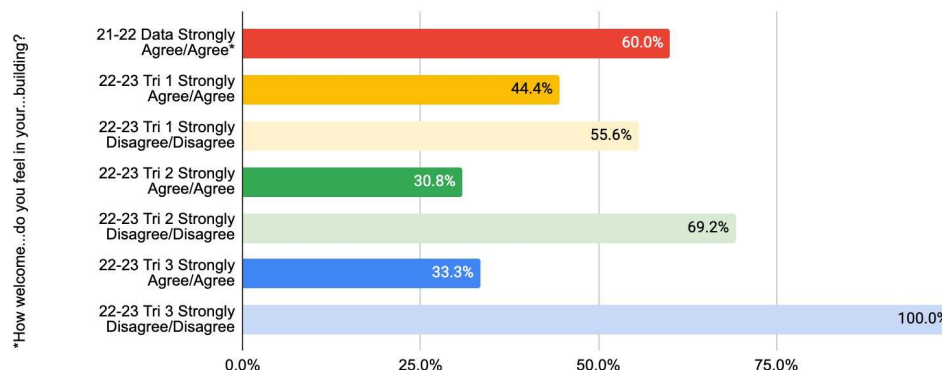
Teacher Development and Evaluation (TDE). The ToC Mentorship Program wanted to bring emphasis to the TDE process for year one teachers. From Trimester 1 to Trimester 2 through the workshops and meetings and guidance from mentor(s) to mentee(s), this proved valuable for year one teachers to feel more knowledgeable with the TDE process. It was evident as seen in Figure 1 that 100% of mentors and mentees responded “Strongly Agree/Agree” that they feel more confident with the TDE process. This data is higher than the 2021-2022 Data that indicated only 33.3% of respondents were familiar with the TDE process. There were less respondents in Trimester 3. Some possible reasons could be limited time to complete the survey, they were familiar with TDE from previous trimesters, and/or the process did not pertain to them this school year. Having an understanding of the Teacher Development and Evaluation process was beneficial for the members of the mentorship program.

Figure 1: After the whole group meeting(s), I (Mentor/Mentee) feel more confident with the TDE process.



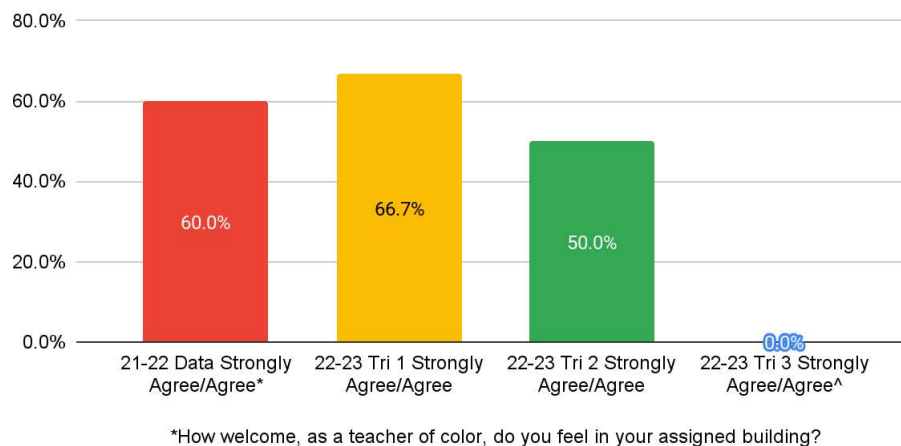
Isolation felt from the mentee as a participant of the program. Through the ToC Mentorship Program workshops/meetings, the goal was to connect BIPOC educators with others so they felt less isolated and felt connected to their building and to District 196 spaces. With this connection and community building, our ToC members feel less isolated in the building. Their feeling of isolation decreased as the year increased. The 21-22 Data asked, “How welcome, as a teacher of color, do you feel in your designated building?” The results was 60% Strongly Agree/Agree which was similar to 55.6% of 22-23 Trimester 1 respondents who reported that they “Strongly Disagree/Disagree” that “After joining the ToC Mentorship, I (Mentor/Mentee) still feel isolated in my building.” See Figure 2 for more details.

Figure 2: After joining the ToC Mentorship Program, I (Mentor/Mentee) still feel isolated in my building.



Isolation felt from the mentee as a participant of the mentorship and their retention. The ToC Mentorship Program has worked on increasing the professional relationship between mentors and mentees through sitting together at workshops, participating in a Zoom meet, e-mailing, making phone calls, sending text messages, and mailing notes. Due to these communication formats, 50%-66.7% of mentees feel less isolated compared to 60% of respondents who felt welcomed in their buildings, according to the 2021-2022 Data. ^The 22-23 Trimester 3 Data had only one respondent. Next year, the ToC Coordinators are looking to build more time to connect in order to reduce feelings of isolation even further. Figure 3A below explains the data even more.

Figure 3A: After building a professional relationship with my mentor, I feel less isolated.

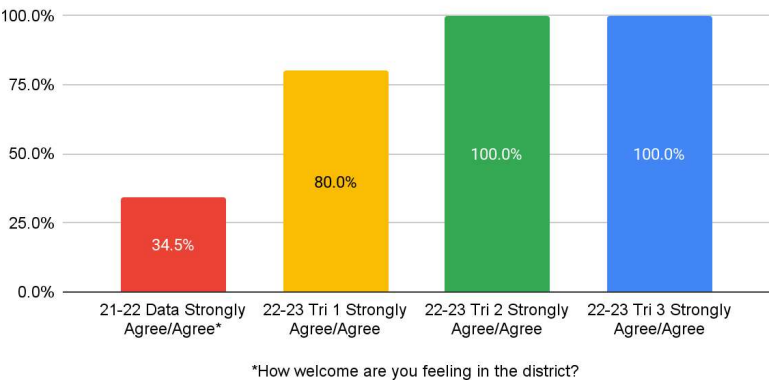


^22-23 Tri 3 had only 1 mentee respond. For this statement, she selected “Disagree.” When asked, “If you would like, explain any of the above responses,” she typed, “Yes, to the ones that I disagree with it does not make me less isolated that is not to say that I do not have a good relationship with my mentor. In my brain those are separate things. I can still feel isolated with them in my life or not. That just speaks to the continued culture of our district.”

When mentees were asked if they plan to stay in District 196 for the next school year, the percentage increased from 80% to 100% from Trimester 1 to Trimester 2 with the exact number of respondents per

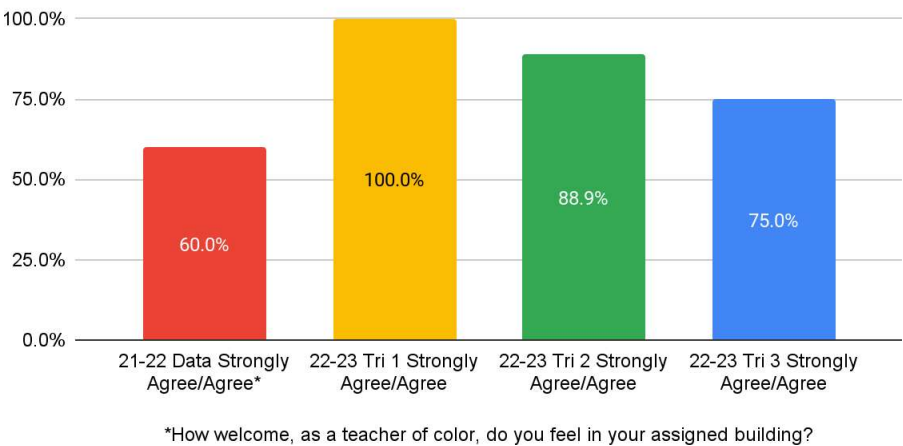
trimester. This data is greater than the 2021-2022 Data that showed only 34.5% respondents felt welcomed in District 196. See Figure 3B below.

Figure 3B: I (Mentee) plan to stay in District 196 for the next school year.



Isolation felt from the mentor as a participant of the mentorship and their retention. Through the ToC Mentorship Program workshops/meetings, the goal was to create spaces for BIPOC educators to feel connected to a larger 196 educator community. These spaces were intended to provide resources for and links between our staff of color so they would feel less isolated and feel more connected to their building and District 196 spaces. Together, the mentor and mentee could share their experiences and work through situations that cause feelings of isolation. Between 75%-100% of mentors strongly agreed/agreed that they felt less isolated when they built a professional relationship with their mentee(s). These results were higher than the 60% of respondents who felt welcomed in their building, according to the 21-22 Data. Next year, the ToC Coordinators are looking to build more time to connect in order to reduce feelings of isolation even further. The data can be seen in Figure 4A.

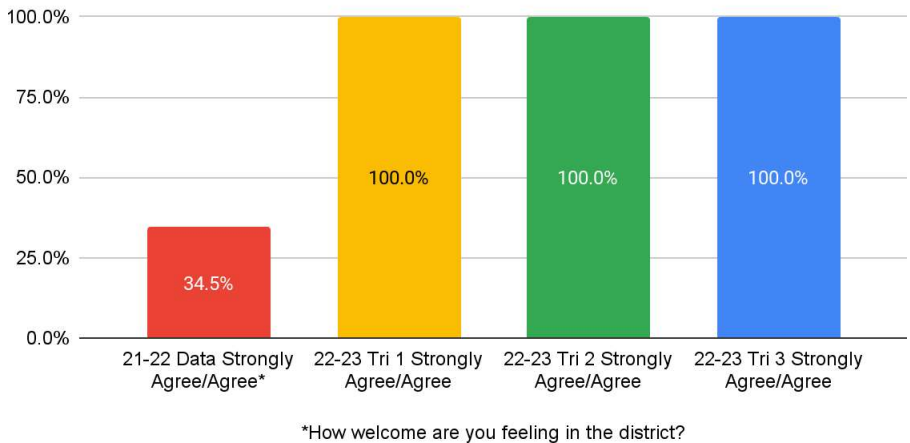
Figure 4A: After building a professional relationship with my mentee(s), I feel less isolated.



When mentors were asked if they plan to stay in District 196 for the next school year, the percentage was 100% “Strongly Agree/Agree” from Trimester 1 to Trimester 3. This data is greater than the 2021-2022 Data that showed only 34.5% respondents felt welcomed in District 196. See the graph in

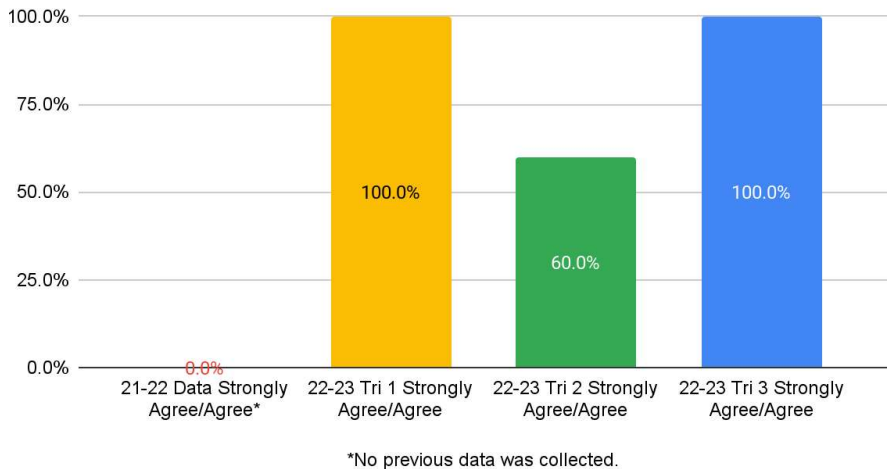
Figure 4B below.

Figure 4B: I (Mentor) plan to stay in District 196 for the next school year.



Support as a mentee. Mentees support was centered around the connection to a mentor who is a veteran teacher of color and the larger group members of color. Providing learning and enrichment opportunities that focus on opportunities for these connections were cultivated through monthly workshops/meetings and time dedicated by the mentors to connect with the mentees. The commitment demonstrated that 100% felt supported in Trimester 1 (which was a smaller sample size than) compared to 60% in Trimester 2 (which had a larger sample size). Also, at the end of Trimester 2, partnerships noted they were finding it more difficult to meet on their own time. Trimester 3 sample size was too small. No previous year’s data was taken. Data results are shown in Figure 5 below.

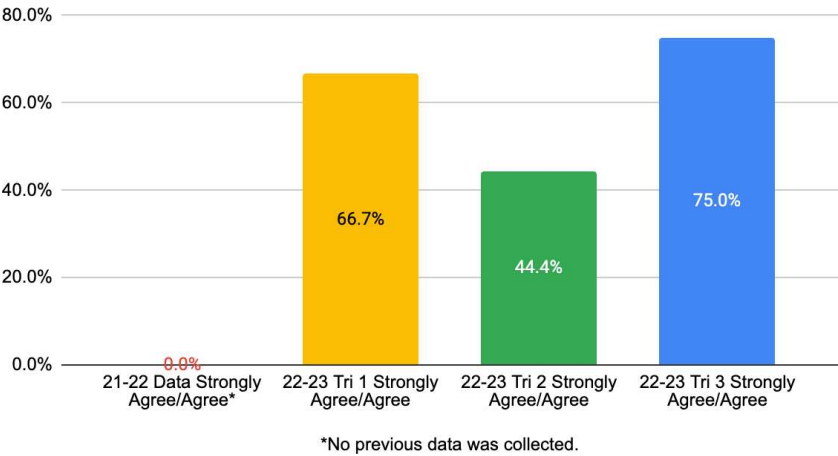
Figure 5: I feel supported by my mentor.



Support as a mentor. The mentorship relationship is one in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices. (AIR, 2015). The relationship between a mentor and a mentee is reciprocal. We learn and grow from each other. When asked if mentors felt they needed training to support their mentee(s), over 44.4% strongly agreed/agreed. There were some direct

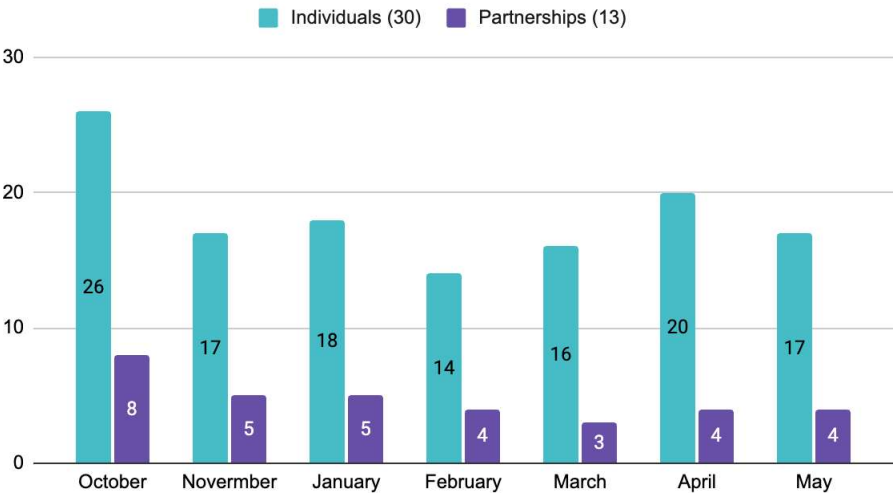
supports for mentorships, such as attending workshops/meetings together and sitting together and scheduling time to talk during those times. The indirect supports came in forms of emails and newsletters that provided topics to discuss and “Must Do’s” and “May Do’s.” Next year, the ToC Mentorship Program will provide more professional development to mentorships through The Catalyst Approach where they will learn how to enhance their pedagogy even more and provide another way to talk about instruction and connections with students. Figure 6 below shows the data results.

Figure 6: I feel I need training to support my mentee(s).



Attendance at the workshops/meetings were important to the success of the program. Of the participants who completed the workshop/meeting surveys following each workshop/meeting, the results indicated that they felt the information could be applied to their practice and/or to themselves. Seven workshops/meetings were provided for the 2022-2023 school year. More specifically, Figure 10 below demonstrates the number of ToC Mentorship Program participants and partnerships who attended each workshop/meeting.

Figure 10: Attendance



On average, 61% of ToC Mentorship Program members attended each workshop/meeting. Most often there were four partnerships - mentor and mentee(s) - who attended each workshop/meeting or an average of 36.3% of partners attended.

To increase awareness and take action on data results, the following items were implemented:

- Information about ToC Mentorship Program Meetings were shared with the Union president throughout the year and shared in the monthly ToC Mentorship News to Affinity Unite, Cultural Family Advocates, Leaders of Color, ToC members as well as districtwide administrators, district level Directors and Coordinators.
- The Superintendent has attended three of seven ToC Mentorship Program workshops/meetings. The last meeting in May focused specifically on conversation about recruitment and retention of BIPOC educators.
- The Director of Equity and Inclusion has discussed the ToC Mentorship Program and data with the Union president in May.
- The TOSA-Equity Coach and Professional Development presented to the Cabinet on the ToC Mentorship Program and data results. There is a plan for another presentation to districtwide administrators, district level Directors and Coordinators in the future.
- The results of the trimester data were shared at the May 1, 2023 ToC Mentorship Meeting and in the May "ToC Mentorship News(letter)." For further information, see the document below.

Responses to Tri 1 and 2 Survey Results Overarching Themes	
Recruitment and Retention of BIPOC Educators	Mentorship
• Equity and Inclusion Department has implemented the 2022-23 Teacher Mentorship & Retention of Effective Teachers Grant that supports Affinity Unite's work and the Teachers of Color (ToC) Mentorship Program. • District Learning Leaders (DLL) are making recruitment and retention a priority. • The 2023-2026 Achievement and Integration Plan includes Teacher Equity Goals for our district AND racially identifiable schools - OR, CP, and EP. ○ District goal - The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26. It includes 10 strategies and a key indicator of progress to increase the percentage of staff of color each year for three years from 12% to 14%.	This year: • 13 Partnerships attempted to/connected by email, text, phone call, Zoom, or written note • Partnerships were asked to sit together at workshops/meetings • Things discussed: ○ Seasonal situations (e.g. setting up your room, conferences, behaviors) ○ Workshop reflections and applications ○ Information from monthly ToC newsletters (e.g. Must do's/May do's) Next year: • Coordinator led Zoom meets • Small group check ins • As best as possible match partners by school levels

Programming	Communication
This year: • Provided workshops/meetings related to "Mind, Body, and Soul." Received CEUs. • Offered paid external PDs to AU and ToC members ◦ Innocence Classroom Conference ◦ The Institute for Teachers of Color Committed to Racial Justice Fellowship ◦ The Culturally Intelligent Educator Workshop Next year, other options could include: • Provide district technology PDs • Host 196 BIPOC Workshops • Offer paid external PDs • Hold meetings with Affinity Unite • Seek culturally responsive teaching PDs • Ask participants what they need for success	This year: • Collected trimester surveys ◦ Responded to results • Created monthly ToC Newsletters ◦ Shared with AU, CFA, LoC, ToC, DLL, DCUE • Communicated ToC Workshops ◦ Shared with Cabinet • Collaborated with Superintendent Mary Kreger ◦ Discussed retention and recruitment of BIPOC educators Next year, other options could include: • Personal "Welcome to the District!" calls • Booth with Affinity Unite at New Teacher Welcome Event • Speak at Principals' Meetings

The goal of the Teachers of Color Mentorship Program was to recruit and retain highly qualified teachers. In order to achieve the goal, the program was designed to provide whole group supports and individual supports that would create a sense of belonging, reduce isolation. In turn, it would support a more welcoming and healthier workplace which would support teaching our growing culturally and linguistically diverse students.

Impact of SWEL coaching/SWEL survey teacher growth data

The goal of the SWEL program was to decrease the achievement gap through intentional coaching and building teacher capacity to work effectively with linguistically diverse students. We collected data to measure progress and outcomes of the SWEL program in two ways: one was a survey administered to teachers who were coached by SWEL coaches to measure growth in their level of comfort in effectively instructing multilingual learners; the other was through student English language proficiency growth data.

The survey administered to teachers who were coached by a SWEL coach included six Likert scale statements about their growth and comfort working with multilingual learners after working with a SWEL coach. We received 115 complete surveys from teachers who were coached by a SWEL coach. See results in the table below.

SWEL Survey (115 responses)

After working with a SWEL coach...	Likert Responses
I am more aware of the home languages present in my class and my MLs' data.	Strongly Agree- 45 Agree- 51 Neutral - 18 Disagree- 0 Strongly Disagree- 1 83.4 % strongly agree or agree with this statement
I feel more prepared to work with MLs in my classroom.	Strongly Agree- 37 Agree- 59 Neutral - 17 Disagree- 1 Strongly Disagree- 1 83.4 % strongly agree or agree with this statement
I have more strategies and/or tools to use to support MLs.	Strongly Agree- 43 Agree- 50 Neutral - 19 Disagree- 1 Strongly Disagree- 1 81% strongly agree or agree with this statement
My professional practice has been positively impacted.	Strongly Agree- 57 Agree- 44 Neutral - 13 Disagree- 0
	Strongly Disagree- 1 88 % strongly agree or agree with this statement
I have a better understanding of how to teach language through content.	Strongly Agree- 34 Agree- 54 Neutral - 24 Disagree- 2 Strongly Disagree- 1 77% strongly agree or agree with this statement

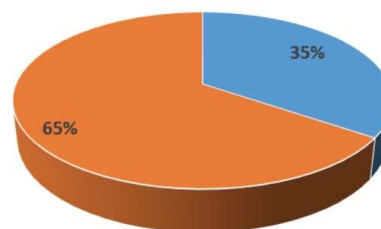
The MLs in my class are more actively engaged.	Strongly Agree- 33 Agree- 53 Neutral -28 Disagree- 0 Strongly Disagree- 1 75% strongly agree or agree with this statement
--	---

Impact of SWEL coaching/student growth data: Another way we collected data to measure progress and outcomes of the SWEL program was by examining the data of multilingual learners in classrooms taught by classroom/content teachers who engaged in a SWEL coaching cycle of four or more coaching sessions. In this way, we measured progress toward decreasing the achievement gap for students of color by building the capacity of mainstream teachers to meet the needs of multilingual learners.

Under ESSA in Minnesota, school districts annually report on ELs' progress toward achieving English language proficiency (PTP) on the ACCESS test and meeting an annual progress toward proficiency target set by the state.

- In 2019, 46% of students in ISD 196 with EL status met or exceeded their annual proficiency target. The annual accountability index (progress toward the target) was 66.8%, meaning that on average, students in the district made it 66.8% of the way toward their annual targets.
- In 2020 and 2021 progress toward proficiency data was not compiled by the state due to COVID-19.
- In 2022, 34.9% of students in ISD 196 with EL status met or exceeded their annual proficiency target. The average index (annual progress toward target) was 58% (pictured below).

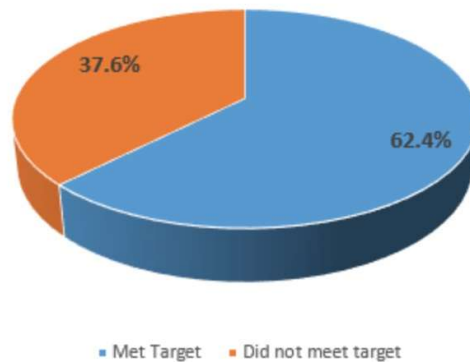
2022 EL PTP



■ Met Target ■ Did not meet target

Based on preliminary ACCESS data that was released on May 22, 2023, 81% of nearly 400 students whose classroom/content teacher participated in a SWEL coaching cycle improved their ACCESS English language proficiency score from 2022 to 2023 and 62.4% met or exceeded their annual language proficiency target (pictured below). This is a significant difference from our district-wide progress toward proficiency data in 2022.

2023 EL PTP in classes with SWEL coaching cycle



Progress Monitoring of TMRG

Progress Monitoring Criteria/Outcomes	Methods of Collection	Data Used
Total number of Teachers in Year 1	Counting the number of teachers in year 1 in September and June	June 2023 Year 1 Teachers of Color: 23 (Total # of Year 1 Teachers: 243)
Total number of Teachers in Years 1-3	Counting the number of teachers in year 1-3 in September and June	June 2023 Years 1-3 Teachers of Color: 55 (Total # of Years 1-3 Teachers: 544)
Increase or Maintain attendance at affinity group meetings	Affinity Unite - Attendance was collected after each monthly meeting. Teachers of Color Mentorship Program - Survey was given after each monthly workshop/meeting.	Affinity Unite 21-23 Attendance Trend: There was an average of 13-14 members per meeting. 22-23 Attendance: As the year progressed, the attendance declined. Teachers of Color Mentorship Program - No previous year's data was collected. 22-23 Attendance: On average, 61% of members attended each workshop/meeting. Most often there were four

		partnerships - mentor and mentee(s) - who attended each workshop/meeting or an average of 36.3% of partners attended.
Survey of Teachers of Color and Cultural Family Advocates in buildings	Affinity Unite - At the end of each trimester, surveys were given to Affinity Unite and Teachers of Color Mentorship Program members. Teachers of Color Mentorship Program - Same as above. - Survey was given after each monthly workshop/meeting.	Affinity Unite - Members appreciated the space. - Members felt supported. Teachers of Color Mentorship Program - Members decreased the feeling of isolation - Members increased the desire to stay in District 196
Self-assessment of classroom teachers looking for increased comfort teaching EL students language acquisition skills.	SWEL Survey was given to teachers and staff who engaged in coaching with a SWEL coach. 115 people completed the survey	SWEL 88% reported that their professional practice improved after working with a SWEL coach. 83.4% are more aware of the home languages and data of the multilingual learners in their classes, and feel more prepared to work with multilingual learners after working with a SWEL coach.
Student English language proficiency growth/achievement data	SWEL Student data was collected using ACCESS scores and progress toward proficiency data from 2022 and 2023.	SWEL In classrooms where the teacher participated in a coaching cycle of four or more sessions with a SWEL coach, 62.4% of students with EL status met or exceeded their 2023 annual English language progress toward proficiency target (PTP), compared with 35% of students with EL status in the district meeting or exceeding their PTP target in 2022.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$10,458.05 expended	Affinity group coordinators Three coordinators to plan and run all meetings. There is one coordinator at each level: one elementary, one middle school and one high school	☐ Recruitment ☒ Retention ☐ Induction	Surveys given at the end of each trimester to Affinity Unite and Teachers of Color Mentorship Program members.	Coordinated space and book study for BIPOC educators to be themselves, connect with other educators of color and to be seen and heard.
\$351 expended (still to be paid) \$4,149 unexpended	Stipends for affinity group attendance \$150 for each person that recruits a new person to attend the meetings. This will hopefully expand the reach of the group and increase retention of BIPOC teachers.	☐ Recruitment ☒ Retention ☐ Induction	Attendance was collected after each monthly meeting.	Members felt Affinity Unite was beneficial to them; it gave them a safe space and opportunities to advocate for their needs and the needs of their students.
\$19,172.96 expended	Teachers of color mentors \$1,500 for each teacher of color to be hired as a mentor for the year	☒ Recruitment ☒ Retention ☐ Induction	Surveys given after workshops and at the end of each trimester to Affinity Unite and Teachers of Color Mentorship members.	Members decreased the feeling of isolation and increased the desire to stay in District 196.

\$10,255.62 expended	Teachers of color mentor coordinators Three coordinators to interview candidates, share all needed information and plan and run all meetings, There is one coordinator at each level.	☒ Recruitment ☒ Retention ☐ Induction	Weekly and/or monthly program and workshop planning meetings; compiling survey data	Designed program; recruited mentors & mentees; coordinated monthly workshops/ meetings; communicated activities, mentorship responsibilities, programming to stakeholders; created and collected monthly and trimester surveys; shared and responded to results
\$1,573.98 expended \$271.02 unexpended	Affinity group book purchases \$25/book. The affinity group coordinators will offer three book options for the people in the affinity group to do as a book study.	☐ Recruitment ☒ Retention ☐ Induction	Printed and distributed book to affinity groups. Asked members to write a reflection.	Affirmed, encouraged and introduced self-care strategies and skills to ease the exhaustion of daily microaggressions
\$69,650.46 Expended (of which \$688.06 is still to be paid)	SWEL SWEL certification course, teacher stipends for training and collaboration	☒ Recruitment ☐ Retention ☒ Induction	Teacher Growth Survey Student Growth Data	• 88% reported professional practice improved after receiving SWEL coaching. • 83.4% are more aware of their multilingual students' home languages and data and feel more prepared to work with multilingual learners after receiving SWEL

				coaching. In classrooms where teachers participated in a SWEL coaching cycle of 4 or more sessions, 62.4% of students with EL status met or exceeded their 2023 annual English language progress toward proficiency target (PTP), compared with 35% of students with EL status in the district meeting or exceeding their PTP target in 2022.
\$111,462.07	Total			

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Roseville ISD 0623

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	ISD 623-Roseville Area Schools
Total Grant Amount	\$147,401.64

Identified Official with Authority

Name of official with authority to sign	Shari Thompson
Title	Director of Business Service
Address	1251 West County B2
City, State and Zip code + 4	Roseville, MN 55113
Phone Number and Email	shari.thompson@isd623.org (651)635-1615

Primary Program Contact

Name of program contact	Roberta Hernandez
Title	Reading Interventionist, PELSB grant facilitator/Lead Mentor
Address	Central Park Elementary School 535 County Road B-2 West
City, State and Zip code + 4	Roseville MN 55113-3205
Phone Number and Email	651-491-3535 roberta.hernandez@isd623.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The FY23 PELSB Grant to Retain Teachers of Color continues to give us the financial resources needed to strengthen our co-mentoring program and our affinity group. We have four goals that our activities were centered around:

- Building community: A safe and sacred space for BIPOC educators to know each other and to be known
- Developing racial literacy skills: Racial literacy is a skill and practice in which individuals are able to probe the existence of racism and examine the effects of race and institutionalized systems on their experiences and representation in US society (*Sealey-Ruiz, 2013*)
- Community Cultural Wealth: The knowledge, skills, abilities, and contacts we all bring from our home community to our school community; the strengths we have based on our lived experiences
- Capacity for transformation: Including training tools for systemic transformation from Institute for Teachers of Color Committed to Social Justice (ITOC), Social emotional empowerment, and Wellness practices

The district wants to recruit BIPOC educators to increase numbers for representation, but then White colleagues want them to replicate the practices of their White colleagues in areas of teaching which limits their potential and purpose. We want to move beyond representation, to restoration of authentic and holistic ways of being and knowing; demonstrated through our culturally sustaining teaching.

We are not wanting to fix but free our BIPOC educators through our mentorship program and our affinity group activities.

Engagement in these activities gave us a place of respect and responsibility to address and transform racial inequities we encountered in Roseville. The strength and possibility of embodying this vision is rooted in the fact that the PELSB grant and our racial equity work is designed by seasoned BIPOC educators with critical leadership skills and experience, teaching full time in the district and that Roseville Area School District leaders have committed this year to listening, learning and supporting our work.

- 1) Affinity Group: Funds for our affinity group sessions enabled us to plan and implement 4 monthly gatherings to learn and engage around our 4 listed goals. Funds were used for honorariums, food, subs to provide equitable access to attend during the school day, and materials. This year funding included somatic movement and wellness practices. Affinity group members named this time as a highlight of each gathering. We also serve as a consulting resource and model for educators of

color in the metro area as well as greater Minnesota districts wanting to begin or strengthen an affinity group and have had several BIPOC educators from other districts visit and learn from us. Also new was an opportunity to meet in cultural/ethnic affinity groups to consider our identities, identify areas that we wanted to inform others about and ask for support as a cultural group. This will prepare us to be proficient teachers when Ethnic Studies are implemented in a few years.

- 2) **BIPOC Leadership and Coordination:** Stipends and sub release days allowed our BIPOC leadership team to coordinate the grant implementation with new staff of color mentees and mentors that participate in this retention mentorship program and with our affinity group Future Oriented Community of United Support (F.O.C.U.S.).
- 3) **Mentorship:** The Grant funds stipended the BIPOC mentors and mentees that participated including those that were hired in fall of 2020 to the new hires in fall of 2022. We support BIPOC mentees through tenure to help ensure retention as they are supported to navigate the 3-year process.
- 4) **Conferences.** We have 4 FOCUS leadership team members accepted as Fellows to the Institute for Teachers of Color Committed to Racial Justice Conference (ITOC) in June 2023. This ITOC community has been foundational in our training and work with this PELSB grant.

Other Outcomes

- This year we saw **no turnover of teachers of color**, which is a huge success!
- The grant funded our FOCUS affinity group and leadership having time to reflect, identify, collaborate to change systemic areas of racial inequity and address other challenges in the retention of our BIPOC educators. It provided us with training needed to make systemic changes occur that will lead to retention of BIPOC educators.
- We are forming an effective partnership with district leaders as we combine our intentions and efforts to retain BIPOC educators.
- We addressed concerns of non-tenured BIPOC being the first to be let go. The district has implemented a strategy to place BIPOC teachers in other positions in the district if their school has to make FTE changes affecting their role.
- District admins gave building leaders (principals and others) the message that if a BIPOC teacher is showing concerns and may not be asked to return, the Director of Equity and other district leaders are to be made aware of it by January so there is time to provide the identified support to see if the BIPOC staff can show growth that is needed to return.
 - This change brings earlier identification of growth areas and needs and allows BIPOC educators an opportunity to address them as well. It also gives data to address which may lead to conversations regarding racial bias on the part of the building leaders/staff.
 - It raises the opportunity to address: how does a BIPOC teacher use their community cultural wealth to teach and how might that appear different from white colleagues, yet be more effective according to the students being taught?

- It can be an opportunity for the BIPOC teacher to hear, see, dialogue with and address the areas being questioned/evaluated rather than being dismissed in March without hearing or knowing any reason for non-renewal.
- In partnership with the district and FOCUS leadership, we co-created a 0.5 FTE TOSA position to support the work of the grant in retention to be hired summer 2023.
- In hearing our concerns around missing BIPOC voices, the district conducted “Stay Interviews” with BIPOC teachers and their building principals to identify levels of satisfaction and building climate with an intent to improve.
- Increase FOCUS affinity group meetings from 4 to 5 for next school year (it also has been communicated that all other district professional development and meetings are to be scheduled around these FOCUS meetings as not to overload the sub system)
- Invited to give a presentation to the School Board to inform and celebrate the work of FOCUS through the PELSB grant in the district. The Board members were deeply impressed by what has been accomplished and want to have regular presentations through the year to keep abreast of developments
- FOCUS and district leaders began to share our stories with each other to build relationships. This was welcomed by everyone. When we know who we are, we can connect to each other more effectively in this work.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: 2022-23 Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group 2022-23	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	7	0	0	0	4	0	0
Hispanic	2	0	0	0	2	0	0
Black	2	1	0	0	1	0	0
Other	0	0	0	0	0	0	0
Total	11	1	0	0	7	0	0

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Table 2: 2021-22 Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group 2021-22	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	N/A	0
Asian or Pacific Islander	0	0	0	0	1	N/A	0
Hispanic	2	1	0	0	3	N/A	0
Black	1	0	0	0	0	N/A	0
Two or More	2	0	0	0	2	N/A	0
Total	5	1	0	0	6	N/A	0

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Table 3: 2022-23 Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group 2022-23	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	2	0	0
Hispanic	0	0	2	0	0
Black	0	0	0	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0
Total	0	0	4	0	0

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Table 4: 2021-22 Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group 2021-22	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	N/A	0
Asian or Pacific Islander	0	0	0	0	0	N/A	0
Hispanic	0	0	0	0	2	N/A	0
Black	0	0	0	0	0	N/A	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	N/A	0
Total	0	0	0	0	2	N/A	0

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Analysis of Data

As part of our progress monitoring, we used HR records, attendance sign-in sheets, FOCUS meeting agendas, and pre/post surveys to show the impact of our mentoring program and FOCUS group sessions (as activities in FOCUS were a part of the mentoring process).

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Table 5: Progress Monitoring Chart from Grant Application

Progress monitoring criteria/outcomes	Data used
Retained teachers	HR records
Mentors/Mentees and BIPOC staff engage in F.O.C.U.S. sessions for community building	Attendance Sign in sheets Survey questions 6-7 Meeting Agendas
Mentors/Mentees and BIPOC staff identify new learning as well as effectiveness of mentoring program	Pre/Post Survey
Mentors/Mentees and BIPOC staff engage in F.O.C.U.S. sessions for PD specifically designed to help build teacher capacity, share their community cultural wealth, and provide co-mentoring beyond monthly mentor/mentee meetings.	Attendance Sign in sheets Meeting artifacts Survey questions 3-5

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Table 6: Retention

	2019-20	2020-21	2021-22	2022-23
Turnover of Teachers of Color (TOC who left/Total # of TOC)	9.85%	10.6%	14.4%	0%
Percentage of Teachers of Color (# of TOC/ # of Teachers)	11.79%	11.76%	14.17%	13%

The percentage of teachers of color has increased since 2019-20. We saw a dip in 2021-22. This may be the result of a school year where our district returned to a full year of in-person instruction, but many specialists were pulled to sub, this resulted in many of them asking for leaves of absences. Some teachers did not return, leading to a lower percentage of teachers of color, but this year all teachers of color were retained.

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Table 7: BIPOC Seniority List

Seniority List Segment	TOC 22	% of TOC cohort	TOC 23	% of TOC cohort
0-99	0	0%	0	0%
100-199	13	20.00%	14	19%
200-299	15	23.00%	13	18%
300-399	11	17.00%	11	15%
400-499	10	15.00%	14	19%
500-599	17	25.00%	15	20%
600+			7	9%
Total	66		74	

Table 7 indicates that BIPOC educators are being retained and hired.

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Table 8: School %

School	School % TOC 22	School % TOC 23
BRM	19%	19%
CPK	19%	20%
EDW	11%	11%
EGN	14%	11%
FHT	3%	0%
HAR	8%	33%
LCN	20%	31%
PVW	3%	9%
RAMS	13%	13%
RAHS	13%	14%
FAHS	0%	0%
ECSE	0%	0%

Each school's teachers of color % has stayed relatively the same from last year to this year. Three buildings have seen a dramatic increase in their teachers of color, with HAR increasing 25%, LC increasing 11%, and PVW increasing 6%. FAHS and ECSE remain at 0% with FHT dropping down to 0% as well. LCN has seen an increase because of their dual language immersion program and FHT teacher of color transferred to LC.

The grant has given us the time to review and analyze this data by funding sub release days and then share findings with district leaders that are taking steps to address these findings with building principals.

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Table 9: Attendance Sign In Sheets and Meeting Agendas

FOCUS Session Meeting Agenda Activities/Topics	21-22 Attendance*	22-23 Attendance*
October 6, 2022 Review of CCW/Mapping Tools/Introduction to Inquiry to Action Group model/Somatic Movement/Care	36	48
January 12, 2023 Practice Inquiry to Action Group Model for identifying systemic issues and addressing them with district leaders to bring changes /Somatic Movement/Care	37	43
March 20, 2023 Ethnic Identities Circles/Somatic Movement/Care	41	38
May 11, 2023 Celebrations/District Updates/Somatic Movement/Care	30**	38

*This data denotes attendees who signed in using the attendance sheets, but not everyone remembered to sign-in, so there are several participants at every session that were not formally documented.

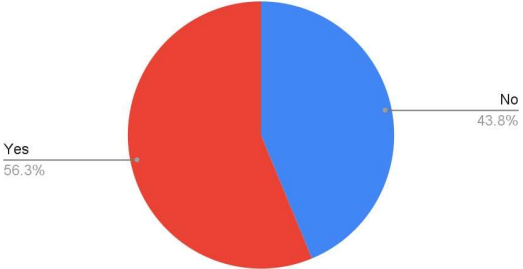
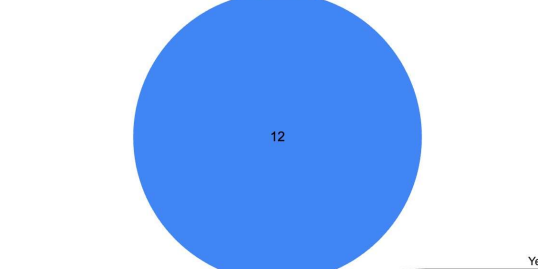
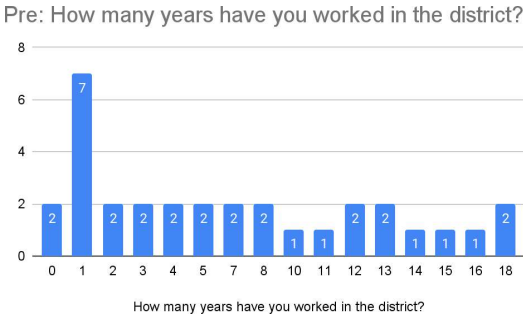
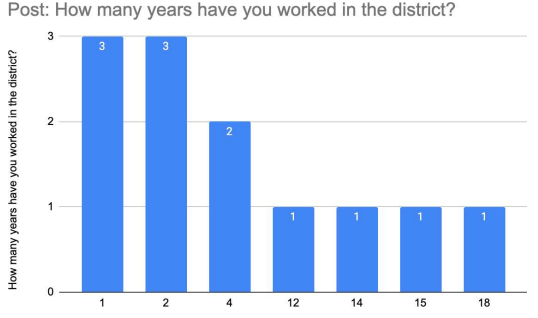
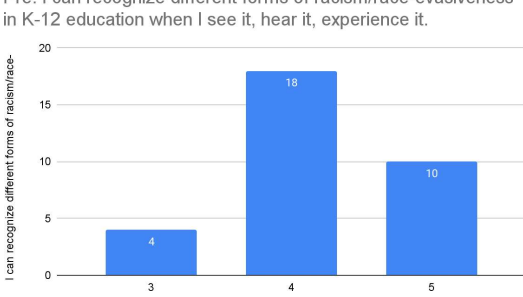
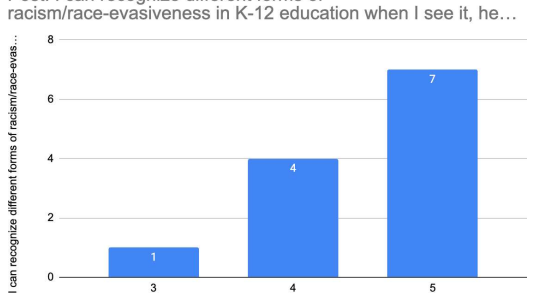
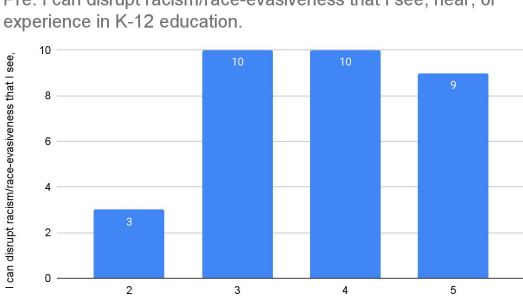
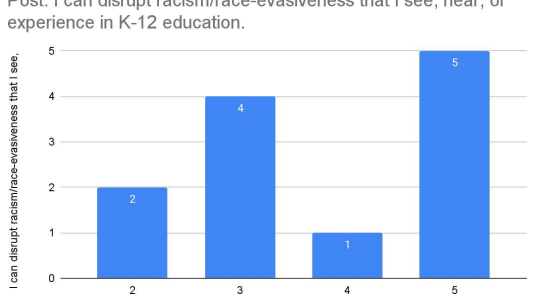
** We had additional folks who indicated they would attend, but were ill on the day of the event.

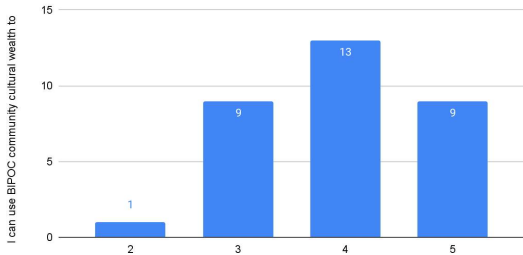
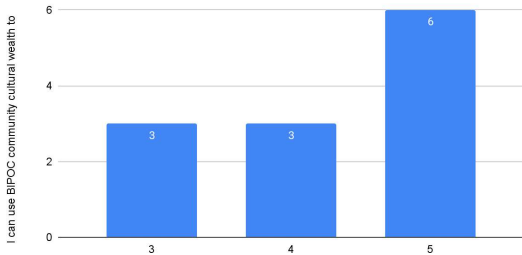
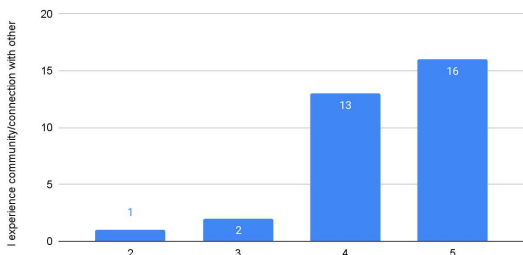
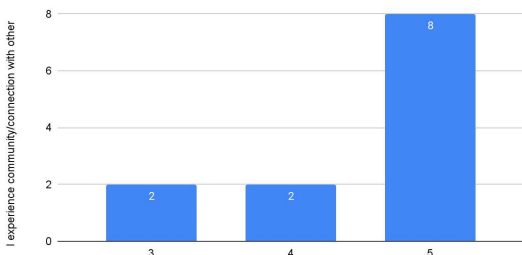
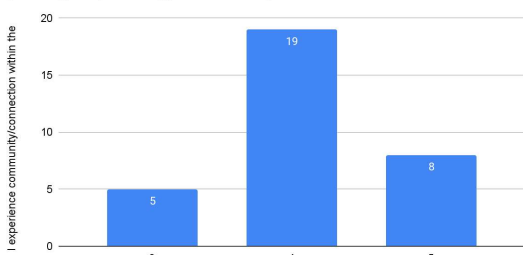
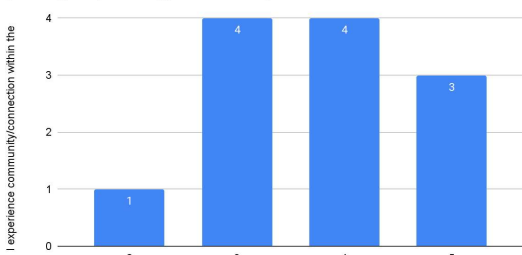
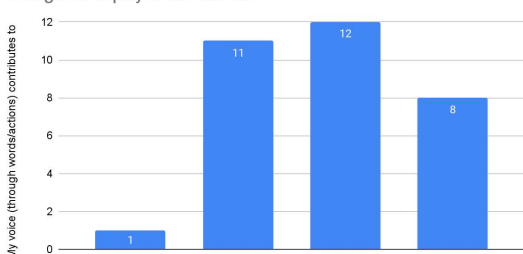
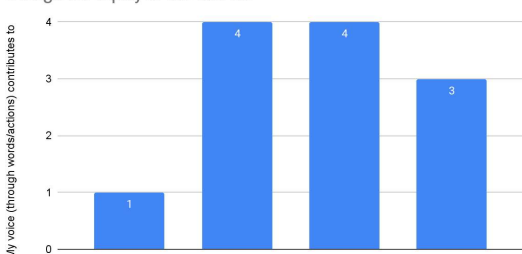
Our attendance has stayed steady with 38-48 participants attending our affinity group meetings this year. This is a slight increase from last year with many folks coming that have never attended or have not attended in many years (as supported in Table #'s attendance question 1) and many folks are newer to the district, having worked five years or less in the district (question 2).

The agenda topics and activities were brought in from FOCUS leaderships' participation in ITOC: CCW, Mapping Tools, Inquiry to Action Group Model. This year somatic care was brought in to help build community as we collectively engaged in addressing individual mind-body connections.

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Table 10: Pre/Post Survey Data

Question	Pre	Post
1 I attended at least 2 FOCUS sessions last school year.	Pre: I attended at least 2 FOCUS sessions last  Yes 56.3% No 43.8%	Post: I attended at least 2 FOCUS sessions this school year.  Yes 100.0% No 0.0%
2 How many years have you worked in the district?	Pre: How many years have you worked in the district?  How many years have you worked in the district?	Post: How many years have you worked in the district?  How many years have you worked in the district?
3 I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it. 1- Strongly Disagree 5- Strongly Agree	Pre: I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.  I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.	Post: I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.  I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.
4 I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education. 1- Strongly Disagree 5- Strongly Agree	Pre: I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.  I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.	Post: I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.  I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.

5 I can use BIPOC community cultural wealth to reframe K-12 education 1- Strongly Disagree 5- Strongly Agree	Pre: I can use BIPOC community cultural wealth to reframe K-12 education  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>9</td></tr><tr><td>4</td><td>13</td></tr><tr><td>5</td><td>9</td></tr></table>	Rating	Count	2	1	3	9	4	13	5	9	Post: I can use BIPOC community cultural wealth to reframe K-12 education.  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>3</td><td>3</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>6</td></tr></table>	Rating	Count	3	3	4	3	5	6		
Rating	Count																					
2	1																					
3	9																					
4	13																					
5	9																					
Rating	Count																					
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4	3																					
5	6																					
6 I experience community/connection with other BIPOC educators in the district. 1- Strongly Disagree 5- Strongly Agree	Pre: I experience community/connection with other BIPOC educators in the district.  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>13</td></tr><tr><td>5</td><td>16</td></tr></table>	Rating	Count	2	1	3	2	4	13	5	16	Post: I experience community/connection with other BIPOC educators in the district.  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>2</td></tr><tr><td>5</td><td>8</td></tr></table>	Rating	Count	3	2	4	2	5	8		
Rating	Count																					
2	1																					
3	2																					
4	13																					
5	16																					
Rating	Count																					
3	2																					
4	2																					
5	8																					
7 I experience community/connection within the district (colleagues, building, districtwide). 1- Strongly Disagree 5- Strongly Agree	Pre: I experience community/connection within the district (colleagues, building, districtwide).  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>3</td><td>5</td></tr><tr><td>4</td><td>19</td></tr><tr><td>5</td><td>8</td></tr></table>	Rating	Count	3	5	4	19	5	8	Post: I experience community/connection within the district (colleagues, building, districtwide).  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>4</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>3</td></tr></table>	Rating	Count	2	1	3	4	4	4	5	3		
Rating	Count																					
3	5																					
4	19																					
5	8																					
Rating	Count																					
2	1																					
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4	4																					
5	3																					
8 My voice (through words/actions) contributes to making change for equity in the district. 1- Strongly Disagree 5- Strongly Agree	Pre: My voice (through words/actions) contributes to making change for equity in the district.  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>11</td></tr><tr><td>4</td><td>12</td></tr><tr><td>5</td><td>8</td></tr></table>	Rating	Count	2	1	3	11	4	12	5	8	Post: My voice (through words/actions) contributes to making change for equity in the district.  <table><tr><th>Rating</th><th>Count</th></tr><tr><td>2</td><td>1</td></tr><tr><td>3</td><td>4</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>3</td></tr></table>	Rating	Count	2	1	3	4	4	4	5	3
Rating	Count																					
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4	12																					
5	8																					
Rating	Count																					
2	1																					
3	4																					
4	4																					
5	3																					

9 What cultural wealth do you bring into your role as a BIPOC educator (we are all BIPOC educators no matter our job title)?

Before

After

Familial	Ancestral	Linguistic	Navigational	Aspirational	Resistant	Political	Ecological	Social	Discursive
9	8	4	4	NA	3	2	NA	2	2
75%	67%	33%	33%	NA	25%	17%	NA	17%	17%

Our pre/post survey data reveal that participants have a strong recognition of race/race-evasive behaviors and they feel they have the skills to address/call it out (questions 2, 3, 4, 5). Slight growth is also experienced in these areas. Despite participants stating they are able to address racism when they see it, there were still 38-42% of participants who selected a 3 or lower to the phrase: “My voice contributes to making change for equity in the district.” This denotes participants having the skills but believe using their skills won’t bring change. This presents an area where we can grow as a community. If our participants have the skills, we need to help develop their belief in being able to make change. We shall consider ways to accomplish this goal for our next proposal.

In questions 6-7, participants indicate a strong sense of community and connection, especially with other BIPOC educators. We believe our work in FOCUS has helped to foster this sense of community and connection between BIPOC educators (as compared to within the district). This can be seen with 83% of staff agreeing/strongly agreeing that there is community/connection with BIPOC educators compared to 58% within the district in the post-survey.

In question 9 with the pre-survey, we see participants using the community cultural wealth terms to answer the question, rather than providing examples of their community cultural wealth. Participants also identified more navigational, and aspirational wealth. This changed towards the end of the year when most responses were provided with examples and leaning towards familial and ancestral wealth. This was an interesting shift. At the start of the year, the wealth folks identified as bringing into their role had to do with being an example or resource for students, but at the end of the year, they identified the wealth they brought was themselves through their history and culture.

Table 12: FY23 Grant Detailed Expenses

FY23 Expenditure Description	FY22 Rollover	FY23 Award	FY23 Expenses	FY23 Funds
Substitute costs for Affinity Group release time (50 staff, 4 days @ \$246.33)	Spend First: \$96,615.84	\$40,416.00	\$22,258.13	Spent: \$23,552.75 Remaining: \$123,848.89 Rollover: \$108,854.82
New: Facilitator Sub Days		\$1,970.64	\$130.01	
Lead Mentor/Grant Coordinator Sub Days (30 days @ \$246.33)		\$7,389.90	\$0.00	
Substitute costs for release time for our new Teachers of Color to observe current Teachers of Color one day each (20@\$246.33)		\$4,061.60	\$0.00	
FOCUS Design Team Sub Days		\$3,694.95	\$1,792.74	
FOCUS Leadership Sub Days		\$4,926.60	\$3,106.49	
Food-- F.O.C.U.S. affinity group events		\$5,559.95	\$3,503.83	
Honorariums for Facilitators		\$11,600.00	\$12,836.71	
New: Wellness Practice (Ayo Clemmons)		\$2,000.00	\$2,000.00	
FOCUS Leadership Stipends		\$10,000.00	\$8,250.00	
FOCUS Leadership Benefits		\$2,349.00	\$1,675.42	
FOCUS Design Team Stipends		\$6,000.00	\$8,250.00	
FOCUS Design Team Benefits		\$1,409.40	\$2,404.25	
Meeting Resources		\$4,000.00	\$1,429.79	
Lead Mentor/Grant Coordinator Stipend		\$5,000.00	\$7,000.00	
Lead Mentor/Grant Coordinator Benefits		\$1,174.50	\$1,126.23	

FY23 Expenditure Description	FY22 Rollover	FY23 Award	FY23 Expenses	FY23 Funds
(20@\$1000 ea.) for staff of color				
Benefits related to Mentors of Color stipends		\$4,224.30	\$829.46	
Mentee Stipend (20@\$1000 ea.)		\$7,000.00	\$12,150.00	
Mentee Benefits		\$3,424.80	\$1,949.97	
Institute for Teachers of Color Committed to Racial Justice stipends (10@\$1500)		\$15,000.00	\$16,475.56	
TOTAL	\$96,615.84	\$147,401.64	\$120,168.59	\$108,854.82

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 11: FY23 Grant Fund Expenditure

Amount Spent	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$57,915.17	FOCUS Affinity Group	☒ Recruitment ☒ Retention ☐ Induction	Survey Attendance Records Meeting Artifacts	See "Analysis of Data" section above
\$33,874.90	Co-Mentoring Program	☒ Recruitment ☒ Retention ☒ Induction	HR Data Survey	See "Analysis of Data" section above
\$14,935.56	Conferences	☐ Recruitment ☒ Retention ☐ Induction	Attendance Records	See "Analysis of Data" section above
\$106,725.63	Total			

Total Spent: \$106,725.63

- FY22 \$96,615.84 - all award amount spent
- FY23 \$147,401.64 - only \$108,854.32 will be rolled over.

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Sejong Academy

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Sejong Academy of Minnesota
Total Grant Amount	\$22,000

Identified Official with Authority

Name of official with authority to sign	Dr. Bradley Tipka
Title	Executive Director
Address	1885 University Avenue W
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	651.301.8722 btipka@sejongacademy.org

Primary Program Contact

Name of program contact	Yun Cho and Lisa Maren Thompson
Title	Lower School Director and Upper School Director
Address	1885 University Avenue W
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	651.301.8722 ykcho@sejongacademy.org and lthompson@sejongacademy.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

We were proud to offer a mentorship program where mentors met with mentees once a month during one of their prep times. They were able to go over pre and post evaluation items, get feedback on lesson plans, classroom management, how to adjust to being a new teacher, etc. It was aligned with our teacher evaluation and peer review process and gave mentees more feedback and guidance. We were able to work towards our goal of building relationships, and mentees had someone to go to for questions and support.

We were also able to offer financial support for PLC affinity groups. These were safe environments for affinity groups to gather for support, encouragement and/or particular trainings and events they deemed helpful.

We also had team building/induction events for new teachers. We were able to meet our goal of building collegiality and strengthening connections for support.

We were able to offer financial incentives to those who successfully completed this professional development.

All these activities strengthened and supplemented our existing mentorship and retention efforts. Without this grant, we would not have been able to provide these activities. Through the support of this grant, our teachers became better connected and equipped to succeed in teaching for a long career. We also feel that it led to a better work environment with higher retention.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander	2	2	6				
Hispanic							
Black							
Other	3						
Total	5	2	6	0	0	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	6 (1 holds Tier 2, 3 holds Tier 3, 1 hold Tier 4)				
Hispanic					
Black					
Other	1 (Tier 4)				
Paid Mentors of color who received additional stipends					
Total	7	0	0	0	0

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Analysis of Data

Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.

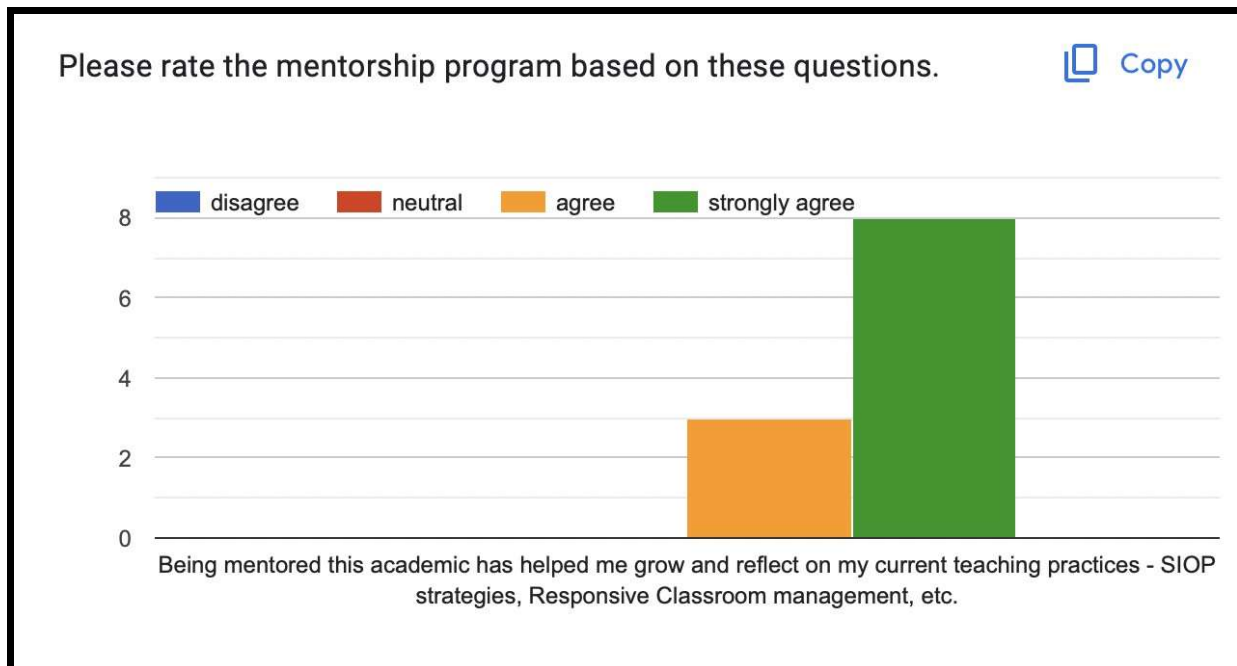
FY 2020 Sample Data:

In the sample below two responders responded “neutral” to the question: “Being mentored this past spring was helpful for my teaching.”

Timestamp	E Score	Questions for people who were mentored [Being mentored this past spring was helpful for my teaching]	Questions for people who were mentored [Being mentored helped me to feel more connected to the school]	Questions for people who were mentored [I feel comfortable to ask my mentor questions]	Questions for people who were mentored [I would recommend my mentor to others]
7/23/2020 16:51:53 h		strongly agree	agree	strongly agree	strongly agree
7/23/2020 16:54:41 h		strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 17:24:33 k		strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 17:31:58 d		agree	agree	strongly agree	strongly agree
7/23/2020 18:04:59 d		strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 20:43:48 d		neutral	agree	agree	agree
7/26/2020 19:25:27 n		neutral	agree	neutral	neutral

Sample FY 2021 Data:

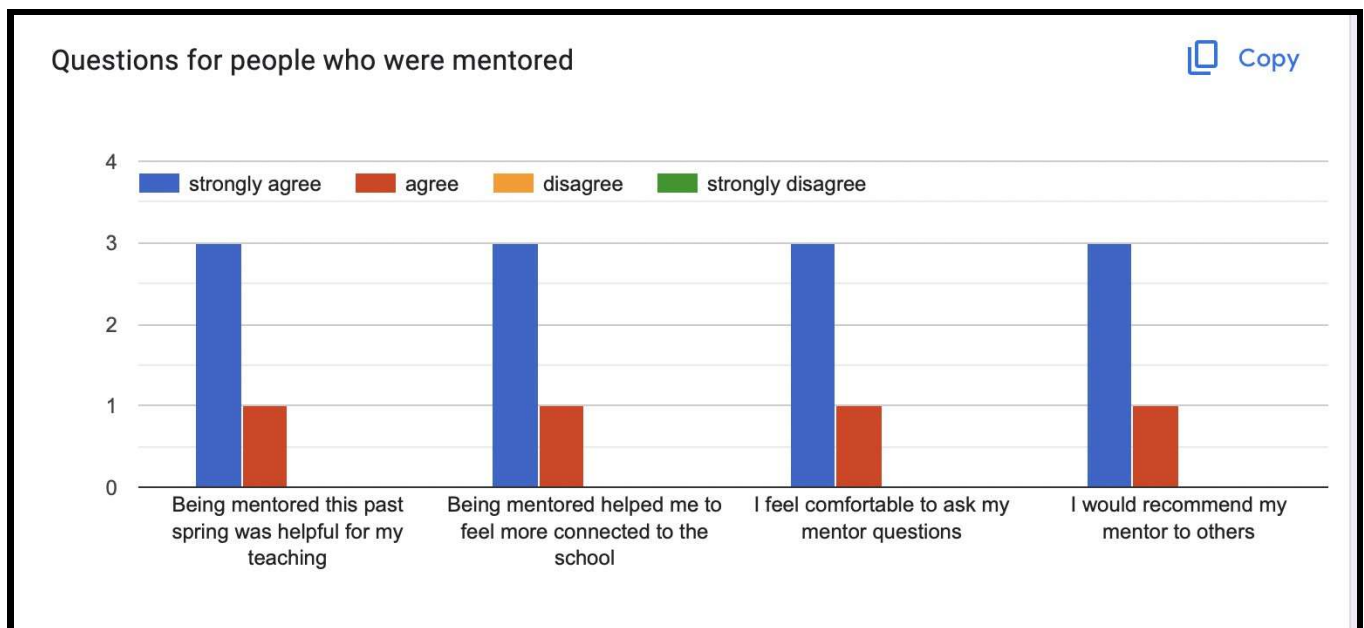
In the data below, no mentees chose “neutral” as their response to the prompt: “Being mentored this academic year helped me grow and reflect on my current teaching practices - SIOP strategies, Responsive Classroom management, etc.”



Sample FY 2022 Data:

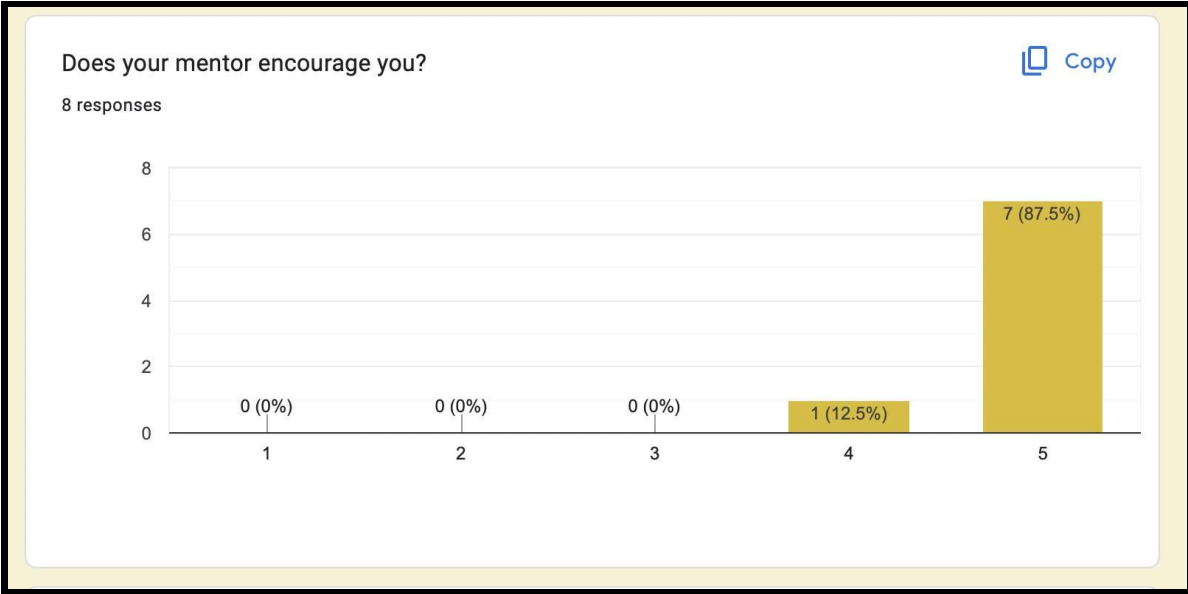
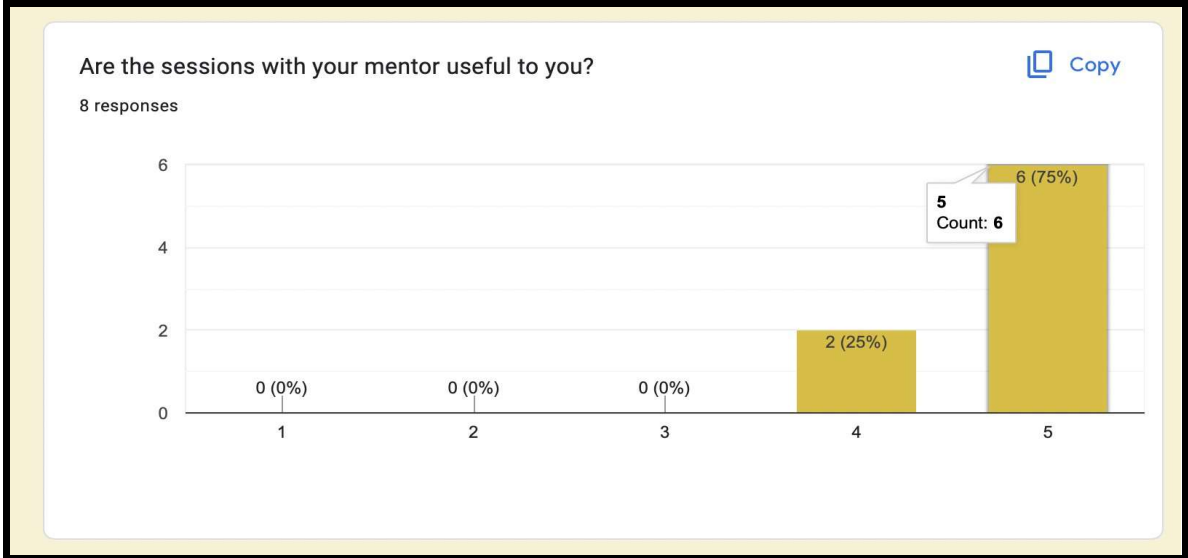
In the sample below, all mentees responded “strongly agree” or “agree” to the prompts about mentorship (shown both as a spreadsheet and as graphs.) No mentees responded with “disagree” or “strongly disagree.”

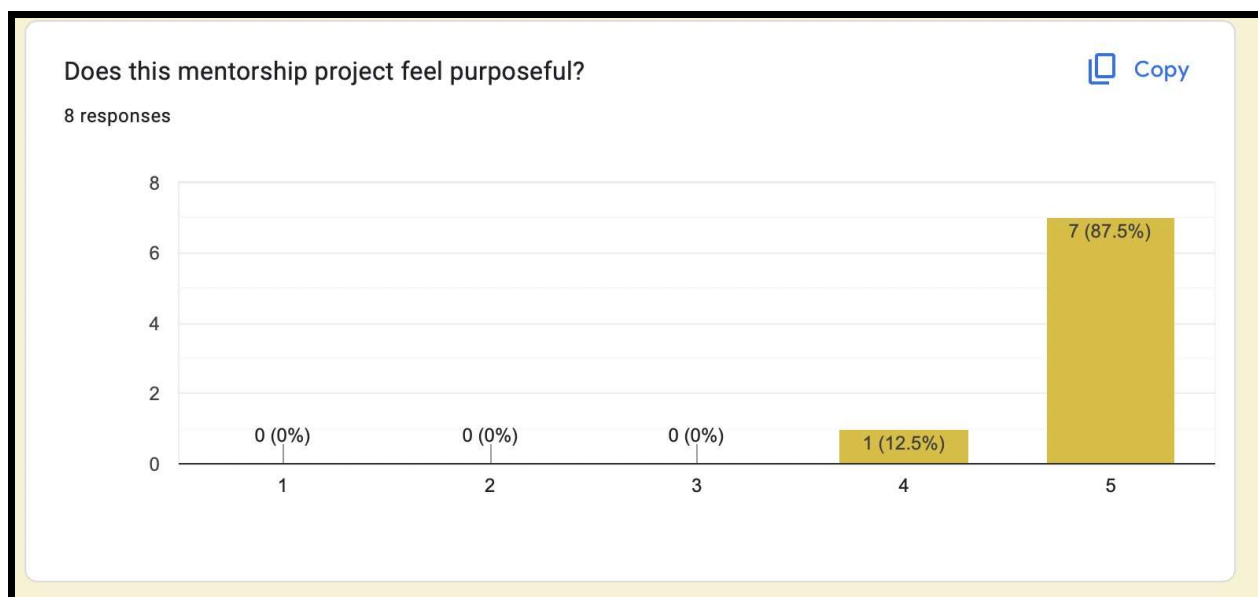
A	B	C	D	E	F
Timestamp		Questions for people who were mentored [Being mentored this past spring was helpful for my teaching]	Questions for people who were mentored [Being mentored helped me to feel more connected to the school]	Questions for people who were mentored [I feel comfortable to ask my mentor questions]	Questions for people who were mentored [I would recommend my mentor to others]
6/16/2022 11:49:06	jp	strongly agree	strongly agree	strongly agree	strongly agree
6/16/2022 12:06:27	hy	strongly agree	strongly agree	strongly agree	strongly agree
6/23/2022 11:49:33	yl	agree	agree	agree	agree
6/23/2022 20:54:04	ht	strongly agree	strongly agree	strongly agree	strongly agree



Sample FY 2023 Data:

During the 2022-2023 school year, mentees were asked to complete a survey three times during the year. The sample of data below shows that mentees either “strongly agreed” or “agreed” with no “neutral,” “disagree,” or “strongly disagree” chosen.





We also invited written comments to help mentors understand the impact of their work with mentees. Some of the written comments are below (with names redacted):

- I liked that it first covered general strategies about teaching and then dive into specific area for individual's need and discuss plans for practical use. (FY 2021)
- It made me feel connected to school. (FY 2021)
- I appreciate that [REDACTED] provided the specific, practical SPED procedures and shared the meaningful advice before I take the licensure courses. We wrote agendas and put them in the shared folder so that I could see them whenever I needed. (FY 2023)
- My mentor always prepared for each meeting and she was eager to help me whenever I had questions. (FY 2023)
- [REDACTED] is always open to listen to other people and she encourages me whenever we have a meeting. (FY 2023)

Data shows that mentees responses to surveys over the years are increasingly positive with no “neutral” or “disagree” or “strongly disagree” chosen.

Through the support of this grant, our teachers became better connected and equipped to succeed in teaching for a long career. We also feel that it led to a better work environment with higher retention.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Please list all awarded funds, differentiating between funds spent and funds yet-to-be-spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

FY 2023 Expenditures:

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,350.00	Stipend for Mentors	☐ Recruitment ☒ Retention ☐ Induction	Surveys completed by mentees, Meeting notes	Mentees reported high levels of satisfaction and support from mentors
\$1,251.45	PLC Affinity Groups	☐ Recruitment ☒ Retention ☐ Induction	Interest in continued service and contracts signed	Overall retention rates stronger in 22-23 as compared to 21-22
\$1,142.84	Teacher Induction Program	☐ Recruitment ☐ Retention ☒ Induction	Multiple Informal Interviews throughout the school year	Positive feedback from teachers regarding induction program
\$7,744.29	Total			

Amount to carry over to FY 2024:

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$14,255.71	Mentorship and Retention Initiatives	☐ Recruitment ☒ Retention ☐ Induction	to be continued	to be continued

South Washington County ISD 0833

No report submitted

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St Cloud State University ISD 0742 Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	St Cloud Area School District #742
Total Grant Amount	

Identified Official with Authority

Name of official with authority to sign	Amy Skaalerud
Title	Executive Director of Finance and Business Services
Address	1201 2 nd Street South
City, State and Zip code + 4	Waite Park, MN 56387

Primary Program Contact

Name of program contact	Kimberly McVay
Title	Supervisor of Teacher Development
Address	1202 2 nd Street South
City, State and Zip code + 4	Waite Park, MN 56387
Phone Number and Email	320-370-8054 Kimberly.McVay@isd742.org

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This collaborative partnership between St. Cloud State University and St. Cloud Area School District #742 was incredibly successful and provided wonderful support for 36 new teachers from the St. Cloud School District. The CAMP (Community & Academic Mentorship Partnership) was held on the SCSU campus June 14-16, and was filled with fun and engaging activities.

District 742 currently offers a multi-faceted induction program that is part of a district wide New Teacher Academy. The program includes professional development in the summer, just prior to school starting and throughout the academic year. New teachers receive on-site mentoring that has specific requirements for mentors and mentees, cognitive coaching cycles and outside professional learning requirements. The program supports new teachers for three years and teachers receive a stipend each year for completing the requirements of new teacher academy. The program provides a strong base for new teachers, however the challenges teacher shortages and academic loss as a result of the pandemic and struggles with isolation and stress prioritized a need for reflection and community building for new to profession teachers.

The overall goal of the CAMP23 was to provide an opportunity for new teachers, teachers from diverse backgrounds and from underrepresented groups to have time to reflect, network and build communities. The activities and program for the CAMP provided multiple opportunities for new teachers to reflect on the past year and their current practices and engage in ongoing conversations about best practice. Each day of CAMP had an overarching theme or focus: Day 1 – Out- Our Community ; Activities included a keynote reflection, multiple meanings of community , a field trip and campsite connections. Day 2 – In- From we to me; Activities included identity markers, Health and resiliency workshop, honoring self and student identity that included a student panel., Day 3 – Action Activities included a teacher panel , problem solving unconference and planning for action.. Keeping with the CAMP theme, each participant was placed in a Campsite Group (based on grade level/content) and was guided, supported, and facilitated by a Camp Coach (part coach, part colleague, and part friend). Participants also engaged in multiple “whole group” activities and collective learning at the Campground. The CAMP schedule provided opportunities for individual growth and reflection, networking and belonging; and engaging and fun activities to support them individually and to enhance their teaching practices and build community.

This is the third year of CAMP, we made revisions based on feedback from prior participants. Teachers participated in one community instead of two “field” trips” so they would have more time to reflection on what they learned about community organizations who support with the District 742 students and families: Promise Neighborhood, Anna Marie’s , Boys and Girls Club, and United Way. CAMP was highly focused on building community and exploring the complexities of identity while connecting with colleagues and planning for the next year.

The summer CAMP schedule and program was developed collaborative by a team from St. Cloud State University and District 742. This collaboration provided insight from program coordinators, mentors, and teachers, and allowed our partnership to create a CAMP that merged the existing work being done through the district mentorship program with reflection, community building, connection

with others, and support. All new teachers from diverse backgrounds were individually invited and encourage to participate. A representative from St Cloud state camp to a district New Teacher Academy follow-up session to introduce the CAMP to first year teachers. CAMP23 planned for 80 participants; the original “save the date” RSVP had almost 65 teachers indicated interest. While we had significant initial interest, summer programming was more competitive this year with options for teachers to support Summer school which and the new Teach MN program.

Our total participation included

We had more than 61 teachers pre-registered for CAMP in April and 45 teachers attended in June. We had 9 BIPOC teachers, and 27 teachers from licensure shortage areas (see table for details). We were able retain two outstanding teachers of color as camp coaches (facilitators/mentors) from the previous 2 years. We also had 2 previous camp coaches from the previous CAMPs and 3 new CAMP coaches. Two of the new coaches were in special education, which is our biggest area where we have a shortage of teachers. One of the new camp coaches included a previous participant which fulfills one of our previous goals for CAMP participants to become teacher leaders or mentors in the future. We plan to encourage more participants to become coaches in the future and will look for more teachers of color to become coaches or participate on the teacher panel. In the future we also plan to increase the number of teachers of color that are participants. We lost several teachers of color and other teachers that pre-registered due to several non-renewals as a result of district restructuring and the new Teach Minnesota program and summer school that started the same week.

Since our CAMP was just completed, we have only initial exit survey data (see data section for results) on our ability meet the goals of the CAMP.

- Goal 1. Increase retention of new and underrepresented teachers by providing a healthy and supportive community and building a sense of belonging for new teachers.
- Goal 2. Provide opportunities and support for new teachers to engage in structured reflection leading to enhanced teaching practices.
- Goal 3. Facilitate purposeful planning using reflection to enhance future instruction.
- Goal 4. Facilitate the learning and enhancement of participant knowledge and understanding of current issues and trends in today’s classroom.

This will provide us with an opportunity to assess the degree to which CAMP enhanced their practice, encouraged and support them to stay in the field, and determine if CAMP participants become teacher leaders or mentors in the future. We will also be able to encourage and support ongoing reflective practices; support the implementation of plans and strategies identified during CAMP; and collaborative support and identify professional development topics.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	1	1	0	0	1	0	0
Hispanic	0	3	1	0	3	0	0
Black	1	1	0	0	2		1
Other	20	8	9	0	21		3
Total	22	13	10	0	27	0	4

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					2
Other			2		4
Paid Mentors of color who received additional stipends					
Total	0	0	2	0	6

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Analysis of Data

CAMP is a choice for teachers, we aim to provide enhancements to our required New Teacher Academy and Mentorship program, so that CAMP does not create a learning gap for new teachers, but rather offers experiences that extend beyond the critical content identified by the district for new teachers.

Percentage of New Teachers Attending CAMP

Year	Total Teachers in Years 1-3	Teachers Attending CAMP	Percentage
2022-2023	210	45	21%
2021-2022	220	34	15%
2020 - 2021	221	41	19%
2019 -2020	202	N/A	N/A

CAMP23

Feedback/Survey Analysis Section

1: Meeting Camp Goals

A total of 39 responses. Did not include yes, no, or maybe unless feedback specifically indicated this response; comments that implied this but didn't concretely indicate a yes/no/maybe were not included but the comments were noted.

Do you feel a sense of welcome and belonging after participating in CAMP23? 39 recorded responses

- 39 responses - Yes (100%)
- 0 responses - No
- 0 responses - Maybe (3%)

Comments Sample:

- I felt welcomed and valued.
- It was so great to reflect and discuss our experiences and perceptions.
- It was so great to reflect and discuss our experiences and perceptions.
- Love and Laughter. It was a tough year and I needed the reminder to breathe and remember **why I LOVE teaching. Hearing others laugh and smile.**
- Yes, everyone used my name when talking to me and valued my opinion
- I definitely made some meaningful connections and relationships through CAMP2023.
- I learned we are NOT alone, we all face similar struggles
- Yes, I feel like I got to know quite a few colleagues much better

Did you engage with structured reflection that will impact your teaching practice?

39 recorded responses

- 34 responses - Yes (87.1%)
- 0 responses - No
- 4 responses - Maybe (10.2%)
- 1 responses - Did not answer (2.5%)

Comments Sample:

- I really enjoyed listening to so many teachers in various grades
- this provided me with ample opportunities to reflect on my teaching strategies
- Yes. Sharing out to a group is super hard for me, but I loved hearing from others.
- I was able to reflect on the last year and think of ways I can do things differently next year
- I put my all into this and I've got questions that I want to pursue
- I'm usually introverted but I tried my best
- Really appreciate the book to keep all my notes. All the reminders to pull out of my book in

August to refresh.

- reflection with my campsite group really helped. We have had multiple insightful convo that I

will definitely use in my teaching

- Deep breathing - does that count as "structured reflection?"
 - I had great one-on-one conversations but my campsite group was pretty negative overall so I didn't
- get much out of it.**
- I learned skills, tips, and tricks to help me elevate my identity as a teacher

Did you make plans that will enhance your teaching practice for next year?

39 recorded responses

- 38 responses - Yes (97.4%)
- 0 response - No (0%)
- 1 response - Maybe (2.5%)

Comments Sample:

- plans that will allow for self-reflection
- Yes - going in next school year with a different mindset
- Don't sweat the small stuff, reach out to people, look into more SPED
- I did. I am so excited for the goals.
- Not specific plans
- Yes, with my co-teacher. We were glad to do it together
- I will focus on my why and use smart goals to help me see the progress
- Tips and hints. Already thinking of all the things I want to prep for next year.
- build student connections, build classroom community. Cultivate intrinsic motivation.

Explicitly

teach routines and procedures

- Lots of culturally inclusive things to help with community
- Skeleton plans but yes
- Yes, I have multiple ideas I am adapting to my classroom

Did you expand your understanding of current issues and trends that impact your classroom?

39 recorded responses

- 36 responses - Yes (92.3%)
- 0 responses - No (0%)
- 1 responses - Maybe (2.5%)
- 2 responses - Did not answer (5.1)

Comments Sample:

- Loved the student/teacher panels. Those could have definitely been longer.
- putting even more focus on my kids needs/lives/interest/culture
- Yes, but would have been beneficial to have younger student voice as well.
- Yes, I have a better understanding of some family culture
- I don't know.
- It was useful to hear students point of view on topics they care about.
- all of the panels helped as well as the unconferences
- One of the most helpful and practice aspects of CAMP was the mental health session and teacher panel.
- It was nice to hear that other people had similar problems.
- I think I am more educated in the act of teaching.

Section 2: Participant Expectations and Logistics A
total of 38 responses.

Did CAMP23 meet your expectations?

Nailed it: 4 24 responses (63%)

3 14 responses (37%)

2 0 responses

Nope: 1 0 responses Comments

Sample:

- Loved it. Can I come back next year?
- Maybe change up the panels and unconference a little more
- I expected it to be relaxed, and it was.
- I didn't really know what to expect coming in. I hadn't heard much about the activities before.
- Was a lot more fun than I expected to had!
- Fabulous. Best thing ever. Thanks for not making us submit all kinds of reflection stuff...
- We were told no new learning but we had 2 PD talks.
- Better then I thought

How were the facilities?

Nailed it: 4 34 responses (%)

3 4 responses (%)

2 0 responses (0%)

Nope: 1 0 responses (0%)

Comments Sample:

- Clean and fresh
- I love SCSU.
- Technical issues
- It's too cold in the rooms...
- Beautiful... a few tech issues, and a few temperature issues.
- Welcoming to everyone
- I actually liked the Education building better. The ISELF building was fancy but not as ideal

in my

opinion.

- Great location and clean facilities.

How were the snacks and meals?

Nailed it: 4 33 responses (87%)

3 4 responses (10.5%)

2 1 responses (2%)

Nope: 1 0 responses (%) Comments

Sample:

- They had enough of everything.
- Loved the come and go about it
- Yummy! Thank you for all the amazing treats and for including food allergies.
- Maybe some snacks in each campsite to help with transitions
- Had a little bit of everything that everyone enjoyed
- Loved having unlimited snacks and different options!
- Labels for allergens included in each food would be helpful and inclusive for those with food

allergies.

- I don't like sambusa
- So many options, you went above and beyond. Thank you

Did you have all the materials and resources that you needed? Nailed it: 4 31 responses (81.5%)

3 7 responses (18%)

2 0 responses (%)

Nope: 1 0 responses (%) Comments

Sample:

- Loved the notebook with all the things in one place
- Regular pens
- Please email out the power point from Wednesday's speaker on self care.
- Supported us where we didn't have to worry about anything
- LOVE the swag bag!
- Great. Y'all nailed it!
- Great quality materials and prizes/free stuff in bags

Section 3: CAMP Content and Structures

A total of 38 responses.

Did the session topics support your interests and needs as a new teacher?

Nailed it: 4 24 responses (63%)

3 13 responses (34%)

2 1 responses (2%)

Nope: 1 0 responses (0%)

Comments Sample:

- I love that I was able to connect with all types of teachers
- Yes. Loved it
- Loved the table discussions

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$30,630	Stipends for Camp Participants	☐ Recruitment ☒ Retention ☐ Induction	Camp Counselors Took attendance	Signed attendance form
\$10,647	Stipends for Teacher Panelists	☐ Recruitment ☒ Retention ☐ Induction	Staff showed up and performed the tasks agreed to	Signed stipend form
\$58,835	Consultant Costs for CAMP	☐ Recruitment ☒ Retention ☐ Induction	Signed contract between ISD 742 and SCSU	Invoice for CAMP
\$14,853	Administration Expenses	☐ Recruitment ☒ Retention ☐ Induction	Administrative costs	Admin. Staff's salaries who facilitated the CAMP
\$114,965.00	Total			

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Teacher Mentorship & Retention of Effective Teachers Grant Report
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Grantee Information

Legal Name of Applicant Organization	Saint Paul Public Schools
Total Grant Amount	\$193,754

Identified Official with Authority

Name of official with authority to sign	Joe Gothard, Ed.D.
Title	Superintendent
Address	360 Colborne Street
City, State and Zip code + 4	St. Paul, MN 55102
Phone Number and Email	651-767-8152 joe.gothard@spps.org

Primary Program Contact

Name of program contact	Dawn Ransom
Title	Supervisor, Office of Teaching and Learning
Address	1930 Como Avenue
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	651.774.6359 dawn.ransom@spps.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Saint Paul Public Schools (SPPS) used the Teacher Mentorship and Retention of Effective Teachers Grant funds to:

- enhance the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors;
- continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses; and
- establish an induction support model within two pilot schools.

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors

SPPS induction and retention efforts include the Educator Support Pathway (ESP), which is designed to support and provide feedback to new teachers during their first three years of teaching. The Mentor Mentee Program (MMP) is part of the ESP first-year support. The MMP is individualized, differentiated, and flexible to meet the professional growth goals of educators new to the field of education and those new to SPPS. The program provides an effective transition into an education career in SPPS through:

- Development of a collegial culture within the school and across the district
- Support for instruction and/or professional practices to increase professional success
- Ongoing growth and reflection of instruction and/or professional practices

During SY22-23, our MMP supported 292 new educators. We strengthened the existing mentoring program by providing additional mentor professional development opportunities and offering in-person mentor professional development opportunities once again. We moved from four hours of required asynchronous online professional development for mentors in SY21-22 to five hours of required in-person and blended professional development for mentors in SY22-23. We were also able to offer an optional book study on *The Art of Coaching* by Elena Aguilar. The FY22 PELSB grant carryover funds and FY23 Grant funds allowed us to pay additional mentor stipends for all mentors (\$600 for full-year mentors and \$300 for half-year mentors) and an additional mentor stipend for BIPOC mentors (\$200 for full-year BIPOC mentors and \$100 for half-year BIPOC mentors). This allowed us to add additional professional development, more easily recruit more mentors, and more effectively recruit BIPOC mentors.

Continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses

The district currently employs 146 probationary teachers with Tier 2 licenses; 44% of these new teachers with Tier 2 licenses identify as BIPOC. Districtwide, BIPOC teachers account for 21% of the SPPS teacher workforce, so BIPOC teachers are overrepresented in the Tier 2 license category. This aligns with statewide data. Through this grant project, SPPS continued a pilot induction support program to help educators with Tier 2 licenses prepare for and pass content and pedagogy tests to acquire a Tier 3 license. A special emphasis was placed on supporting BIPOC teachers with Tier 2 licenses by providing individualized outreach and support to BIPOC teachers who haven't received tenure and hold Tier 2 licenses.

During SY22-23, targeted outreach was conducted by our Tracks to License TOSA. She contacted all educators with Tier 2 licenses to determine their hopes and needs related to licensure. All educators with a Tier 2 license were offered support in the form of consultations on the process of moving through MN tiered licensure, study/preparation help for exams, test voucher purchases, and test study materials purchases. FY22 PELSB grant carryover funds and FY23 PELSB Grant funds allowed us to purchase 52 test vouchers for 15 educators in need of passing MTLE content and/or pedagogy tests. Ten of these 15 educators identify as BIPOC. Five educators passed a total of 15 tests. The other 10 educators are scheduled to take their tests throughout the summer. We were also able to reimburse the purchase of test prep materials for an educator who ultimately passed her tests. In addition, one educator participated in study support sessions (10) from a facilitator in order to prepare for the MTLE reading/writing/math, pedagogy, and K-6 content tests. She will test later this summer. This program strengthened our retention efforts by supporting teachers who are, navigating the MN tiered licensure system with the hopes of becoming tenured teachers in Saint Paul Public Schools. Without this grant funding, this program would not have been possible.

Establish an induction support model within two pilot schools

FY23 PELSB Grant funds allowed us to pilot a school-level induction support model at two schools, one elementary and one middle school, with high numbers of 1st, 2nd, and 3rd-year BIPOC educators. Although district support through creating a welcoming and inclusive environment and providing professional learning opportunities that orient new educators to the district's vision, mission, values, and priorities is very beneficial and necessary, we have also received a great deal of feedback from new educators about the need for welcoming and inclusion and professional development within their sites. The goals of this pilot school-level induction support model allowed the opportunity to provide this necessary support at two schools. Through this grant, we were able to pay facilitators for planning and facilitation and new educators for participating. This pilot strengthened our retention efforts for new educators. Based on positive feedback from new educators, facilitators, and principals at these two schools, we are planning to increase support in SY23-24 to work with 5 schools with anticipated high numbers of new educators. Our hope would be to eventually scale the model to all of our schools in the district.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	4	0	0	0	2	NR*	0
Asian or Pacific Islander	34	8	3	0	27	NR*	0
Hispanic	5	5	0	0	7	NR*	0
Black	10	6	7	0	18	NR*	0
Other	141	54	15	0	115	NR*	0
Total	194	73	25	0	169	NR*	0

*Not Reported

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	3	0	2	NR*	0
Asian or Pacific Islander	20	0	8	NR*	0
Hispanic	8	0	1	NR*	0
Black	9	0	5	NR*	0
Other	204	0	118	NR*	0
Paid Mentors of color who received additional stipends	40	0	16	NR*	0
Total	244	0	134	NR*	0

NR*=Not Reported

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Analysis of Data

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors

Mentors and mentees complete mentor collaboration reports to document their work together throughout the school year. Mentees also provide reflections on their collaborative work with their mentor related to their professional goals during the school year.

SY19-20

For SY19-20, 341 probationary educators participated in the Mentor Mentee Program including 333 during the time of the grant. Mentors reported 6,402 collaborative hours for the school year. Of the mentoring pool, 50% of mentors were new to the program and mentoring for the first time, 27% returned with one previous year of mentoring, and 23% returned with two or more years of mentoring. The SPPS Department of Research, Evaluation, and Assessment assisted with administering and organizing survey results. The Mentor Mentee Program survey invited mentees and mentors to share feedback on their experiences in a confidential manner. There was a response rate of 58% of mentors and 56% of mentees. Highlights from the 2020 survey include:

- 100% of responding mentors reported that they agreed or tended to agree that they understood the expectations of being a mentor
- 97% of mentees shared that they felt encouraged and supported by their mentor
- 92% of mentees stated that their mentor usually answered their questions
- 89% of mentees who responded and 96% of mentors agreed that the Mentor Mentee Program helped them reflect on professional practices
- 87% of mentees who responded and 85% of mentors reported that they agree or tend to agree that their professional practices changed because of the Mentor Mentee Program

Mentee Perspective	Agreed or Tended to Agree
Mentor understood mentee's needs and experiences	91%
Mentor based support on mentee's needs and experiences	91%
Mentor gave feedback beneficial to their professional practices	94%
Mentor gave useful strategies and ideas	94%
Mentor helped them with school/department procedures	96%
Mentor helped them get to know SPPS policies/procedures	94%
Discussed racial equity with mentor	91%
Discussed gender inclusion with mentor	84%

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SY20-21

For SY20-21, 207 probationary educators and 181 mentors participated in the Mentor Mentee Program. Mentors reported 4,137 collaborative hours for the school year. The mentoring pool consisted of 53% mentors who were new to mentoring, 28% of mentors were returning mentors with one previous year of mentoring, and 19% returned with two or more years of mentoring experience.

Mentor-Mentee Program 2020-21

Programmatic Highlights

- 81% of mentors and 94% of mentees rate the program as “good” or “excellent”.
- 98% of mentees report their mentor ‘usually’ or ‘sometimes’ responded in a timely manner.
- 97% of mentees report their mentor ‘usually’ or ‘sometimes’ felt encouraged and supported by their mentor.
- 98% of mentors and 94% of mentees indicate they discussed racial equity.
- 85% of mentors and 75% of mentees indicate they discussed gender inclusion.
- 94% of mentees indicate their mentor understood their needs and experiences.
- 86% of mentors and mentees indicate their professional practices changed because of the program.

Comments from mentees:

“I feel like this program set the pace for how I professionally plan as a teacher, and reinforced professional expectations well. I feel like I have a good sense of what I need to do and when I am confused and do not know who to ask, I always have my mentor, and this is reassuring, even if I don't always turn to this resource. It makes me feel that my employer is committed to me, and wants me to succeed in my work - and this is a great confidence builder too, as a new teacher.”

“It was an unusual year in many ways with Covid and the civil unrest. I think the best way to answer this would be to say that the way the mentoring helped me grow professionally this year was in feeling united. As a new teacher and a new employee of the district my mentor was really the only person that consistently worked with me and met with me. She did her best to address my questions and concerns. We were able to talk about student needs and best practices with communicating with families while in the distance learning model.”

“My mentoring helped me to become more aware of the inequalities that many of my students face on a daily basis, and how I can work towards overcoming these educational disparities and provide equitable access for my students.”

Comments from mentors:

"Mentoring helped me to self-reflect in a variety of ways. In addition, the resources were great as I went through the mentor trainings. Also, my experience engaging with my mentee was also enriching."

"As I engaged in conversation and provided information to my mentee, I was given a refresher on some topics. My mentee also provided me with new ideas he learned in school recently. I also gained fresh perspective on racial equity and professional topics, as I do with any conversation throughout my school days."

"Reflection for me is key. My professionalism, my content and knowledge of my subject, my support of colleagues, and my advocacy for our students and staff. I am constantly trying to find new ways to learn and being a mentor helps me so much."

"I was able to see the teaching profession from many different angles and that provided me with insight and wisdom."

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SY21-22

During SY21-22, 197 mentors supported the 212 new educators employed at CSI and TSI schools.

Some mentors supported two mentees. This school year, 20% of mentors supporting new educators at CSI or

TSI schools were new mentors in the MMP, 7% of mentors returned with one previous year of mentoring, and the majority - 73% - of mentors returned with two or more years of mentoring. During SY21-22, we saw the highest percentage of returning mentors with two or more years of mentoring experience and the lowest percentage of brand new mentors. This speaks to the success of the MMP and the effectiveness of increased mentor stipends because we are seeing mentors returning year after year to mentor new educators. This teacher leadership opportunity provides great benefits for mentors as well and contributes to teacher retention. There were consistent themes in the Mentor Collaboration Reports regarding the benefits of mentoring in a truly reciprocal partnership and the opportunities available and sought to discuss racial equity and culturally responsive instruction (see below).

Comments from Mentor Collaboration Reports (mentors complete) regarding the benefits of mentoring:

- *Listening to each other reflect on our practice and getting to share reflections was the most powerful part of this relationship for me as a mentor. Gaining the perspective of an experienced teacher and sharing resources was the most beneficial for my mentee.*
- *From day 1 this school year has been a big challenge for her and she tackled it right away. She reached out for help when needed, asked for feedback, and shifted her teaching style to meet the needs of her students. I have enjoyed sharing what I know and forming a close collaborative working relationship with her. It has taught me new things about myself as a mentor and educator.*
- *When I reflect on the most beneficial piece to our mentoring partnership, I keep coming back to the importance of relationships. Getting to know him has allowed us to get to that below the line information about each other. We were able to make connections around people we know and share space with. As a black male teacher with some pretty interesting experiences in education, I felt completely comfortable with a white male teacher as a co-teacher and mentee, this hasn't always been the case for me.*
- *It was a mutually beneficial relationship, it helped me more fully understand my teaching style and the benefit of collaborating with another teacher. Learning how my bias and the mentee's bias influence the educational environment. Having an objective perspective helped me to see where there might be room for improvement or gaps in my teaching style.*
- *This mentoring experience has been invaluable from both sides. [Mentee's name] is quick to ask questions, and through the reflection process, is able to problem solve and think out solutions. Personally, the mentoring experience has improved my own teaching as it continues to develop my open ended questioning rather than simply solving student problems. It has been so positive to reflect on difficult situations and to document the growth that we have seen in individual students.*

Mentors who received grant funding because they mentored educators at our highest-need schools reported 4,056 collaborative mentorship hours for the school year. Mentors who

received grant funding make up 49% of the total mentors in the MMP this school year. However, they reported 55% of the total mentorship hours for the whole MMP. This is due to the fact that educators at our highest-need schools (CSI and TSI schools) require additional mentoring support.

	Mentors Supported by this Grant	All mentors in MMP
Collaborative Mentorship Hours Reported	4,056 hours	7,431 hours

Comments from Mentee Reflections (mentees complete) regarding the benefits of mentoring:

- *[Mentor’s name] has been an invaluable asset. She has allowed me to use her as a sounding board when implementing new ideas. [Mentor’s name] always makes herself available when I reach out to her. She grounded me and helped me prepare for my first classroom observation. She came out to my facility to discuss equipment and classroom dynamics (gym).*
- *This work has helped me as a black educator, find support and someone to lean on when I feel as if I need the help, guidance or someone to hear my concerns. It helped me socially and emotionally feel more accepted and aware of how I should continue to show up in the space authentically. During collaboration time, we often spoke about how I could continue to center my black and brown students and best present lessons that catered to both the social emotional and academic needs of my students.*
- *My mentor and I have talked about achieving standards based lesson plans and I feel as if I can have better expectations with follow through of those expectations. I feel better in my flow of lessons, and I feel more confident in the lessons that I am designing and achieving the idea of them being more engaging.*
- *[Mentor’s name] and I have consistently made time to spend a day together at the district office at least bi-weekly. This has helped immensely with my organization and problem solving strategies. [Mentor’s name] has been an invaluable resource for troubleshooting difficult cases, navigating various systems, and answering due process questions.*
- *Having another person, particularly one who has been with SPPS for so long, has given me an opportunity to talk to someone about concerns and experiences I am having that are different from ones I've had previously. I think we have both brought different perspectives to conversations in regard to racial equity. In particular, looking at the data from FAST testing and SIPPS assessments has led to conversations regarding race, gender, and other equity concerns.*
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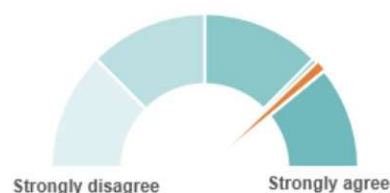
SY22-23

During SY22-23, 244 mentors supported 292 new educators new to SPPS. Some mentors supported more than one new educator throughout the year. This school year, 44% of mentors were new to mentoring, 27% mentors at least one year previously, and 29% of mentors mentored two or more years previously. With PELSB Grant funds, we were able to provide a supplemental additional stipend for all mentors and provide additional mentor professional development as well. We moved from four hours of required asynchronous online professional development for mentors in SY21-22 to five hours of required in-person and blended professional development for mentors in SY22-23. We were also able to offer an optional book study on *The Art of Coaching* by Elena Aguilar. Mentors appreciated and benefited from the additional mentor training. The department of Research, Evaluation, and Assessment conducted a survey of new educators that included questions regarding mentoring experiences and support. Some highlights include:

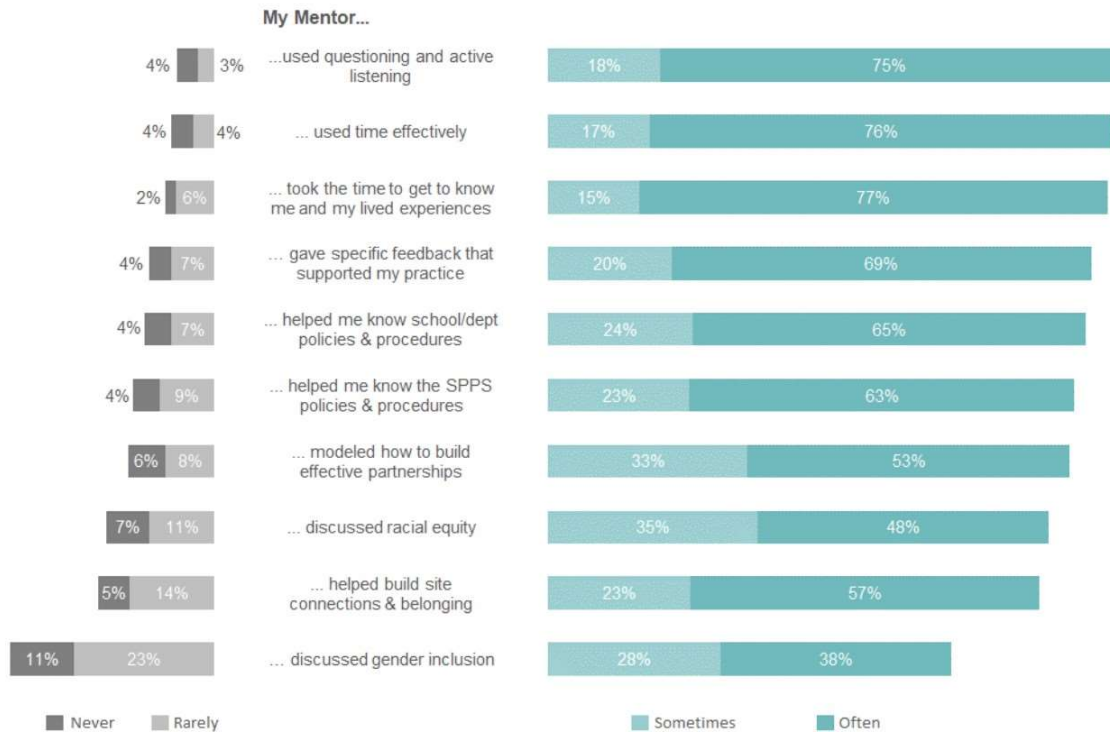
Highlights

- Nearly all mentees report their mentors 'sometimes' or 'often' used time effectively (93%); used questioning and active listening (93%); and took time to get to know them (92%).
- Nearly all mentees generally or strongly agree their mentor understood their needs and experiences (91%); supported their professional needs (91%); and provided them the time and space to reflect on their practice (90%).
- 83% of respondents indicate they discussed racial equity but just over half (56%) report their mentors discussed gender inclusion.

The Mentor Mentee Program support was meaningful to respondents

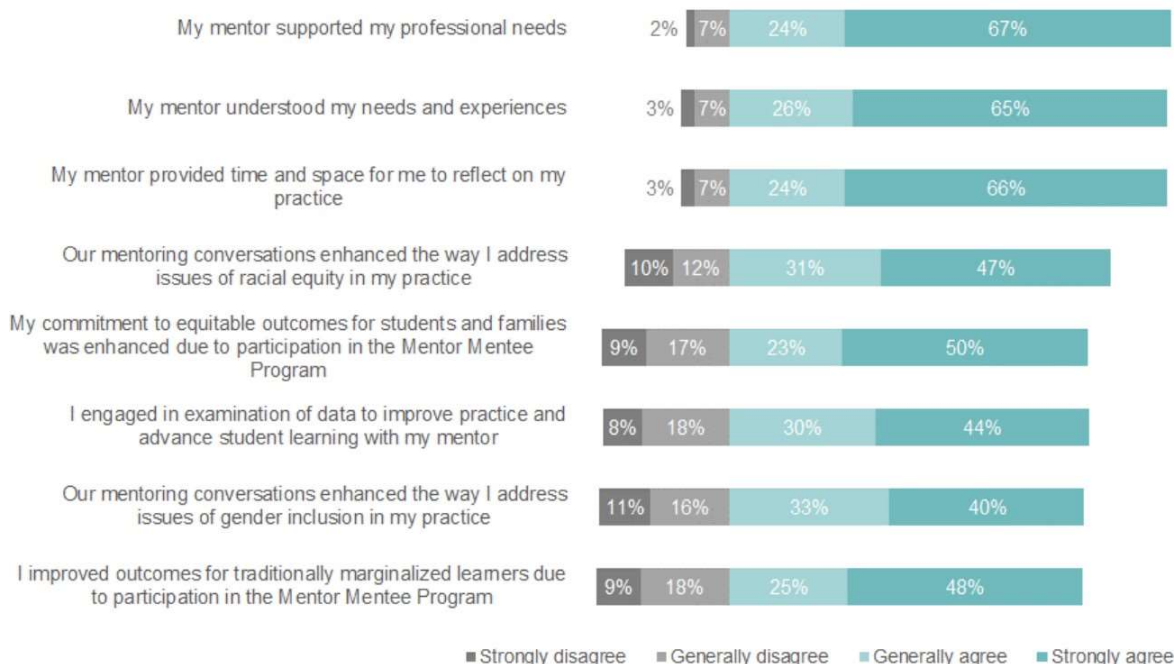


Mentee experiences with mentor (n=113)



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Impact of Mentor Mentee Program on Mentees (n=112)



Comments from Mentor Collaboration Reports (mentors complete) regarding the benefits of mentoring:

- *We sat side by side to work through an IEP and reviewed previous goals that the mentor has written and edited the IEP. We have spent time in collaborative conversation to best support our support staff to be effective with our students and their unique needs. Our collaborative conversations have helped focus on navigating school calendar events and their unique needs requested of a special education teacher in the elementary setting. Our collaborative conversations have helped guide the mentee with various online resources and where to find them. Our collaborative conversations have focused on providing emotional empathy for the challenges that arise during the school year.*
- *We talked about microaggressions and how it is difficult to stay centered and focused during long class periods. We also spent a lot of time talking about how the position of authority as a white teacher that we hold in our classrooms can be really hard to navigate when we have primarily students of color. There were some honest and difficult conversations about the home lives of some of our students, and how that compares to the relative stability and privilege that we have experienced in our own lived experience.*
- *I started with listening. Listening to her experience and ideas. We shared ideas and resources. I shared the idea of moving to themes instead of the same project to offer students more choices to adapt some culturally responsive practices in the art room. We brainstormed adjustments to the space to foster more available choices for students creating art. As time passed, we used meetings to hear about student experiences, needs, and assessments. Sara continued to plan effective instruction and we collaborated to work through management issues for students and space.*

Comments from Mentee Reflections (mentees complete) regarding the benefits of mentoring:

- *My professional goals include increasing the amount of time I spend instructional coaching teachers vs. other non coaching duties. And how to increase the quality of this coaching and challenging myself in how I go about this coaching.*
- *My mentor did a really good job asking me questions that challenged my way of thinking about my interactions with teachers. It didn't feel judgmental, but she would ask probing questions and then offer solutions. These solutions/advice seemed based in her experiences of what has been successful for her. But her suggestions had an openness to finding things that worked for me. I didn't feel like she was forcing what worked for her on me.*
- *From a more technical standpoint, being brand new to SPPS, it was helpful having a mentor to help me navigate the systems, curriculum, and other housekeeping-style issues I had. She helped me learn more about Campus, Sonday, and other SPPS specific things that were new to me."*
- *This experience has been a "TWENTY out of ten" A +++ experience working with my mentor this year. My mentor has helped me navigate new and different scenarios all year long as they come up. I feel much more prepared as an educator thanks to my mentor's support. These collaorative [sic] experiences have helped me move toward achieving my goals by breaking down the steps to make the goals attainable and then chipping away at them. For example, one of my goals was to start small reading and math groups which was something I was struggling with at the beginning of the year because as a new teacher the task felt confusing and daunting. My mentor helped me create a small pre-test that I could use to make my first flexible math groups. After I graded the work, my mentor helped support me in analyzing the data I had to make flexible groups based off the unit of study we were in. Then, I have been able to continue using this strategy as the year has gone on and in different units, rearranging groups.*
- *The mentor-mentee programming has held space to build awareness around the cultural lens I bring into counseling sessions with students. By being able to reflect on the counseling theories and techniques I use in conversations with students, I am able to consider the cultural perspectives I hold when interacting with students. I have also been able to develop my counseling values and work to align them with those of culturally responsive teaching strategies. With the support of a mentor, I've reflected on how I can work together with students to create a collaborative partnership (vs. a for or to partnership). My experience with my mentor has also modeled a collaborative relationship, with both of us working to identify and articulate different aspects of my journey as a school counselor.*

Continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses

SY21-22 (SY21-22 was the first time this program was implemented - previous data is not available)

A total of nine teachers from one school, Wellstone Elementary, participated in this new induction support program during SY21-22. Support for these educators included test preparation from a study group facilitator and/or test voucher purchases for participants to take the tests. All nine teachers identified as BIPOC and seven of the nine teachers were also second language learners. All teacher

participants had previously attempted the MTLE tests and had not passed. The MTLE tests that were studied throughout this year included elementary and early education content and pedagogy.

Two instructional coaches served as test preparation study group facilitators. They hosted a total of 17 test preparation study group sessions between October 20, 2021 and May 11, 2022. Six teachers attended these sessions throughout the school year. Three teachers attended all 17 sessions. A total of 27 test vouchers were purchased for nine teachers throughout the school year. We did not meet our goal for the number of teachers successfully passing the necessary tests and moving to a Tier 3 license. However, one teacher did pass two out of four necessary tests needed to move to a Tier 3 license.

When surveying program participants, including both facilitators and teachers, clear themes emerged regarding not only increased content knowledge but also the social emotional support and increased collaborative culture as a result of this program (see below).

Comments from test preparation study group facilitators:

- *Scheduling test preparation sessions and getting teachers to come has been difficult at times this year. We are planning to have some intensive sessions over the summer.*
- *The support this group of teachers provided to each other has been invaluable and spills over outside of the study session environment.*
- *It has been a space where whiteness and bias can be discussed as it relates to testing and creates a space of solidarity for teachers of color who have felt embarrassed in the past to admit they hadn't passed the tests.*

Comments from teacher participants:

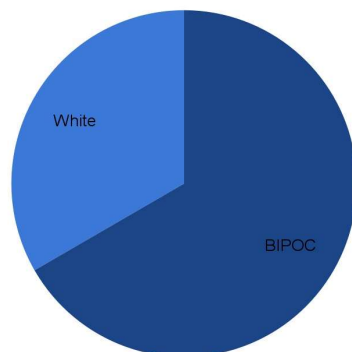
- *The help in navigating the testing system has been wonderful.*
- *We enjoy studying together and it feels like a safe space to not know things and support each other.*
- *I have the courage and support to tackle these tests with this group.*
- *I knew much more of the content this time but ran out of time [when testing].*

SY22-23

A total of 15 educators with Tier 2 licenses received test vouchers this school year. We purchased a total of 52 test vouchers for these 15 educators throughout the year. A total of 17 exams were passed over the course of this school year and four educators passed all of their necessary exams to move to a Tier 3 license. One-third of the educators who received test vouchers passed at least one test using the test voucher. Additionally, one-third (17/52) of tests were passed. The other educators either have tests scheduled this summer or need to re-test. We saw an increase in the number of educators who utilized test voucher purchases this year, an increase in the number of educators who passed tests, and an increase in the number of tests passed this year. In addition, one educator received support through study sessions from a qualified facilitator. This is a decrease from last year in the number of educators who benefited from test preparation support in this program. We received feedback from educators that this decrease in test preparation support is largely due to a lack of time outside the school day for such support.

Total Number of Educators Supported w/ Purchase of Test Vouchers	15
Total Test Vouchers Purchased	52
Number of Educators Who Passed Tests	5
Number of Educators Who Passed All Tests to Move to Tier 3	4
Total Number of Tests Passed	17

Educators w/ Tier 2 License Receiving Test Vouchers



Establish an induction support model within two pilot schools SY22-23 (SY22-23 was the first year of this pilot program)

	Number of Monthly Sessions Throughout the Year	Average Number of Participants	Number of Facilitators	Examples of Topics Covered
Battle Creek Middle School	7	8	2	Co-teaching, lesson design, adaptive challenge protocol, games to play with students
Mississippi Creative Arts Elementary School	5	6	1	Lesson planning, classroom management, restorative circle

Feedback from Stakeholders Involved in School-Level Induction Support Pilot

Educators

Battle Creek Middle School	Mississippi Creative Arts Elementary School
100% of respondents report the monthly after school sessions were meaningful. 100% of respondents report the monthly after school sessions built a sense of community with others at the site. Quotes: "Greater connection/ understanding of what is going on around SPPS/ within the BCMS community!"	100% of respondents report the monthly after school sessions were meaningful. 100% of respondents report the monthly after school sessions built a sense of community with others at the site. Quotes: "I was only able to attend a couple of the sessions, however, I found them to be helpful and for me I liked

Facilitators were "Responsive, listened to the needs of us as needs were apparent and brought to the able" Referring to facilitators - "They work at our school so they know the challenges we face when coming up with ideas for the classroom."	having an opportunity to meet the other new teachers in the building and get to know them a little better. It's nice to share our struggles and successes as educators with one another. I'm not sure my professional practices changed as a result, but had I attended all sessions, possibly it would have made a difference in that regard." "I loved attending the restorative circle. I feel like I was seen and heard in those sessions in the work space that I don't always feel seen and heard." "Although I appreciated the sense of community brought about by the Circles, I found the Classroom management and lesson plan sessions to be most helpful. I wish we had more like that." "I am so thankful that the facilitators were willing to take the time and effort to invest in the first year teachers/staff at MCAS. I hope that this support will continue next year for all the new educators."
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Facilitator(s)

Battle Creek Middle School	Mississippi Creative Arts Elementary School
Would recommend facilitating new educator support to other veteran educators. Quotes: Impact - "Built community within the school, increased confidence in personal abilities, allowed for systemic thinking and improvements of school community, greater access and collaboration to district initiatives"	Quotes: "The desire of teachers for the sessions to be more focused on teaching them to develop and hone skills surprised me. I thought they would want more time for community building and R&R. What they crave and need is teaching methods now that they are in the context of being in charge of their own teaching space."

Noticings and Wonderings from Principals

Battle Creek Middle School	Mississippi Creative Arts Elementary School
Noticings: Need earlier support. Starting in December is too late. "Since [facilitators] have been doing the classes I've heard less complaining. People feel less defeated."	Noticings: It is nice they have someone to spend time with and bounce ideas around. It would make sense for mentors to be at the after
Wonderings: There is a wide range of educators in the building. How can we differentiate? Can we offer 10 topics and have educators choose five or six to attend throughout the year.	school meetings - making a connection and to have an idea of how they can support.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$148,109.07	Stipends	☐ Recruitment ☒ Retention ☒ Induction	Mentee Reflections, Mentor Collaboration Reports, Mentor stipend requests Study group schedules, study group participant list, and supplemental pay forms	see above
\$21,452.37	Fringe	☐ Recruitment ☒ Retention ☒ Induction	n/a	n/a
\$466.00	Testing Vouchers	☐ Recruitment ☒ Retention ☒ Induction	Test Voucher Requests	see above
\$1,071.35	Test Prep Materials	☐ Recruitment ☒ Retention ☒ Induction	Test prep materials requests	see above
\$171,098.79	Total			

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Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	STEP Academy
Total Grant Amount	\$39,452

Identified Official with Authority

Name of official with authority to sign	Mustafa Ibrahim
Title	Superintendent
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Primary Program Contact

Name of program contact	Traci Moore
Title	Asst Sup for Academics
Address	835 5 th St E
City, State and Zip code + 4	St Paul, MN 55106
Phone Number and Email	651-289-6120 tmoore@stepacademymn.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

During the 2022-2023 school year, the Teacher Mentorship & Retention of Effective Teachers grant at STEP Academy strengthened and supplemented our existing mentorship and retention efforts.

First, it allowed us to compensate and nurture teacher leaders as they served as lead teachers, mentoring coordinator, and mentors. These teachers grew in their collaboration and coaching abilities that in turn translates to stronger teaching in the school.

In addition, our new teachers capitalized on the experience of returning staff creating stronger effectiveness during teachers' first year at STEP Academy.

Having the ability to compensate teachers for their time creates a more purposeful, structured mentoring process that brings support and a quicker ramping up of skills in our classrooms.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	0	1	0	0	0	2
Other	0	0	7	0	2	0	5
Total	0	0	8	0	2	0	7

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
Black	0	1	0	0	0
Other	0	10	2	0	0
Paid Mentors of color who received additional stipends	0	1	0	0	0
Total	0	12	2	0	0

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Analysis of Data

STEP Academy had an informal mentoring program in place prior to this year's program. It consisted mainly of administrators supporting new teachers and informal matchings of mentor/new teachers. Because we had no funding available to support a mentoring program prior to this year, we did not collect data on our program. This year, we had a mentor coordinator as well as a math and reading lead teacher to support instruction for new staff. We had eight new teachers who benefitted from the program this year with eight mentors. These teachers met monthly with their mentors and processed through formal discussion topics and reflection. They also participated in peer observations. Five of the eight teachers who participated in the mentoring program plan to return in 2023-2024. This is not higher than in other years, but the leadership team at STEP Academy believes that the turnover number would have been higher without the presence of this program this year due to the current climate of teacher shortage.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$20,000	Payment to leaders of the Mentor Program	☐ Recruitment X Retention X Induction	Program Participation Completion, attendance/participation	All three leaders participated fully in their roles with positive participant feedback.
\$10,000	Payments to program participants	☐ Recruitment X Retention X Induction	Surveys, participant tracking, attendance/participation, retention rates	100% of participants rated the program as a positive addition to their first year. 100% of participants fully participated in the program requirements. 63% of new hires were retained this year.
\$1,794	PRESS Training	☐ Recruitment X Retention X Induction	Training completion	8 new teachers benefitted from this training.
\$31,794.00	Total			

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Teach For America (Twin Cities) Teachers Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Teach For America – Twin Cities
Total Grant Amount	\$20,000

Identified Official with Authority

Name of official with authority to sign	Mikisha Nation
Title	Executive Director
Address	401 2nd Avenue N, Suite 200
City, State and Zip code + 4	Minneapolis, MN 55401-2097
Phone Number and Email	(612) 297-1790 mikisha.nation@teachforamerica.org

Primary Program Contact

Name of program contact	Mikisha Nation
Title	Executive Director
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City, State and Zip code + 4	Minneapolis, MN 55401-2097
Phone Number and Email	(612) 297-1790 mikisha.nation@teachforamerica.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Teacher For America (TFA) Twin Cities is proud to report that we led a mentorship program during the 2022- 23 school-year for 13 early-career Minnesota teachers whom were mentored by eight veteran teachers. We also supported three professional learning affinity groups: the alumni board, The Collective – our alumni affinity board for alums of color, and PRISM – our alumni affinity board for alums in the LGBTQIA+ community. In total, these groups are composed of 36 members from across the Twin Cities. We organized and led activities to support our coalition of teachers in alignment with successful efforts at the state level. Districts continue to report success with the retention of diverse teachers through strong mentorship programs for early career teachers and affinity groups for current and former educators of color, and those who identify as LGBTQIA+.

Grant funding from the Minnesota Department of education was used to continue our new teacher mentorship program. We were able to keep our mentorships intimate with mentors mentoring not more than four new teachers each. Keeping a low teacher to mentor ratio enabled mentors and mentees to go deep in their relationships, provide a high level of the attention and supports to mentees, and continue to foster success for students. Our mentors met with teachers monthly throughout the school year and offered office hours for one-on-one support across six content areas: ELL, Math, Special Education, Science, Elementary, and Humanities. Mentor teachers also participated in a knowledge-sharing project at the end of the school year in which they gathered and archived resources that we will use to share high-quality teaching materials with our broader network of school partners.

Grant funding also supported the experiences of our professional learning affinity groups, deepening our educational members' connection and commitment to each other and their communities with the aim of increasing the retention of educators in Minnesota. Engagements and events offered by these groups included, but were not limited to: Saturday Summit learning opportunities focused on advancing educator learning on a variety of topics like Culturally Responsive Teaching; a book club discussing *All Boys Aren't Blue* by George M. Johnson; participation in TFA Twin Cities' annual Diversity, Equity, and Inclusion event featuring New York Times bestselling author Isabel Wilkerson; participation in TFA's Choose Twin Cities event which connects educators to open educational roles; various social gatherings focused on community building with educators and former educators across schools and districts in the Twin Cities.

As a result of our teacher mentorship and retention efforts funded by this grant, we retained 89% of our cohort of first- and second-year teachers (see data analysis section below). Through supports of our professional learning community affinity groups, we also saw an increase in the number of experienced educators matriculated and retained to the Twin Cities (see data analysis section below).

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	-	-	-	-	-	-	-
Asian or Pacific Islander	-	1	-	-	1	-	-
Hispanic	-	2	-	-	1	-	-
Black	2	2	-	-	-	-	-
Other	1	4	-	-	1	-	1
Total	3	9	0	0	3	0	1

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching*
American Indian or Alaskan Native	-	-	-	-	-
Asian or Pacific Islander	-	-	1	-	1
Hispanic	-	-	-	-	-
Black	-	-	-	-	2
Other	-	-	4	-	5
Paid Mentors of color who received additional stipends	-	-	-	-	-
Total	0	0	5	0	8

*Please note that our experienced teacher mentors did not need peer coaching. Rather, they provided coaching to newer teachers listed as mentees in Table 1.

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Analysis of Data

With the COVID-19 pandemic leading to school closures starting in 2020 and the elevation of school shootings at schools such as Robb Elementary being elevated nationally, Teach For America and other teacher preparation programs have struggled to recruit new teachers into the teaching field. This has also been compounded by Generation Z's more conservative outlook towards financial health having lived in homes with parents impacted by the housing market crash of 2008, driving them to be attracted to more lucrative careers and away from education. All of this resulted in Teach For America-Twin Cities lowest number of first- and second-year teaching cohort in the past six years with only eight teachers starting the 2022-23 school- year. However, Teach For America has been working to modernize its teacher recruitment strategy to meet the needs of Generation Z and we're excited to report our 2023-24 school-year cohort is increasing to 10-19 teachers, starting on the path to a return to pre-pandemic levels of incoming teachers.

Despite a smaller cohort of new teachers, we are thrilled with the results of our teachers completing their two-year commitment and remaining in education. As seen in the table below, our teacher supports resulted in 90% or higher retention levels since 2017-18. Thanks to funding provided in this grant, we were able to provide stipends to a larger group of mentor teachers than in previous years. Our small teacher-to-mentor ratio and the frequency of touchpoints with mentor teachers were the primary drivers for our success with teacher retention during the 2022-23 school year. We are excited to apply lessons learned during our grant year to maintain this success with future cohorts of new teachers.

School Year	Teachers Started	Teachers Finished	% Completed
2017-18	32	29	90.6%
2018-19	33	30	90.9%
2019-20	36	34	94.4%
2020-21	32	31	96.9%
2021-22	18	18	100.0%
2022-21	8	7	92.3%

Our professional learning community affinity groups function to support our broader network of experienced teachers and former educators. We measure success of this program by the number of veteran teachers we matriculate to the Twin Cities and retain in educational roles. The table below demonstrates that our alumni network has grown from 732 to just over 900 since the 2017-18

school year, including nearly 200 teachers in the 2022-23 school year. While our alumni figure has grown, we have also successfully increased the percentage of our alumni who continue to work in education from 59% to 68%. We have also continued to increase and retain the number of our alumni teachers from 194 teachers during the 2018-19 school year to 242 during the grant year.

School Year	TFA Alumni	% Education	Alumni in Education
2017-18	732	59%	432
2018-19	786	60%	472
2019-20	820	62%	508
2020-21	838	63%	528
2021-22	888	65%	577
2022-23	906	68%	617

Our alumni affinity groups play a critical role in building community – especially for our experienced/former educators of color and those who identify as LGBTQIA+. As you can see in the table above, we continue to increase the percentage of our alumni in education roles.

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University of MN Twin Cities MN Writing Project Coalition

Amended FY22 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report

Grantee Information

Legal Name of Applicant Organization	Regents of the University of Minnesota
Total Grant Amount	\$43,440

Identified Official with Authority

Name of official with authority to sign	Nic Allyn
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Primary Program Contact

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Amended FY22 TMRG Program Narrative

We are excited to report that interest in our program exceeded our expectations. After interviewing all of the applicants, we decided to rearrange the budget so that we could accept an additional three teachers to the project. Many of the participants noted the rarity to build community with other teachers of color across multiple districts without the expectation of producing anything as a significant difference in the programming and support they are typically offered as the reason for their interest. However, our recruitment efforts were mainly successful in Central Minnesota instead of attracting teachers from around the state. Based on feedback that we have, we found there to be three reasons for this. First, there were significantly less teachers of color in Greater Minnesota that we were able to reach. Second, many of those teachers noted they were simply not available because of other professional commitments at their schools or because of the exhaustion that continues in the wake of school closures from COVID-19. Third, there was less name recognition of both our organization and the teachers facilitating the institute.

Once the group convened, it was clear that our initial plan for mentorship activities did not meet the expressed needs of the participants. The facilitators used this as an opportunity to develop relational community by co-designing a new structure for the institute with participants that included writing groups and monthly stand-alone workshops on various topics chosen as the year progressed.

Making this shift supported mentorship in a way that disrupted hierarchical and quantitative measures of mentor/mentee relationships by positioning all participating teachers as both leaders and learners. Untenured teachers, newly tenured teachers, and tenured teachers with leadership roles in their districts, as well as the two facilitators were able to determine personal areas of interest, inquiry, and expertise based on their experience. Writing groups offered teachers opportunities to engage in literacy practices that honed their teaching skills while also providing opportunities for personal and professional reaction and to receive feedback on those reflections. Additionally, all teachers worked together as learners in the workshops, developing their own understanding and lines of inquiry with teachers from a range of different districts.

This structure strengthened our current mentorship and retention efforts in three key ways. First, it provided the resources to plan and implement a new program specifically created by and for teachers of color that has the potential to be self-sustaining in the coming years. Second, it provided a space for teachers of color to name what was important to them as professionals and become leaders in those areas of interest regardless of the number of years they have as a licensed teacher. Third, the workshop series focused on small and sustainable programming across a period of time instead of a single large event, emphasizing the long-term relationships that mentorship and retention goals require to be successful. By positioning all of the teachers we worked with as collaborators, we further developed a relational network of support that exists outside of any one program or organization.

Because our project changed, the initial monitoring plan did not apply. Instead, we have chosen to examine effectiveness by returning to the original goals of our work and asking if and how they were achieved by the new plan:

GOAL 1: Support IPOC teachers through professional development that honors their community and cultural knowledge, builds on their professional knowledge, and engages them in meaningful inquiry.

GOAL 2: Provide low-stakes and highly collaborative opportunities for IPOC teachers to reflect and discuss pressing issues outside of any particular school or district.

We were successful in both goals by creating a format which allowed participating teachers to (1) articulate the topics of interest for their learning, (2) engage as collaborators and producers of knowledge through cycles of feedback and sharing, and (3) develop and connect with a network of teachers from a range of districts.

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Amended FY22 TMRG Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander	1						
Hispanic	2						
Black	2						
Other							
Total	5	0	0	0	0	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander	1				
Hispanic	2				
Black	2				
Other					
Paid Mentors of color who received additional stipends					
Total	5	0	0	0	0

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Analysis of Data

It is important to us to note that, while we have filled out the above matrices to honor structural requirements that allow important funds like these to be made available, the above matrices do not accurately represent the mentoring relationships this project attempted to create, nor the mentoring relationships we feel are integral to teacher retention. The traditional mentor/mentee relationship in the model laid out by the above matrices sets up a hierarchy defined by the number of years teaching or type of license, disregarding other forms of knowledge and suggesting that learning is unidirectional. In contrast, a feminist co-mentoring model that we articulate in our proposal urges us to see all teachers as leaders and all leaders as learners. We believe such a stance has a powerful role to play in both the mentorship and retention of all teachers—particularly American Indian Teachers and Teachers of Color who have historically been disenfranchised by hierarchical models like the ones suggested by the matrices in this report—by encouraging a reciprocal community of learners where everyone’s expertise and leadership is honored regardless of what type of license or they hold, their position within a district/school, or the number of years they have worked as an educator.

As such, the first matrix notes the participating teachers who had tier 3 licenses during our project, but it does not list all of the people who applied and were admitted into the program as many of them had tier 4 licenses but expressed a desire for the type of mentorship the project offered (sometimes specifically noting the politically and socially toxic nature of professional development offered in their own districts that worked against their retention).

The second matrix accounts for only the participants who had tier 3 licenses.

There were an additional 8 participants and 2 facilitators who also were part of the project.

ANALYSIS CONTINUES ON THE PAGE TO FOLLOW

Lastly, the teachers participating in the project wished to include a different list that identifies how they would describe themselves racially and in terms of mentor/mentee status.

That list is as follows:

African American: School Leader

Asian- Hmong: Learner

Black: Teacher Organizer and Student Advocate

Black - African American: Experienced Teacher

Guatemalteca: Mentor/Mentee

Latinx: Teacher, Organizer, Leader

Biracial Black: Engaged Learner

Southeast Asian/Pacific Islander/Filipina – American: Advocate for Students and Teachers

Mexican/Hispanic/Latinx: Community Builder

Hmong Asian American: Mentor/Mentee

Black/African American: Teacher Learner

Black: New Teacher

Black/African-Caribbean: Veteran Teacher

Black/Caribbean: Young Teacher, Teacher Leader, and Community Organizer

Hmong: Teacher and Organizer

Amended FY22 TMRG Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$4,000.00	This stipend is for the two teacher- facilitators, in collaboration with Minnesota Writing Project leadership, to plan the Leadership Institute. This includes planning prior to the institute and collaboration time between two leaders and MWP Leadership during the institute. We have budgeted for 80 hours for each of the two facilitators. Not included in the budget is the in-kind pedagogical and administrative support leading up to the Leadership Institute offered by the Minnesota Writing Project Director and Assistant Director.	☐ Recruitment ☒ Retention ☐ Induction	Regular meetings with facilitators in preparation for and during the project.	

\$15,801.90	These stipends are for the two teacher-facilitators for the work during the Leadership Institute. Facilitation responsibilities include both synchronous time during the monthly sessions and check-ins with individuals and small groups between synchronous sessions.	☐ Recruitment ☒ Retention ☐ Induction	Regular meetings with during the project.	
\$850.00	Registration for participants to participate in a local professional conference related to the work of our Project	☐ Recruitment ☒ Retention ☐ Induction	Attendance at the conference and feedback from participants	
\$309.85	Materials, specifically journals for each participant	☐ Recruitment ☒ Retention ☐ Induction	Check-ins with participants during writing groups	
\$8,998.00	A childcare stipend is to remove a barrier to participation (cost of childcare) for participants and facilitators. This number is based on 8 people needing childcare 9 times over the course of the year.	☐ Recruitment ☒ Retention ☐ Induction	Checking in with participants who have children about their availability and the degree to which the stipends are helping	

\$13,000.00	This covers stipends for 13 participants to recognize the time and commitment involved in participating. Teachers in general, and teachers of color and American Indian teachers are often asked to donate their time as part of their professional work. These stipends are meant to interrupt that practice and honor that, though this is professional development, it is also a part of their profession and they should be compensated in some way for their work.	☐ Recruitment ☒ Retention Induction	Letting participants know during the recruitment process that this was the compensation available for their participation	
\$42,959.75	Total			

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FY23 Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Regents of the University of Minnesota
Total Grant Amount	\$22,236

Identified Official with Authority

Name of official with authority to sign	Nic Allyn
Title	Principal Grant Administrator
Address	University of Minnesota, Office of Sponsored Projects Administration, 450 McNamara Alumni Center, 200 Oak Street SE
City, State and Zip code + 4	Minneapolis, MN 55455-2070
Phone Number and Email	(612) 625-7054 (ally0007@umn.edu)

Primary Program Contact

Name of program contact	Lee Fisher
Title	Minnesota Writing Project Director
Address	10 Nicholson Hall, 216 Pillsbury Drive SE
City, State and Zip code + 4	Minneapolis, MN 55455-0228
Phone Number and Email	(612) 625-6323; lcf@umn.edu

FY23 Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Our Early Career Teacher Institute supported a group of 8 teachers in the first three years of their career while utilizing the expertise of three veteran teachers. Recruitment was difficult with most teachers explaining that they were too overwhelmed as new teachers to take on additional programs, even those designed to provide support and mentorship. The teachers who did join our project expressed the value of in-person programming since they were exhausted by the distance and isolation of online opportunities, so we found opportunities to meet in person as much as possible. Even still, we always had a few absences for meetings that were held after school during the school year because of various school related responsibilities.

In the event of absences and participants feeling overwhelmed, we were thankful for the structure of having mentors assigned to small groups of teachers. This offered opportunities for participants to receive personal emails checking in throughout the year including reaching out after an absence. The personal connections offered the early career teachers a point of connection, many of which reported as important to a feeling of belonging even if they were able to participate in every event.

The opportunities for the tenured teachers (formally known in the language of this grant as mentors) to lead workshops also served to aid their own retention. The workshops became opportunities for them to practice facilitating adult learning as well as work through ideas they were thinking about as they navigated their own school context and saw the navigation the early career teachers were doing. Relatedly, the tenured teachers also reflected on the ways in which they were able to use their own experiences to support and problem solve with early career teachers worked to affirm their thinking, and even push it forward in some instances.

This structure of large group workshops, one-on-one mentoring, and small group case studies provided a variety of ways for the tenured and early career teachers to build relationships and process their experiences. While these were successes worthy of celebration, the project ended on a difficult note as many of the teachers struggled to feel welcome in their schools. School building administration such as principals and counselors who were identified by early career and tenured teachers as White were described as antagonistic and unsupportive. One teacher recounted that, although they were glad to have the opportunity to work at their school, they weren't sure if they were hired because of their skills as an educator or because the school wanted to have a person of color to take pictures of or point to as an example of equity. Another recounted hearing that their principal called them an angry person of color because, in the teacher's view, the teacher was asking why White colleagues had low expectations for students of color. Yet another was simply exhausted because they were asked to do so much, leading equity groups, talking to the school board, taking on a greater number of preps than other teachers because the teacher was seen as able to be successful at teaching a variety of classes. The teachers were grateful for professional development opportunities but wished that their workplaces weren't so toxic. As one teacher put it, "It's not that I don't feel capable. It's that I don't feel safe or supported."

Our stated goals were:

GOAL 1: Create a learning space that is safer for early career teachers to be honest about struggles.

GOAL 2: Provide experiential learning in critical literacy that supports teacher learning and offers models for classroom instruction

GOAL 3: Engage teachers in critical practices that support mental and emotional health that are crucial for professional retention

We believe we met our first goal as evidenced through the opportunities for teachers to share their struggles and the openness teachers engaged in those opportunities.

We believe we met our second goal through the workshops we led as well as the case studies tenured teachers talked about with the early career teachers.

And we believe we met our third goal by openly and directly discussing structures of power and equity as it pertained to teachers' abilities to advocate for and take of themselves.

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FY23 Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1						
Asian or Pacific Islander	1						
Hispanic	1						
Black	2	1					
Other	3						
Total	9	0	0	0	0	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	1				
Asian or Pacific Islander	1				
Hispanic	1				
Black	2				
Other	3				
Paid Mentors of color who received additional stipends					
Total	8	0	0	0	0

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Analysis of Data

It is important to us to note that, while we have filled out the above matrices to honor structural requirements that allow important funds like these to be made available, the above matrices do not accurately represent the individual identities, mentoring relationships this project attempted to create, nor the mentoring relationships we feel are integral to teacher retention. First, a few of the participating teachers hold multiple racial identities.

Second, the traditional mentor/mentee relationship in the model laid out by the above matrices sets up a hierarchy defined by the number of years teaching or type of license, disregarding other forms of knowledge and suggesting that learning is unidirectional. In contrast, a feminist co-mentoring model that we articulate in our proposal urges us to see all teachers as leaders and all leaders as learners. We believe such a stance has a powerful role to play in both the mentorship and retention of all teachers—particularly American Indian Teachers and Teachers of Color who have historically been disenfranchised by hierarchical models like the ones suggested by the matrices in this report—by encouraging a reciprocal community of learners where everyone’s expertise and leadership is honored regardless of what type of license or they hold, their position within a district/school, or the number of years they have worked as an educator. As such, the first matrix notes the participating teachers who had tier 3 licenses during our project, but it does not list all of the people who participated in the program as many of them had tier 4 licenses but expressed a desire for the type of mentorship the project offered.

The second matrix accounts for only the participants who had tier 3 licenses, and (again) a few of the teachers have multiple racial identities that they wished to be reflected instead of being placed in the “other” category.

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FY23 Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring
\$3,000.00	Minnesota Writing Project facilitating the 3- day summer kick-off	Recruitment Retention X Induction	Daily feedback forms
\$3,150.00	Mentor Teacher Planning Stipend	Recruitment Retention X Induction	Weekly meetings during planning
\$3,900.00	Mentor Teacher Participation and Facilitation Stipend	Recruitment Retention X. Induction	Monthly meetings
\$3,700.00	Childcare Stipends	Recruitment Retention X Induction	Checking in with participants who have children about their availability and the degree to which the stipends are helping
\$4,000.00	Participant Stipends	Recruitment Retention X. Induction	Attendance at programming
\$1,286.08	Food at in-person meetings	Recruitment Retention X. Induction	Attendance at programming
\$324.95	Parking	Recruitment Retention X. Induction	Attendance at programming
\$19,361.03	Total		

University of St Thomas Charter School Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	University of St Thomas
Total Grant Amount	\$22,700

Identified Official with Authority

Name of official with authority to sign	Michael Warnock
Title	Director of Sponsored Programs
Address	2115 Summit Ave
City, State and Zip code + 4	St Paul, MN 55105
Phone Number and Email	951-962-6038/warn8315@stthomas.edu

Primary Program Contact

Name of program contact	Laura Medwetz
Title	Charter Schools Teacher Residency Coordinator
Address	1000 LaSalle Av.
City, State and Zip code + 4	Minneapolis, MN 55403
Phone Number and Email	507-581-6543, lmedwetz@stthomas.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Activity: Mentor Teacher Professional Development for Co-Teachers for Cohort 2 Residents

Six Mentor Teacher Professional Development meetings (including orientation) were completed for Cohort 2 mentor teachers who co-taught with 17 residents (14 special education, 3 elementary education). Mentor teacher professional development content included information and support on the program yearlong overview, prioritized High Leverage Practices/Cultural and Linguistically Responsive Practices, gradual release of responsibilities for residents/mentor teacher expectations, Mentor Moves/best practices adopted by the National Center for Teaching Residencies (NCTR), and program evaluations. Thirteen mentors continued in the mentor role throughout the duration of the program. Two mentors replaced MTs that dropped from the program, and two additional MTs did not continue since the resident they were supporting dropped from the program. Mentors provided coaching and support to residents in a year-long program. Fifteen Cohort 2 graduates are projected to complete final license courses at the end of May and be ready to apply for a Tier 3 professional teaching license. This grant enabled an additional stipend for Mentor Teacher professional development. When comparing mentor teacher professional development meeting attendance from this funded year to the previous year, attendance at the meetings increased. Cohort 1 attendance 65% compared to Cohort 2 (PELSB MT grant year) 94% attendance for Mentor Teacher Professional Development Meetings.

Activity: Affinity Group Pilot – Cohort 1 & 2

Two Affinity group leaders were identified to facilitate Affinity Group meetings hosted for the Charter Schools Teacher Residency Cohort 1 and 2. One facilitator acted as lead, given a background in Human Relations, and the other facilitator was a graduate of Cohort 1 and had a prior relationship with the graduates. Two meetings were held. Four graduates attended the winter meeting. Attendance increased to 12 (11 graduates and 1 resident) at the spring meeting. Meeting attendance increased due to a change of format from virtual to face-to-face. This was the first year we could facilitate affinity group meetings for the Charter School Residency program. Funding due to this grant enabled this activity.

Activity: First-Year Teaching Induction Support – Cohort 1

Induction support for the Charter Schools Teacher Residency – Cohort 1 graduates (11 special education, 4 elementary education) was completed this year. Given the non-conventional programming and accelerated 15- month teacher preparation path completed, induction support was important to support/retain novice teachers in their first year of teaching. Grant activities included three Induction Meetings (fall, winter, spring) and consultation (by request) to assess/support first-

year teacher needs and support. Induction meetings included opportunities for dilemma protocol and problem-solving challenges. First-year teacher dilemmas included special education due process, classroom and behavior management, and working/communication with parents. Only two teachers requested 1:1 consultation. Many graduates responded that they were too busy in the first year to know their needs. However, they would like to continue meeting and would like consultation moving into the second year of teaching. Twelve out of the fifteen graduates/first-year teachers stayed in their site throughout the school year. Three graduates made moves due to other personal needs; however, they remained in education. This grant activity enabled these graduates to stay connected with one another and solicit support from Induction Specialists who could facilitate non-biased problem-solving and consultation while using the lens of a charter school educator. Teacher retention is important in our schools and even more important in charter schools given the continuing staffing needs. This grant activity provided resources to stay connected to our graduates to monitor and support retention in teaching.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic				1			
Black	5	2		4	7		
Other	7	1		12	8		
Total	12	3	0	17	15	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					
Other			23		
Paid Mentors of color who received additional stipends					
Total	0	0	23	0	0

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Analysis of Data

Total Participants

Set 1: First Year of Teaching

Total Year 1 Licensed (Tier 2 or Tier 3) Teachers = 15 – offered Mentor Teacher - Induction

Support Mentors paid by the grant providing Induction Support = 2

Twelve out of the fifteen graduates/first-year teachers stayed in their site throughout the school year. Three graduates made moves due to other personal needs; however, they remained in education.

Mentors paid by the grant providing Affinity Support – 2

Two Affinity Meetings were held. Four graduates attended the winter meeting. Attendance increased to 12 (11 graduates and 1 resident) at the spring meeting.

Set 2: Teaching Residents Receiving Year-Long Mentorship from Partnering Co-Teacher Total

Teaching Residents = Initial number 17 (through 12/31/22), Year Long Mentorship - 15 Total

Co-Teacher Mentors = 21

When comparing mentor teacher professional development meeting attendance from this funded year to the previous year, attendance at the meetings increased. Cohort 1 attendance 65% compared to Cohort 2 (PELSB MT grant year) 94% attendance for Mentor Teacher Professional Development Meetings.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$13,000	6 Mentor Teacher (MT) Professional Development Meetings (including Orientation) provided to Mentor Teachers/Co- Teachers – Cohort 2 Charter School Residents	☒ Recruitment ☐ Retention ☐ Induction	Meeting Attendance and National Center for Teacher Residency (NCTR) MT survey	15 Residents supported full year/13 MTs attended most meetings, 2 MTs replaced, and 2 MTs not completing year due to resident drop from program, NCTR data in process
\$1,200	Affinity Group Facilitation (2 leaders, held 2 meetings)	☐ Recruitment ☒ Retention ☐ Induction	Meeting Attendance	2 meetings held – total attendance for meetings – 14 participants
\$3,175	Induction Support (2 Induction Specialists, held 3 meetings and provided 90 min consultation)	☐ Recruitment ☐ Retention ☒ Induction	Meeting attendance and Consultation Log	3 meetings held – total attendance for meetings – 20 participants/ Induction consultation requested by 2 - 1 st yr. teachers
\$17,375.00	Total			

Venture Academy

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Venture Academy
Total Grant Amount	\$62,000

Identified Official with Authority

Name of official with authority to sign	Michael P. Warner
Title	CEO/Head of School
Address	315 27 th Ave SE
City, State and Zip code + 4	Minneapolis, MN 55414
Phone Number and Email	612.723.9990, mwarner@ventureacademies.org

Primary Program Contact

Name of program contact	Michael P. Warner
Title	CEO/Head of School
Address	315 27 th Ave SE
City, State and Zip code + 4	Minneapolis, MN 55414
Phone Number and Email	612.723.9990, mwarner@ventureacademies.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Venture Academy utilizes an ongoing coaching program. A select number of teachers received coaching, mentoring and support in a wide variety of areas, but focused on Restorative Practices. These teachers participated in professional learning and meetings with their mentor.

Two teachers of color were able to secure scholarships to continue their studies through this PELSB grant (though we have not been able to submit for reimbursement yet). One teacher completed their program to add a special education license to their credentials. Two teachers were able to secure a scholarship in high needs areas. One of those teachers obtained an additional Special Education License.

We implemented a restorative practices training program that a variety of staff, including many listed below, were able to participate in.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1						
Black			1	1	2		
Other		1					
Total	1	1	1	1	2	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					
Black					1
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	1

To date, we have not been able to submit reimbursements for the entirety of our program.

Analysis of Data

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
28,012.94	Mentor/Coach Pay	☐ Recruitment ☒ Retention ☐ Induction	Teachers met regularly to discuss goals, specific to restorative practices. Notes from Meetings.	100% retention of teachers of color. 100% retention of all teachers in this program.
3,987.06	Future Mentor/Coach Pay	☐ Recruitment ☒ Retention ☐ Induction	Teachers met regularly to discuss goals, specific to restorative practices. Notes from Meetings.	100% retention of teachers of color. 100% retention of all teachers in this program.
15,000	Future grants/scholarships for BIPOC continuing education	☐ Recruitment ☒ Retention ☐ Induction	We awarded 2 scholarships this past year to BIPOC teachers. We will award at least one next year.	Both teachers successfully progressed in their career and are returning.
15,000	Future grants/scholarships for high need continuing education	☐ Recruitment ☒ Retention ☐ Induction	We awarded 2 scholarships this past year, and will. Continue to offer next year while we have funds.	One teacher needed to resign due to family reasons. The other teacher successfully completed their program.
\$62,000.00	Total			

Wabasha-Kellogg ISD 08111

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Wabasha-Kellogg Public Schools
Total Grant Amount	\$22,703.00

Identified Official with Authority

Name of official with authority to sign	Jim Freihammer
Title	Superintendent
Address	Wabasha-Kellogg Public Schools, 2113 E. Hiawatha Dr.
City, State and Zip code + 4	Wabasha, MN 55981-1781
Phone Number and Email	651-565-3559

Primary Program Contact

Name of program contact	Stacy Schultz
Title	Principal
Address	Wabasha-Kellogg Public Schools, 2113 E. Hiawatha Dr.
City, State and Zip code + 4	Wabasha, MN 55981-1781
Phone Number and Email	651-565-3559

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant Program has allowed us to create a program for our newly hired teachers. It allowed our mentor teachers to meet regularly with their mentees and have meaningful conversations. In the past, we provided a mentor and asked them to make sure to go through a list of topics provided, but they often did not take that time. This left our mentees having to scramble and often feeling lost with different tasks and events in the school. Providing them with a book and checklist that covered topics in best practices also provided a springboard for the teachers to engage in conversations around best practices in teaching. 100% of mentors found the guides provided were helpful to their interactions with their mentee and I did find that the teams did not feel they needed to meet as many hours as I had planned for in the grant. 71% shared that they met regularly and 29% said not as often as they had hoped. Our survey data indicated that 100% of mentors and 91% of mentees felt the monthly professional development opportunities led to developing a positive relationship and deeper learning around several topics. It allowed them all to engage in discussion and activities that built culture between the entire group of mentors and mentees and developed their collective efficacy. The area that needs more development is the observations of teaching. Due to substitute shortages, it became very difficult for them to engage in this kind of learning. 86% said they did make time for at least 1 observation during the year. One mentee reported that they “liked the information that was presented and the ability to interact with peers. I thought the information that was presented was thoughtfully prepared and well organized with activities and discussions to support them.” Out of our 11 mentees, 3 indicated they would like to see the mentorship program continue next year, 5 said maybe, and 3 said no. There will be a professional development opportunity coming up June 8 & 9 for reading instruction.

Several of our new teachers will be attending, so the expense will be split with the district to pay for the training. 10 out of 11 teachers will be returning to the district for the 23-24 school year. The individual who will not be returning is a cut due to needed budget cuts. I would like to request that the remaining funds be rolled into the 23-24 school year so that any new staff and all of our non-tenured staff may continue to benefit from this highly effective mentorship and teacher retention grant program. I would also request that an additional \$500 be reallocated into the supplies and snacks category from the mentor/mentee stipends. We were unable to attract any teachers of color or indigenous heritage, but we will continue to make efforts in that area. Overall, our data supports that our teachers felt much more supported, were provided meaningful professional development, and made deeper connections with their colleagues through this program than anything we had attempted prior to this. Funding is fundamental to retention as most districts are unable to fund these initiatives on their own. I will not be returning as Principal, so I would request that the remaining funds be rolled over to the person who takes the Principal position at W-K Public Schools. An amendment has been filed and attached.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Other	2		3				6
Total	2	0	3	0	0	0	6

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander					
Hispanic					1
Black					
Other					9
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	10

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Analysis of Data

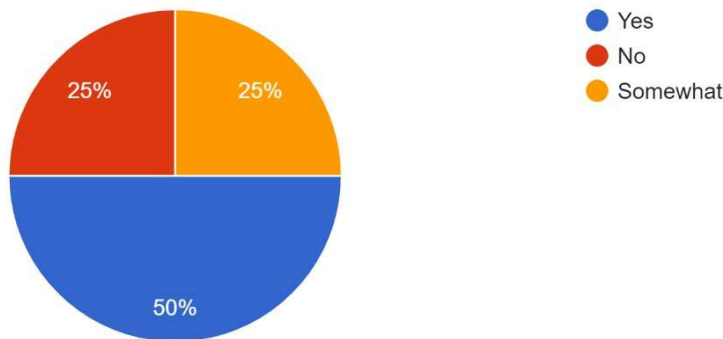
Mentor Benefits

Mentee Benefits

21-22 New Teacher Survey results

Did you get your questions answered, or know who to contact with questions, before you officially started?

4 responses



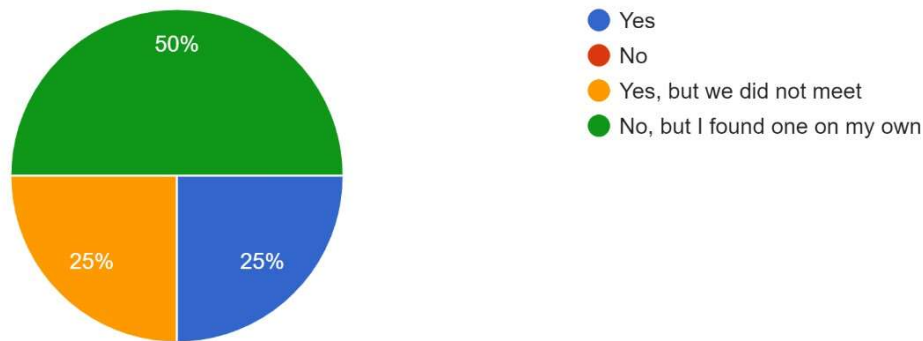
Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

4 responses



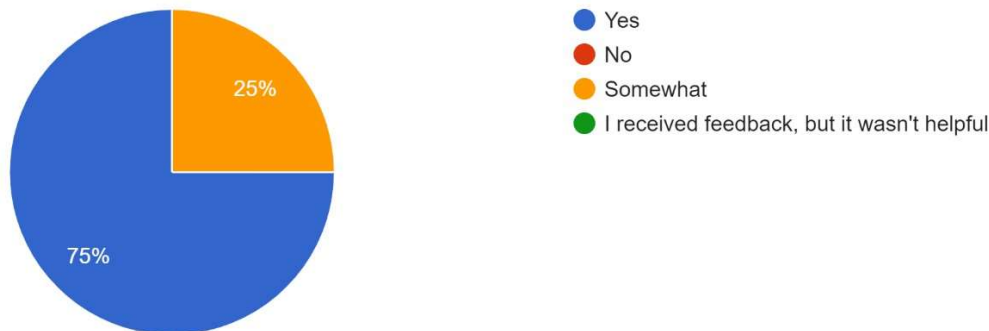
Did you receive access to a mentor when you started at W-K?

4 responses



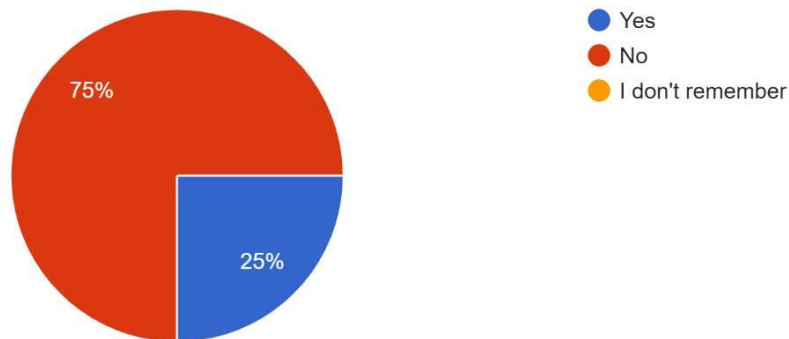
Did you receive helpful feedback from your peers on your teaching practice or preparation throughout your first 1-3 years?

4 responses



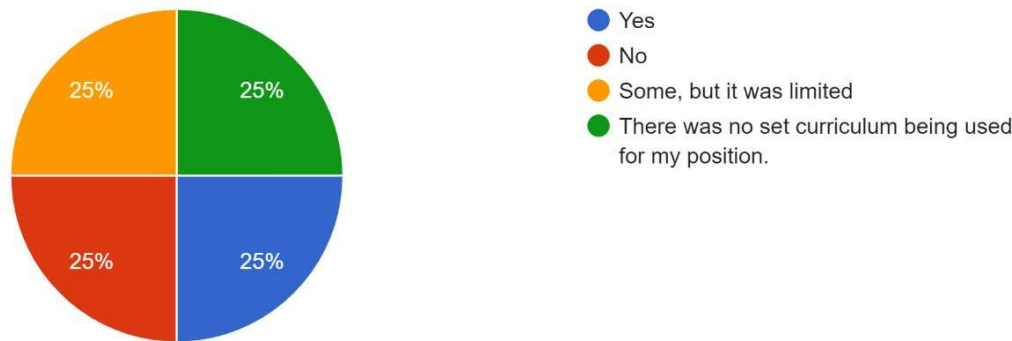
Did you understand how you would be evaluated as a teacher at W-K before the school year started?

4 responses



Did you receive any training on curricula or initiatives being used in the district/school?

4 responses



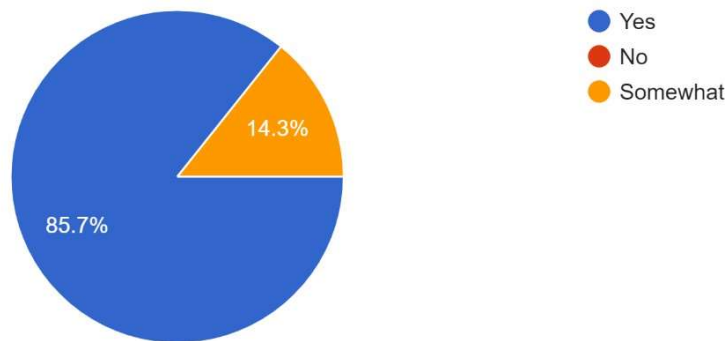
Comments:

- Staff was very helpful in answering any questions I had, but there are so many things I learned about because I "stumbled" upon them. I didn't always know WHAT questions to ask.
- I had enough teaching experience to figure things out or I asked for help.
- My position was very different considering I was coming into a brand new position. However, since it was so new I think there was information that was not given to me in the beginning because it wasn't something someone had to do before.

Mid-year Mentee Survey for the 22-23 school year

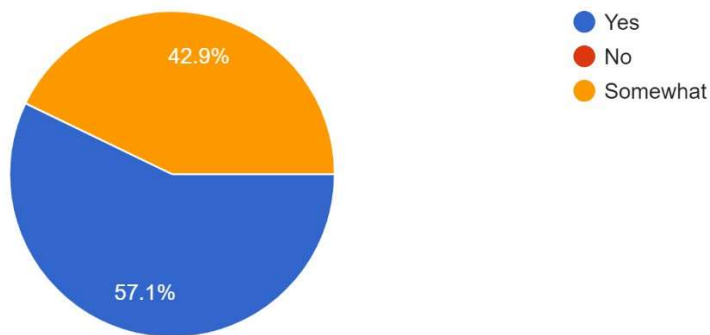
Did you feel welcomed when you were first hired?

7 responses



Did you get your questions answered, or know who to contact with questions, before you officially started?

7 responses



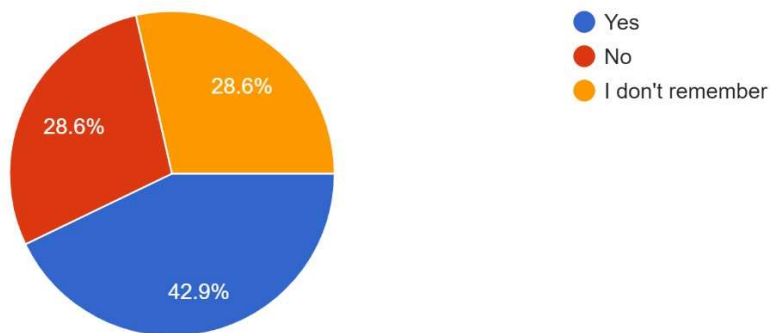
Did you receive orientation information at the start of your teaching experience at W-K?

7 responses



Did you understand how you would be evaluated as a teacher at W-K before the school year started?

7 responses



Did you receive information about non-educational policies and procedures as part of your orientation?

7 responses



Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

7 responses



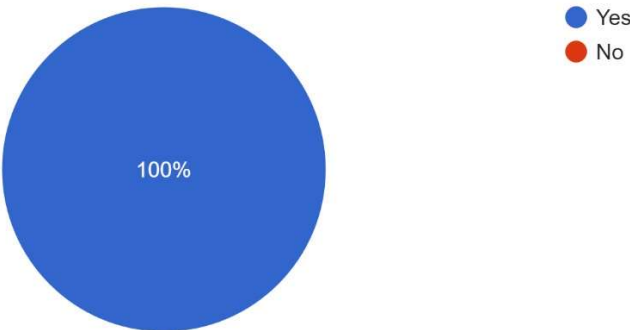
Have you and your mentor met regularly?

7 responses



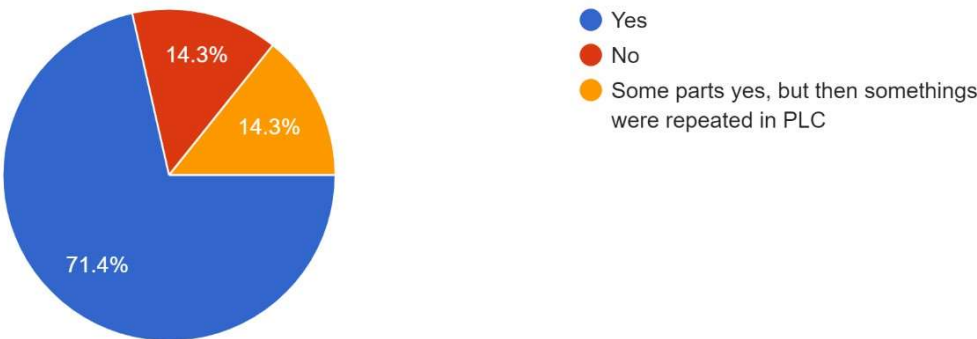
Have you found that your mentor/mentee meetings with your mentor have been beneficial?

7 responses



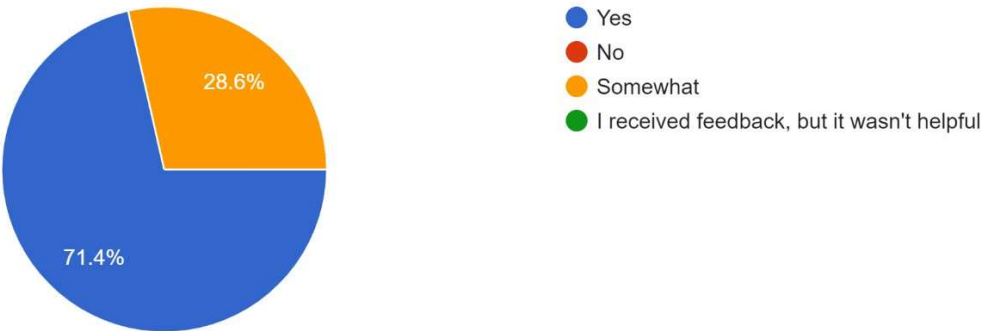
Have you found the large group mentor/mentee meetings beneficial?

7 responses



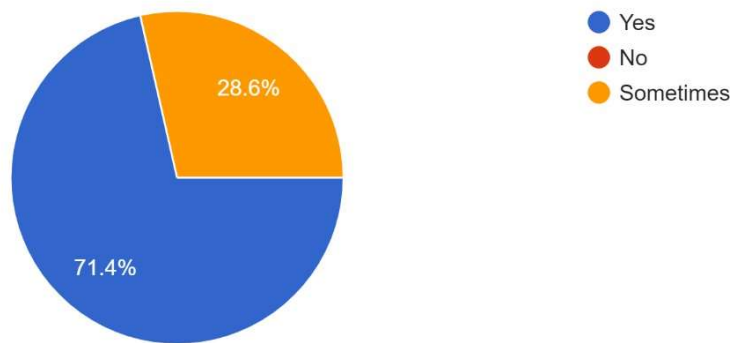
Have you received helpful feedback from your peers and/or mentor on your teaching practice or preparation?

7 responses



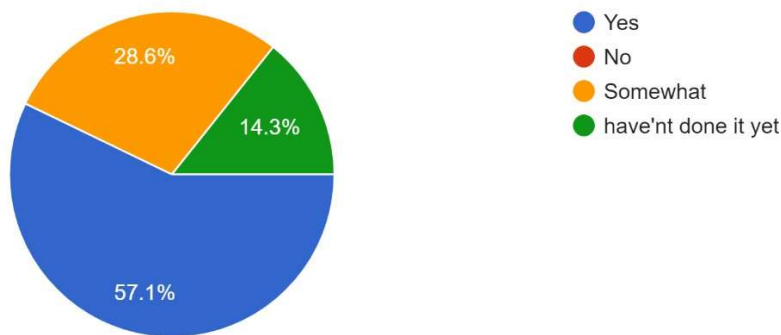
Have you found administration helpful in answering your questions?

7 responses



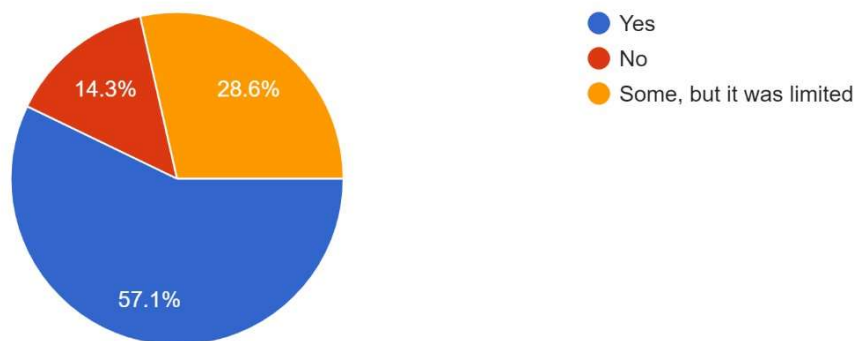
Have you found observing colleagues to be beneficial to your practice?

7 responses



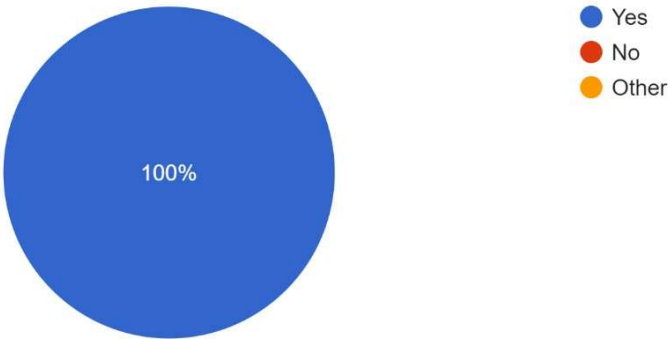
Did you receive any training on curricula or initiatives being used in the district/school?

7 responses



Do you have a person or group of people you feel comfortable going to for needed information throughout your week?

7 responses



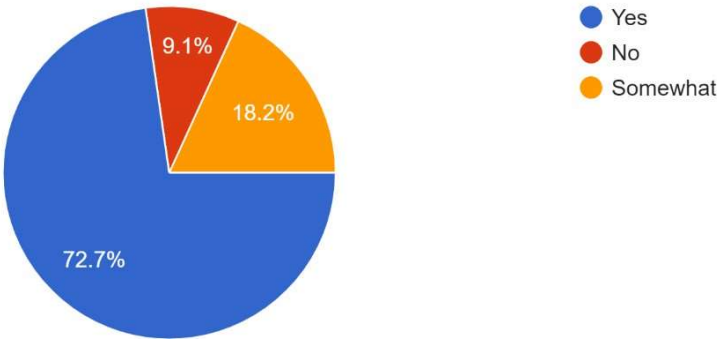
Comments:

- Our weekly mentor meetings are very beneficial
- [redacted]
- My mentor has been very helpful and a great resource.
- I wish I would have more exposure to JMC during new staff orientation.
- maybe more classroom management tips

End of Year Mentee Survey Results for the 2022-23 school year

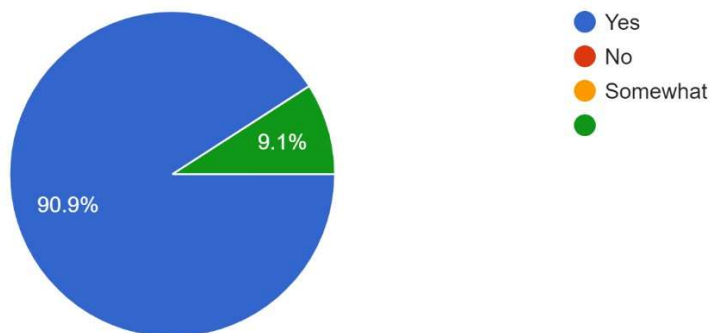
Did you feel the mentorship program allowed you to connect more deeply with colleagues?

11 responses



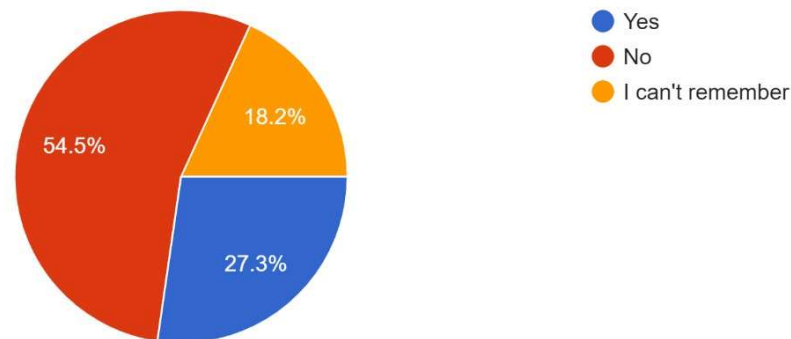
Do you have people in the district who you feel comfortable getting questions answered, or know who to contact with your questions?

11 responses



Are there other pieces of information you wish had been covered during your initial orientation?

11 responses



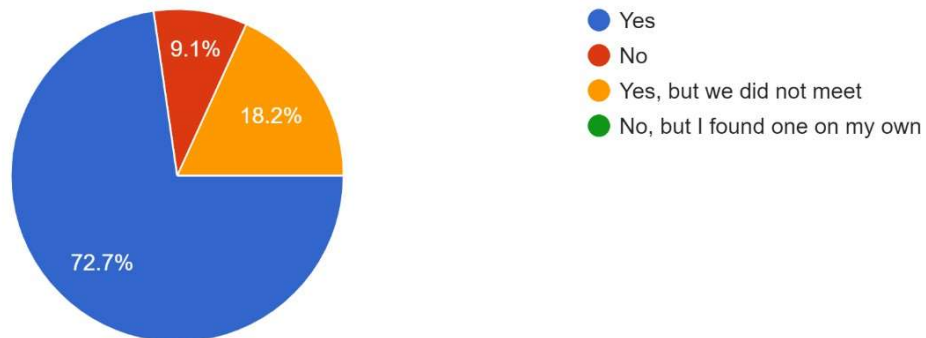
Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

11 responses



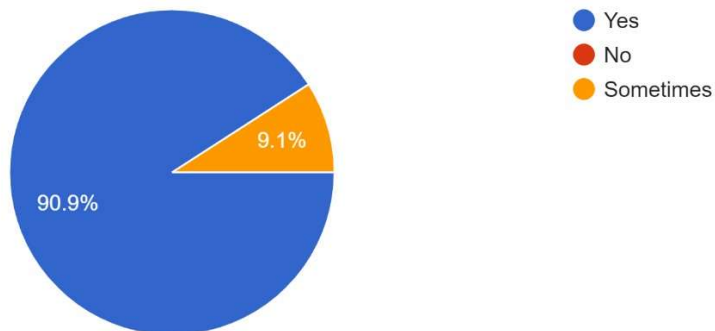
Did you find your mentor to be helpful to you and your adjustment to W-K schools?

11 responses



Did you find administration helpful to you in your adjustment to W-K schools?

11 responses

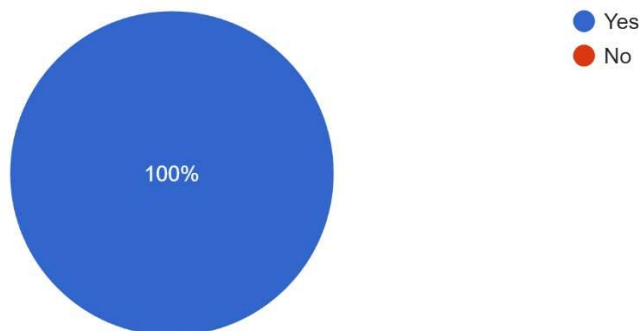


Did you receive helpful feedback from your peers on your teaching practice or preparation throughout this school year?

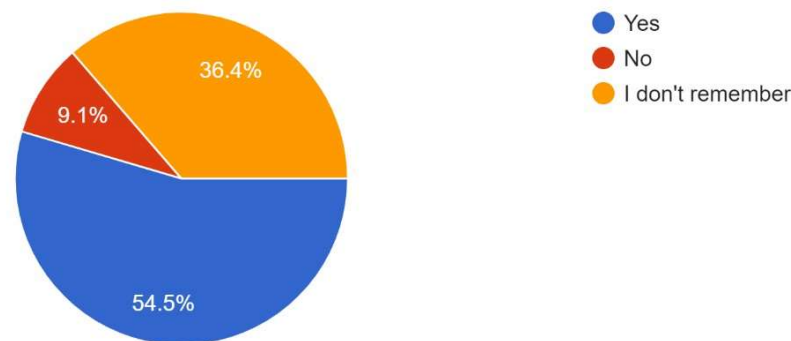
11 responses



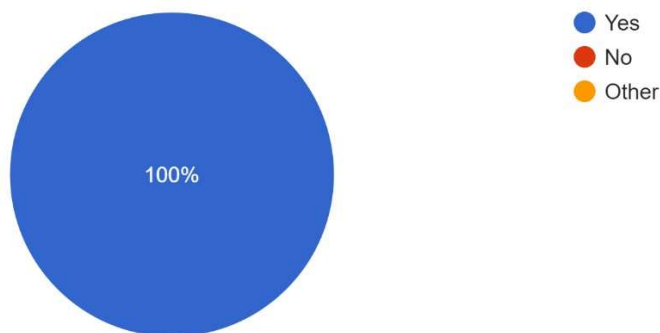
Do you think you were fairly evaluated by administrative staff?
11 responses



Did you receive information about non-educational policies and procedures as part of your mentor/mentee meetings?
11 responses

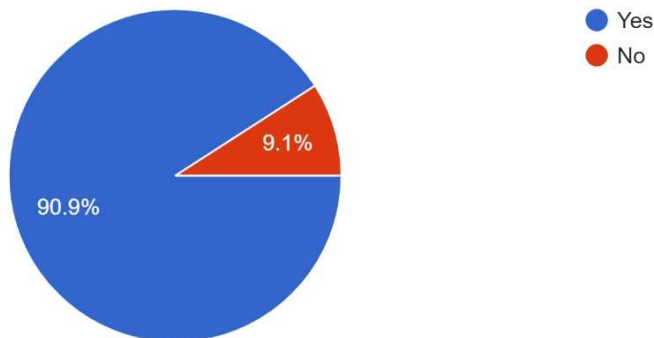


Did you have a person or group of people you felt comfortable going to for needed information throughout your week?
11 responses



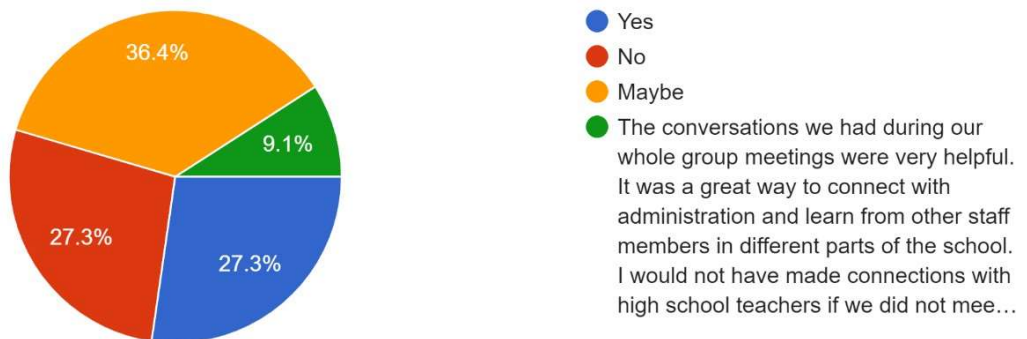
Did you attend any new teacher meetings that were offered?

11 responses



Do you feel you would benefit from further mentorship?

11 responses



Comments:

- My mentor and I didn't meet on a regular basis but not for lack of trying. Schedules were just too busy. But I always knew where to find her if I needed something.
- No, our group was really beneficial
- Maybe something on grades and schoology
- Nope! Thank you for the mentorship!
- I would have liked someone from the business office to explain how to place an order. I realize I'm in a field in which staff have limited knowledge but it would have been nice to have someone who knew about SPED and the paperwork process and SPED forms. I did enjoy the program though, it was a nice way to connect.
- Thank you for offering this!
- I believe that this program was well designed and very helpful as it was presented. Thank you!
 - I really enjoyed this mentorship program. It helped me to feel comfortable going to others to ask questions or bounce ideas off of someone. Meeting each week allowed all of our team to be on the

same page and prepared for upcoming events, holidays, etc.

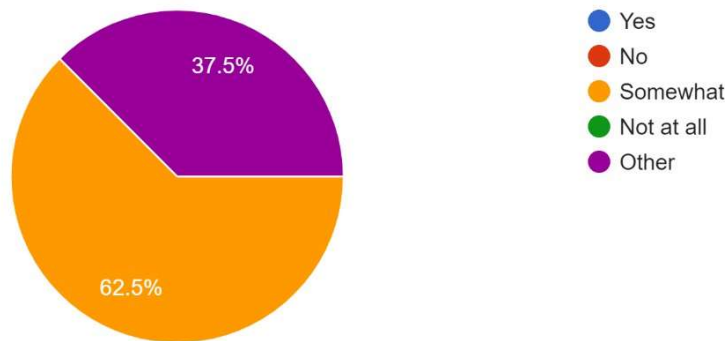
- I appreciate this program and I hope to see it continue.

Book Study

Mid-year survey question for mentees:

Did you find the book, *The First Days of School*, to be a good resource for you and your mentee to start professional conversations about the teaching practice?

8 responses



Professional Development

See data presented in surveys from above. Many of the PD sessions were built into the entire program.

Teacher Retention:

20-21 school year: 1 out of 4

returned to W-K 21-22 school year:

4 out of 6 returned to W-K

22-23 school year: 10 out of 11 returning to W-K (it would be 100%, but a staff member had to be cut due to budgetary restrictions)

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
2951.67	Mentor Stipends	☐ Recruitment ☒ Retention ☒ Induction	Surveys, checklists	
2567.34	Mentee Stipends	☐ Recruitment ☒ Retention ☒ Induction	Surveys, checklists, evaluations	
673.71	Books	☐ Recruitment ☒ Retention ☒ Induction	Notes from mentor/mentee meetings	
449.19	Supplies, Snacks	☐ Recruitment ☒ Retention ☐ Induction	None	
1200.00	Professional Development	☐ Recruitment ☒ Retention ☒ Induction	Surveys	
7841.91	Total			

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Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Independent School District No. 284
Total Grant Amount	\$62,000

Identified Official with Authority

Name of official with authority to sign	Chace Anderson
Title	Superintendent of Schools
Address	16000 41st Ave. N.
City, State and Zip code + 4	Plymouth, MN 55446-2500
Phone Number and Email	763-745-5000, Chace.Anderson@Wayzataschools.org

Primary Program Contact

Name of program contact	Solveig Harriday
Title	Director of Equity and Inclusion
Address	17340 County Road 6
City, State and Zip code + 4	Plymouth, MN 55447-3045
Phone Number and Email	763-745-5025, Solveig.Harriday@wayzataschools.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

This work strengthened our retention efforts because we were able to build community with each other and support each other. It was one distinct way to address the feeling of isolation from being in our own buildings often away from other teachers of color. The group had fun with each other; while being an extension of the work day, having fun together meant that it felt less like work which also supported retention. Being able to be compensated for time was also a significant benefit because it validated the extra labor (emotional and cognitive load) that goes into being a teacher of color. This time also created space for teachers of color to unpack and find healthy ways forward in managing that additional labor. Further, having food created a very relational and relaxed atmosphere. Staff commented on appreciating this component verbally in addition to mentioning it in the participant survey. Without this grant, the compensation and food would not have been possible.

It was also extremely valuable to have teachers of color be able to attend additional professional learning. These experiences elevated their skill as teacher leaders. Through this, they were able to share additional expertise with colleagues. This experience was also very important for teachers to decide to remain in Wayzata because of their growth as leaders in this space. This also would not have been possible without this grant.

While we did not reach our goal of having 100% of staff participate, we did see a significant increase in participation from last year. (From 3 teachers to 14 teachers, plus 4 additional staff members of color on other contracts). We knew that 100% was an ambitious goal and we will continue to work toward that. A part of that work will be advertising in new ways; we are currently brainstorming options for this. We also have the participants from this year who are able to spread the word about this experience with other teachers of color they work with. Furthermore, we have already begun getting more of the participants from this year to sign up in advance to be lead mentors throughout next year's gatherings.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander					6		
Hispanic	1				1		
Black	1				5		
Other							
Total	2	0	0	0	12	0	0

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native					
Asian or Pacific Islander			3		
Hispanic			1		
Black					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	4	0	0

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Analysis of Data

Most of this is new data, so there are not 3 years of data. Where there is past data it has been noted.

Progress monitoring criteria/outcomes	Methods for collection	Data used
<i>BIPOC teachers will be able to identify personal and professional growth.</i>	PLAN: Survey 2 times per year embedded in the November and June half-day gatherings.	PLAN: This data will be used to adjust and modify future gatherings.
	IMPLEMENTATION: This formal survey was given once at the end of the year. Across the district we have received feedback from teachers about having too many surveys. Instead we used anecdotal data from conversations after each gathering to plan for the next gatherings.	IMPLEMENTATION: 100% of survey respondents shared that the gatherings supported their community-building (personal growth) and their new learning (professional growth). Additionally email data was used to open planning up to additional lead mentors to facilitate for coming gatherings. 4 different staff members stepped in as lead mentors at gatherings this year.
<i>BIPOC teachers will be able to identify specific BIPOC colleagues they can</i>	PLAN: Survey 2 times per year embedded in the November and June half-day gatherings.	PLAN: This data will be used to adjust and modify future gatherings.

<i>reach out to for support.</i>	IMPLEMENTATION: We gathered anecdotal data on the survey about this. There was also a google doc established in the middle of the year for participants to share personal contact information with each other.	IMPLEMENTATION: Two quotes from the survey: "It was wonderful to share, listen, and be with people who understand each other:) The discussions were amazing and so very relatable. I look forward to our Affinity gatherings. It makes a difference to be surrounded by people who share so many similarities at WPS." "I really appreciate being a part of this group!!" 8 staff shared personal contact information in the google doc. Additionally, there are plans in the works (at the end of the school year) for participants to gather additionally throughout the summer to maintain their connections.
<i>Reduction in additional challenges specific to being a BIPOC teacher.</i>	PLAN: End of year survey developed by our Affinity Group in 2019 using national data of BIPOC teacher experiences and burnout.	PLAN: We have benchmark data from 2018-2019 already to assess whether our overall efforts are improving the experiences for our BIPOC teachers. Note: This survey was also given in the spring of 2021. However, due to a transition of our survey vendors, we cannot currently access this data. It will be available for further review after the transition of data files is complete.
	IMPLEMENTATION: End of year survey emailed to staff the last week of school.	IMPLEMENTATION: The majority of respondents on this survey were staff who did not participate in the gatherings. The data with the greatest shifts were on questions pertaining to principal decisions.

		There was an improvement by 27 percentage points indicating a reduction in being clustered into the highest need classrooms. However, there was a 23 percentage point decline indicating greater concern about their voice being silenced through the evaluation process. There was also an 18 percentage point decline in favorable responses about the impact of isolation as a BIPOC teacher in Wayzata. This was very different feedback than on the survey that was only sent to gathering participants. The comments indicate that most of these respondents did not attend affinity gatherings. A learning from this year is that we need to survey earlier in the year and merge the survey so that we can better examine the impact the Affinity gatherings have had on this data and get more insight into what we can do to connect more people to this opportunity. At this point we have 3 distinct action items for next year based on this data: • Refine our survey process so that it provides more clear insights to better support future action • Personally reach out to specific staff members for invites to the gatherings • Share feedback with principals from this data and provide coaching support to
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		principals in relation to teacher evaluations
<i>Participation increases to 100% participation.</i>	PLAN: Attendance at each of the gatherings.	PLAN: We will use this data to guide and improve outreach to BIPOC staff who are not attending. We will also seek
		additional insight about shifts needed to the model to increase participation.
	IMPLEMENTATION: Attendance was tracked for each session.	IMPLEMENTATION: A core group of approximately 8 staff attended most gatherings. A total of 17 staff attended 1 or more gatherings. 13 teachers received stipends as part of this grant; 4 other staff members are 12- month employees who were welcomed into the community gatherings. Note: last year (2021-2022) only 3 staff members attended an Affinity Gathering. Additional feedback was that we continue to work with staff on scheduling to avoid schedule conflicts and rotating locations of the gatherings.

<i>Professional learning grant request data.</i>	PLAN: We will track this using Google forms.	PLAN: This data will inform what additional professional learning opportunities we can provide. It will also signal whether our efforts to empower lead mentors is effective. We will do follow up outreach to learn more based on this data.
	IMPLEMENTATION: This was tracked via a google form and email requests.	IMPLEMENTATION: 7 staff requested 1 or more professional learning experiences. There were a total of 15 professional learning experiences paid for as part of this grant. Every teacher that attended professional learning came back enthusiastically sharing new ideas with colleagues and embedding that learning into their work as teacher leaders.

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Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$2,977.60	Stipends for Lead Mentors	☐ Recruitment ☒ Retention ☐ Induction	Attendance, survey and planning to stay or leave	See data above + All Lead mentors returning 20 23- 20 24
\$3,493.69	Stipends for Participant Mentors	☐ Recruitment ☒ Retention ☐ Induction	Attendance, survey and planning to stay or leave	See data above + All Participant mentors returning 20 23- 20 24 Note: 4 of these teachers were new to Wayzata this year and all chose to remain
\$954.25	Food	☐ Recruitment ☒ Retention ☐ Induction	Verbal feedback	Mentioned at each gathering the positive impact of having a meal together
\$6,032.54	Affinity Group PD	☐ Recruitment ☒ Retention ☐ Induction	Track requests, verbal feedback and survey	See data above
\$13,458.08	Total			

Wildflower Foundation Equity Teachers Coalition

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	The Wildflower Foundation
Total Grant Amount	12,500

Identified Official with Authority

Name of official with authority to sign	Daniela Vasan
Title	Partner
Address	5500 Nicollet Ave
City, State and Zip code + 4	Minneapolis, MN 55419
Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369

Primary Program Contact

Name of program contact	Daniela Vasan
Title	Partner
Address	5500 Nicollet Ave #19590
City, State and Zip code + 4	Minneapolis, MN 55419
Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

On behalf of the Wildflower Equity Initiative (WEI), we are grateful for the opportunity to partner with PELSB to develop and strengthen our retention, leadership, and recruitment efforts to support Black, Indigenous, and Teachers of Color across the Wildflower Schools.

The WEI, in conjunction with Wildflower Schools in MN, addresses the opportunity gap in three ways; 1) By supporting licensed Montessori teacher leaders in opening authentic Montessori schools, embedded intentionally within historically marginalized communities. 2) By increasing the amount of Montessori-trained teachers of the global majority who are leading in Wildflower Schools, and 3) By providing paid internship opportunities for emerging teacher leaders who are working directly with a Wildflower school. Ultimately, we are increasing the pipeline of teachers of color, helping professionals of color join the teaching profession, creating the conditions for teachers of color to stay in the teaching profession, and empowering teachers of color as leaders.

The focus of our work centered on the pathway for emerging BIPOC teachers to gain their Montessori credentials while simultaneously providing mentorship stipends and professional development for teachers supporting their leadership, retention, and professional growth.

The Wildflower network is reaching a critical mass this year: in addition to seven currently operating schools, three more will open in the coming 18 months, with another three in the pipeline for the fall of 2025.

We have continued to build operational resources into our approach including; professional development opportunities, and an enhanced peer cohort and on-boarding program toward supporting school success and teacher retention. These include:

- Growth and Connectedness coaching: 1-on-1 ongoing executive coaching for current Teacher Leaders seeking guidance in the absence of having a traditional management reporting structure
- Cohort facilitation and programming: cohorts will be grouped into geographic school “pods,” with stipends for TLs who take a leadership role in curating professional development and training opportunities for their pod
- Mentorship opportunities: connecting current Teacher Leaders to participants in our third cohort of emerging TLs, and developing residency programs for teachers to work in current Wildflower schools as they seek to start their own school

- Partnership trainings and engagement: including past, present, and for the coming year relationships with organizations like 228 Accelerator, Embracing Equity, Conscious Discipline, and literacy training including Orton-Gillingham (Science of Reading Research)
- Education scholarships: providing funds for Montessori certification training or undergraduate degree programs.

Due to timing with the cohorts, we were unable to spend the funds during the fiscal year. We will look forward to applying for PELSB funding in the future if our programs are aligned with PELSB's funding initiatives.

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Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 teachers new to the profession or district	Tier 2 teachers new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native				1	1		
Asian or Pacific Islander				1	0		
Hispanic				0	2		3
Black				8	7		4
Other		4	2		6	1	
Total	0	4	2	10	16	1	7

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Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

This data reflects support from the previous three years. We did not spend PELSB funding this year so the data remains the same.

Number of mentors by race or ethnic group	Tier 3 teachers new to the profession or district	Teaching residents	Teachers in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native				0	
Asian or Pacific Islander				0	
Hispanic				3	3
Black				0	2
Other	1	4		3	
Paid Mentors of color who received additional stipends					3
Total	1	4	0	3	13

Analysis of Data

Our first goal was to increase the number of teachers of color teaching and/or leading wildflower schools. Across our seven micro-schools, we have increased the number of teachers of color by four and provided induction supports for an additional eight teachers.

While this work wasn't funded through PELSB, we successfully supported two emerging teachers to financially attain their Montessori credentials. We completed our second WEI cohort and supported nine participants through the startup journey.

Our second goal was to increase the retention rates for teachers of color. Our overall retention rate is approximately 90%. We anticipate a retention rate of approximately 90% or higher for this coming year. Several teacher leaders who will transition from their current Wildflower school will be transitioning to lead their own Wildflower school. One mentor teacher leader of color will transition to lead another Wildflower school now that her first school is thriving. She intends to lead the school while also supporting a new team to open a program in Brooklyn Park- all teachers in this program identify as people of color.

Teacher Leaders both provided mentorship coaching to new teacher leaders within their schools. Looking ahead, all mentor schools are interested in participating in the mentorship program for FY24.

At Wildflower we support teacher leaders to open within our MWMS charter in addition to independent schools. We are finding that a number of Black educators and educators of color within our pipeline and cohort are choosing the independent school route because of barriers to licensing in addition to more flexibility, professionally. Within our charter, many teacher leaders must work with only the early childhood aged students due to licensing challenges, as well. Through PELSB we were introduced to Proserva and intend to continue conversations to make licensing more accessible.

Independent from the PELSB grant, we launched the Black Wildflower Fund. This fund is open to all educators who identify as Black regardless of their affiliation with Wildflower. The fund recently launched in 2023 and we anticipate an increased interest in opening a Wildflower school in Minnesota by Black or African-American educators. We also imagine there will be an increased interest in attaining Montessori credentials among Black or African-American educators.

Teacher Mentorship & Retention of Effective Teachers Grant Fund Expenditure

Table 3: Grant Fund Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
0	N/A	☐ Recruitment ☐ Retention ☐ Induction	N/A	N/A

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Conclusions & Policy Recommendations

State Goals

The Increase Teachers of Color Act proposes an established State goal of increasing the percentage of teachers of color and Indigenous teachers by 2 points per year. While this legislation has not been passed, PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to work in partnership on increasing teacher diversity. However, the establishment of a state goal would solidify the State's commitment to creating a teaching workforce that more closely reflects the State's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040.

Pursuant to statute, beginning in 2024, a minimum of \$2,330,000.00 each fiscal year must be awarded for the development and expansion of mentoring, induction, and retention programs designed for teachers of color or Native American teachers under the Teacher Mentorship and Retention of Effective Teachers grant program.

The base appropriation for grant for fiscal year 2026 and later is \$4,500,000.00, of which at least \$3,500,000.00 each fiscal year must be utilized to develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers.

Research-Based Recommendations

The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes presented in this research are worth highlighting.

While not exhaustive, common policy recommendations are that the State should:

- Ensure teachers are offered mentoring, support, and training in culturally-responsive practices.
- Support local pathways and “Grow Your Own” programs.
- Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.

Induction & Retention

- Invest in induction/mentorship programs using ESSA, Title II funds, and competitive Grant funds, such as the Supporting Effective Educator Development program.
- Increase teacher salaries in schools and communities where salaries are not competitive through salary minimums and salary incentives (such as for National Board Certification or taking on additional responsibilities).
- Provide financial incentives to recruit and retain teachers of color and Indigenous teachers.
- Increase teachers' overall compensation through housing incentives.
- Increase teacher leadership opportunities that include increased compensation, responsibility, and recognition.
- Encourage early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information.
- Increase salaries so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities.
- Survey teachers to assess the quality of their work environments and recommendations for improvement.
- Incentivize professional development and collaboration. This requires changes in scheduling and resource allocation.

Additional Recommendations

- Ensure the accuracy and integrity of teacher data collected from all public school districts and charters—including data on the race and ethnicity of teachers—and make that data available to the public.
- Review all educational policy and amend or modify it as necessary to promote teacher diversity.