

Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers' final completed report by June 30, 2021, to Grants.PELSB@state.mn.us.

Report components:

- I. Cover Sheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support 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, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from 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.
- IV. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. Teacher Mentorship & Retention of effective Teachers Grant Funds 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.

**Teacher Mentorship & Retention of Effective
Teachers Grant Report**

Grantee Information

Legal Name of Applicant Organization	Eden Prairie Public Schools
Total Grant Amount	\$37,920.00
Identify the category you applied under	<input checked="" type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers, <u>and</u> teacher <input type="checkbox"/> education institutions <input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

Identified Official with Authority

Name of official with authority to sign	Josh Swanson
Title	Superintendent of Eden Prairie Public Schools
Address	8100 School Road
City, State and Zip code + 4	Eden Prairie Minnesota
Phone Number and Email	josh_swanson@edenpr.org (952) 975-7000

Primary Program Contact

Name of program contact	Tova Werlinger
Title	Instructional Excellence Coordinator
Address	8100 School Road
City, State and Zip code + 4	Eden Prairie Minnesota
Phone Number and Email	tova_werlinger@edenpr.org (763) 443-7094

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Eden Prairie's Strategic Plan calls for the elimination of disparities by 2023, and one of the strategies outlined by the strategic plan calls for the racial demographics of the staff to closely reflect that of the student population.

Furthermore, Eden Prairie Schools Core Values state that we believe:

- Each person has intrinsic value.
- Each person has individual gifts, interests, and talents.
- Community benefits when each person contributes.
- Relationships flourish on a foundation of mutual trust and respect.
- Continuous learning is essential for personal fulfillment, opportunity, and success.

This robust foundation of beliefs, values, and strategies has led us to the continued pursuit of supporting leadership and retention for staff of color while eliminating achievement disparities. Below you will find a narrative of the programming for Teacher Mentorship, and Equity Sponsor which provided mentorship for staff of color and additional learning for our new staff. This grant yielded additional opportunities for staff of color in leadership, professional development, and mentorship.

Teacher Mentorship Stipend - *Traditional Mentorship*

Eden Prairie School's mentorship program's end goal is to ease the transition of the new teacher into existing school and district cultures and to promote the teacher's retention. It is extremely important for the new teacher to learn about our Eden Prairie curriculum and to utilize effective, culturally proficient instructional methods. Eden Prairie Schools has designed a new teacher induction program that includes a relationship with a teacher who mentors them during their first year in Eden Prairie. The purposes of the program are to foster each core value and promote a love for teaching and learning. Specifically, our values of relationships flourish on a foundation of mutual trust and respect, and continuous learning is essential for personal fulfillment, opportunity and success are both drivers towards the achievement of our mission. Providing this level of support and opportunity for staff of color will only further the steps we have already taken towards achieving and sustaining an equitable and inclusive environment for staff.

During the 2020-2021 school year, mentors and new staff members came together throughout the year in person and virtually to create partnerships. Mentors received summer training via asynchronous Schoology Learning Management System (LMS) modules where they had time to process what it means to be a mentor. Additionally, they learned the responsibilities and roles of the mentorship program. Mentors were surveyed in the winter and spring of 2021 regarding their mentor experiences and had an opportunity to give Eden Prairie Schools mentorship programming feedback on ways to make the mentoring program better.

Induction week training for new staff and mentors was centered on building an understanding and application of the Tools of Cultural Proficiency as defined by Lindsey, Nuri-Robins, Terrell, and Lindsey (2019). The Tools of Cultural Proficiency were introduced synchronously during a two-day training period for new staff. Mentors were provided with companion training that was done asynchronously via the Schoology platform. These two pieces of training were designed to provide both the new staff and mentors with the foundational knowledge to be fostered throughout the school year with ongoing learning opportunities for new staff and mentors.

Our traditional mentorship offers a combination of support from content mentors that includes a focus on instructional practices, content area expertise, and supportive navigation of Danielson peer reviews as requested by the mentee all through the lens of the ways that Cultural Proficiency has helped Eden Prairie Schools define equity and inclusion. Providing this level of support and opportunity for all staff will further the steps we have already taken towards achieving and sustaining an equitable and inclusive environment for all staff. The efforts in our traditional mentoring program complement the additional mentorship opportunities that individuals of color can choose to receive through the EPS Equity Sponsorship programming. The EPS Equity Sponsorship program was created to further support the recruitment, induction, and retention of individuals of color.

Mentors of Color Stipend: Equity Sponsorship

As outlined in our grant proposal, the EPS Affinity and Ally group collectively created outcomes that include:

- To affirm, honor, and support staff of color and their allies
- Seek and cultivate leaders by empowering their voices; foster a welcoming environment for all
- Promote the hiring, retention, and support of the staff of color, so that students can see themselves reflected in their learning space
- Promote the feeling of success and belonging for all community members
- Focus on empowerment of staff of color and their allies.

The PELSB Grant afforded us the opportunity to extend additional spaces that aligned with the goals outlined above and to develop a new Teacher Mentorship programming called EPS Equity Sponsorship. For the purposes of this program, we have used the term sponsorship to describe mentorship. This programming offered individuals of color (sponsees) the opportunity to have an additional mentor of color (sponsor) in addition to the mentor they access in the traditional model as described above. The purpose of this sponsorship (mentorship) was to:

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

Initial interest in participating as either a sponsor or sponsee included individuals across the majority of our elementary and secondary school sites, with the exception of one elementary site. Initial interest in participating in the program was stronger than the actual number of people who participated. The main reason given by individuals who initially showed interest but decided not to participate was due to being overwhelmed by workload due to teaching in a pandemic. However, in its first year, the Equity Sponsorship program supported ten individuals of color within our organization. Of the ten individuals, four requested having a sponsor and six requested to be a sponsor to a staff of color within the first three years of employment in Eden Prairie Public Schools. Due to the fact that we had more individuals volunteering to be a sponsor than individuals requesting a sponsor, some partnerships were grouped as a triad. The tables below illustrate the breakdown of initial interest and actual participants from individuals of color during the 2020 - 2021 school year.

2020 - 2021 Equity Sponsorship Participation		
Site	Individuals Initially Interested	Individuals Who Participated
Eden Prairie High School	3	1
Central Middle School	1	1
Early Childhood	3	3
Combined Elementary Sites	8	5
Total	15	10

2020 - 2021 Equity Sponsorship Participation		
Type of Participation	Individuals Initially Interested	Individuals Who Participated
Requesting a Sponsor	5	4
Volunteering to be a Sponsor	10	6
Total	15	10

2020 - 2021 Equity Sponsorship Participation		
Teachers Requesting Sponsorship.	Individuals Initially Interested	Individuals Who Participated
1st year of employment	4	3
2nd year of employment	1	1
3rd year of employment	0	0
Total	5	4

Members who participated in the 2020 - 2021 Equity Sponsorship as sponsors were EPS staff of color who were vested in hiring, retaining, and supporting staff of color in EPS. They made the following agreements as a sponsor in the Equity Sponsorship:

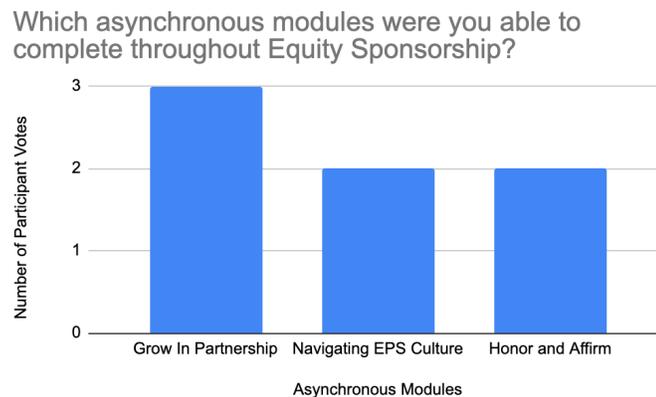
- Felt empowered to use their experience and knowledge to make positive, long-lasting cultural changes in our district.
- Motivated to create and promote safe spaces across sites where they can foster positive identities and a welcoming community for all staff.
- Committed to developing their knowledge set around culturally proficient coaching and teaching practices.
- Willing to commit to Equity Sponsorship for at least one year and willing to have an open classroom with their colleague so that they both can observe and learn from one another's instructional practices.

Commitments included participation in three leadership learning meetings for sponsors only, three

learning sessions for sponsors and sponsees, and a minimum of three additional times identified by the sponsor/sponsee team to continue learning as a team or triad. Materials were provided to guide asynchronous work between each learning session that focused on opportunities to build strong partnerships between sponsor/sponsee, culture navigation, and opportunities to build a more inclusive culture, and taking time to honor and affirm each other as sponsors and sponsees in their collective work.

Additionally, participants were given opportunities to have a release time available to visit each other's classrooms and support through the lens of instruction, and or community building. Due to district-wide COVID-19 restrictions, teachers were unable to visit each other's classrooms. COVID-19 protocols also limited access to individuals entering different school buildings and classrooms to eliminate the possible spread of COVID-19. Reserve teachers were also only used for staff that were ill or quarantined. All of these restrictions did not allow for staff to utilize release time as originally outlined in the grant agreement. However, teachers did have the opportunity to visit classrooms if working at the same site or visited virtually on their own time during prep-time or before/after school hours if contact hours differed.

In order to support the professional learning for equity sponsorship members, our leadership team worked in partnership with education consultant Martha St. Jean to plan for and facilitate three professional learning sessions for participants. Ms. St. Jean is the founder of Equity Project whose mission is to provide a platform to cultivate participants' abilities to examine social narratives and attitudes about race and take action against systemic inequities. Ms. St. Jean created learning opportunities for equity sponsorship members centered around four priorities: building community, mutual accountability, understanding history's impact, and building a common language. We were able to capture perception data from participants after engaging in learning opportunities facilitated by Ms. St. Jean in relation to the priorities they experienced during learning sessions. Perception data gathered from participants also shared that professional learning sessions with colleagues of color across the district supported participants' growth and leadership over the year.



The Teacher Mentorship and Retention Grant greatly enhanced opportunities for individuals of color within our organization. The Equity Sponsorship is one example of how programming was expanded and enhanced beyond the traditional teacher mentorship programming by providing an additional layer of support specifically for our staff of color. Additionally, we have expanded our traditional teacher mentorship program learning to be centered in the Tools of Cultural Proficiency as a means to create a teaching staff that is culturally responsive and conscious of colleagues and students in Eden Prairie Schools. By centering learning in the Tools of Cultural Proficiency for a predominantly white Eden Prairie Schools staff, we know efforts in this area will continue to support retention and recruitment of current and future individuals of color that will

join the Eden Prairie Schools organization. Continued efforts to institutionalize cultural knowledge are ongoing in our district. All upcoming professional learning provided by Eden Prairie Schools includes the use of the tools of cultural proficiency throughout all steps of the process of design and delivery.

Additionally, Eden Prairie Public Schools recognizes the importance of continued efforts to sustain and expand personal and professional support for individuals of color within our community. Eden Prairie Schools continues to support our Affinity and Ally (A2) group and recognizes that this is an important entity for our staff of color and the allies that support them. While the EPS Affinity and Ally space was not part of the 2020-2021 Teacher and Mentorship Grant funds, our data shows that the A2 space impacted staff positively. Since staff did have opportunities to have dual participation in Affinity and Ally and Equity Sponsorship, we conclude that the sustaining of both opportunities had a positive impact and will continue to be offerings that increase the recruitment and retainment of staff of color. In addition to these two programs, Eden Prairie Schools is also introducing the Rising Educators program for the 2021-2022 school year. This program will focus on EPS employees aspiring to become educators by supporting them through the licensing process in a partnership with Metropolitan State University and Grow Your Own funding.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

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

Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district	0	0	3	0	21	0
Tier 2 new to the profession or district	0	0	0	0	1	0
Tier 1 teachers new to the profession or district	0	0	0	0	0	0
Teaching residents*	0	0	0	0	0	0
Teacher in license shortage areas	0	0	0	0	17	0
Teachers with special needs	0	0	0	0	0	0
Experienced teachers in need of peer coaching	0	0	0	0	0	0
Total: All teachers supported by grant funding	0	0	3	0	53	0

*Teaching residents are those in a special in-service induction program, usually with a reduced instructional load during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

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

*Please note in your analysis if this data is a duplicated headcount, meaning teachers are counted in more than one racial/ethnic category.

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend Equity Sponsorship
American Indian or Alaskan Native	0	0
Asian	4	3
Black, Not of Hispanic Origin	2	1
Hawaiian/Pacific Islander	0	0
Hispanic	4	2
Multiple Categories	0	0
White, Not of Hispanic Origin	47	0
Total	57	6

Analysis of Data

Our grant proposal indicated that data would be collected by utilizing surveys around professional learning effectiveness, and interest levels. Additionally, data measuring participation in programming with a focus on growth, and anecdotal evidence of personal professional growth for participants in Affinity and Ally and Equity Sponsorship programming. While the Teacher Mentorship and Retention Grant did not fund our Eden Prairie Schools Affinity and Ally (EPS A2) programming, data from EPS A2 is included in this analysis along with data from Equity Sponsorship. This data set is included because some individuals participated in both spaces, the data sets together both provide a broader view of Teacher Mentorship and Retention efforts within the district. The synthesis of these data points along with additional triangulated data will show both areas of continued need and our successes in efforts of teacher mentorship and retention for individuals of color.

At the onset of this analysis, it is important to note the staff demographics data that was reported in

our original grant proposal. This data, outlined below, shows disproportionately that staff of color are underrepresented in our staffing across the district when compared with our student of color populations. This historical trend has been present in Eden Prairie Public Schools and therefore it is a collective goal across the district to provide students of color staff that represents their identity through a variety of intersectionalities. One way this is currently measured is by race.

Race/Ethnicity	Staff Count/Percent	Student Count/Percent
Hispanic or Latino	27/3.97%	747/8.52%
American Indian or Alaska Native	3/0.44%	30/0.34%
Asian	17/2.50%	1,207/13.77%
Black or African-American	22/3.24%	1,296/14.78%
Native Hawaiian or other Pacific Islander	1/0.15%	9/0.10%
White	606/89.12%	4,992/56.93%
Two or more races	4/0.59%	487/5.55%
Unknown race	NA/0.00%	NA/0.00%

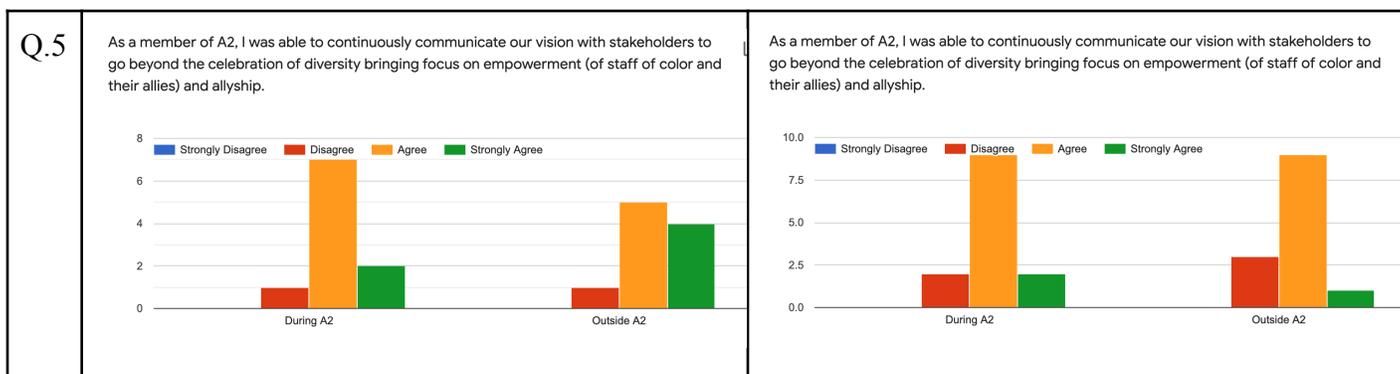
**Data from MN Report Card Race and Ethnicity of Licensed Staff to Students as provided in grant proposal*

Given the current differences between our staff and student demographics, we understand the need to support our current staff of color in order to retain them. Our EPS A2 group is one of the supports we leverage in our system. The end of the year survey to all EPS A2 in 2021 members were disaggregated by participant type, Affinity (individuals that identify as a staff of color), and Ally (individuals that identify as a white or as an ally to the staff of color). This survey asked the following questions to both Affinity and Ally members measuring the effectiveness of the vision of EPS A2 and their ability to attain these while inside or outside the EPS A2 space.

1. As a member of A2, I was able to cultivate leaders to be empowered to use their voices to make a positive long-lasting cultural change in their school and community.
2. As a member of A2, I was able to promote the hiring, retaining, and support of the staff of color so that all stakeholders (staff and students) can see themselves reflected within their learning space.
3. As a member of A2, I was able to create and promote sustained safe spaces across all sites so that we foster positive identities and a welcoming environment for all staff.
4. The spirit of inclusivity engendered by our powerful conversations, as a member of A2, I was able to promote a feeling of success and belonging for all members of our community so that their stories and experiences are being acknowledged.
5. As a member of A2, I was able to continuously communicate our vision with stakeholders to go beyond the celebration of diversity bringing focus on empowerment (of staff of color and their allies) and allyship.

	Affinity	Ally
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	(individuals that identify as a staff of color)	(individuals that do not identify a staff of color)																														
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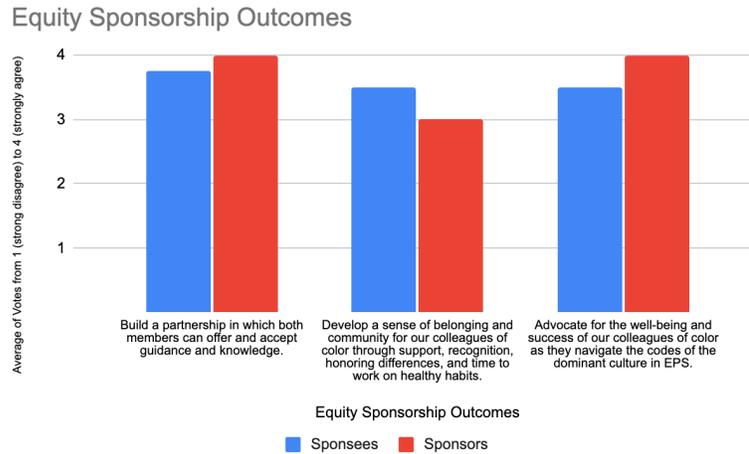
This side-by-side comparison indicates high levels of need in almost all areas of the vision. Specifically, *promoting the hiring, retaining, and support of the staff of color so that all stakeholders (staff and students) can see themselves reflected within their learning space* is of the highest need in both groups. Additionally, data from individuals that identify as an ally in question number 1, *I was able to cultivate leaders to be empowered to use their voices to make a positive long-lasting cultural change in their school and community*, identify as white. It is also important to note that 89.12% of teachers in Eden Prairie Public Schools identify as white. This data shows that during EPS A2 sessions some areas of the vision are closer to being realized, while outside of these sessions Affinity and Ally group members are less confident in sustaining or promoting what the vision outlines for Affinity and Ally members and the larger EPS community. Furthermore, this data calls for continued work as outlined by our Teachers of color Mentorship programming, EPS Equity Sponsorship.

Equity Sponsorship programming came from ideas generated by Affinity and Ally members through the Affinity and Ally visioning process that occurred in the spring of 2019. As the grant writing process unfolded and funding was secured, individuals of color from the EPS Affinity and Ally groups had an opportunity to participate in a feedback loop designed to ensure all aspects of the mentorship program were created with multiple perspectives and voices throughout the planning process. Feedback from this process included both the overall vision such as outcomes as well as smaller details that included the program name and the number of professional learning opportunities throughout the year.

To measure our effectiveness of Equity Sponsor, participants were surveyed 3 times throughout the year. Our data shows that some sponsor and sponsee teams met beyond the required three times by arranging for monthly meetings to connect with each other. Additionally, materials were provided to guide asynchronous sessions that each offered elements of choice in how to work through a topic. The modules included the following areas: Grow in Partnership, Navigating EPS Culture, and Honor and Affirm. Participants were required to choose a minimum of one activity, but more could be completed if participants chose to do so. Intersession data shows some partnerships or triads chose to complete all activities versus completing one required as intersession work between our full group synchronous sessions. This indicates that the amount of intersession work complemented the required learning as well as provided additional topics of interest while supporting partnerships with content that was valuable and needed.

Additionally, sponsors and sponsees have indicated they plan to continue with their partnership and/or continue to sponsor individuals of color in the future. This indicates that this program yielded high levels of satisfaction for participating individuals of color and while meeting the outcomes of the program as a whole. Survey data indicates that on a scale of 1-4, 1 being strongly disagree and 4 being strongly agree, all outcomes measured at a 3 or 4 by individuals who completed the end-of-year survey. The table below describes how sponsors and sponsee rated the experience of with the following Equity Sponsorship outcomes:

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



Finally, this analysis of data from both Equity Sponsorship and EPS A2 around interest for further learning, transfer of learning, and plans for action indicate that both EPS A2 and Equity Sponsorship had a positive impact on both individuals and the organization. Data indicates that both of these professional spaces have provided our individuals of color a stronger sense of belonging as members in the Eden Prairie Schools community while at work. This is not a regular occurrence for individuals of color and through analysis of staff responses, this is extremely important for individuals of color navigating the professional spaces in Eden Prairie Schools. These communities have provided spaces that confront isolation and have fostered spaces for members to speak freely with colleagues that may have similar life experiences, as well as shared beliefs and values.

Additionally, both EPS A2 and Equity Sponsorship members indicated both the synchronous sessions and additional opportunities to learn outside of the synchronous sessions were and could be beneficial to their professional and personal practices. This data suggests that continued efforts in professional learning should be provided beyond the EPS A2 and Equity Sponsorship experiences. In order to shift the mindsets of the larger EPS community, broadened learning opportunities need to be put in place. Building capacity for all staff will create more inclusive work and learning environments and are necessary to realize the goals outlined in our EPS strategic plan.

Sampling of Responses from A2	
I would benefit from and participate in ongoing asynchronous learning to build capacity in my leadership between A2 sessions.	
Ally Response: <ul style="list-style-type: none"> ● 66.7% YES ● 33.3% Maybe ● 0.0 % No 	Affinity Response <ul style="list-style-type: none"> ● 50.0% YES ● 50.0% Maybe ● 0.0 % No

A2 members expressed interest in learning about diverse cultures. If this is something that interests you, what opportunities might you want to engage in? (Response from both Affinity and Ally Members)

- I am continually looking for ways to expand both my professional and personal networks and connections with those whose culture is different from mine. I would welcome any opportunity to learn about cultures different from my own.
- I would love to learn more about the Somali cultures, as we have a large representation of that group in the schools I work in. I would be interested in learning about any and all cultures too.
- Diverse engagement needs to move beyond the discussion of whiteness, and there should be active learning across all fronts from K-12 that are scaffolded for those grade levels and individuals we work with.

How was your learning transferred from our A2 group sessions to outside of our group sessions? Explain.

(Response from both Affinity and Ally Members)

- I didn't see a large transfer from the learning to the environment I worked in primarily because there weren't many educators at the level I work engaging in that kind of work overall. As for myself, I actively engage in trying to improve the school system and environment for inclusivity and diversity, but that isn't seen in a huge sphere of influence.
- I learned a lot from being a part of the groups this year and I learned a lot more about myself and how I view the world.
- By seeing other perspectives I'm trying to be more open and see why some people may see things through a different lens. I've tried to help my coworkers see that too and value their experiences.
- For me the A2 sessions meant inspiration and fuel to continue on the fight for myself, mine, and my students and staff of color.
- The constructivist listening protocol was an incredibly eye-opening, reflective experience for me. I also appreciated the scenarios, as well as an opportunity to connect with those from cultural backgrounds different from my own. I also found it helpful to look at data.
- Discussing case studies, hearing our affinity members viewpoints on current issues and how they view the support they receive from the district

Sampling of Responses from Equity Sponsorship

How has the Equity Sponsorship supported your growth and development this year?

- It helped me feel like I am not alone...
- The Equity Sponsorship has provided a space and opportunity to connect with diverse staff across the district to share in our experiences. This is beneficial given that there are few staff of color/diverse individuals in the general staff population.
- Equity Sponsorship has helped me reflect on my values as a person and teacher. It has also made me feel connected to others as I heard some of the same struggles during conversations. It made me feel like I am not alone and I can count on my sponsor with whatever I need.
- I really appreciated that it had connected me with other teachers across the district in other sites that I would not have otherwise met without Equity Sponsorship. I've been with Eden Prairie for 4 total years now and it's helped me to understand the culture of the district a little better too.

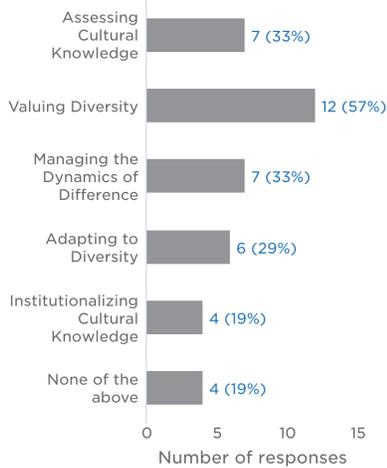
Are there action steps you might take as a team as a result of your learning?

- Continually understanding the relevance of history's impact. Those conversations don't stop just because they're in the past.
- I would like to include more self-reflection activities with my future students.
- My takeaways in our time really boiled down to remembering the "why" behind the work we do, the sense of urgency we need to have to support our staff and students of color and to remember to take care of myself through it all.

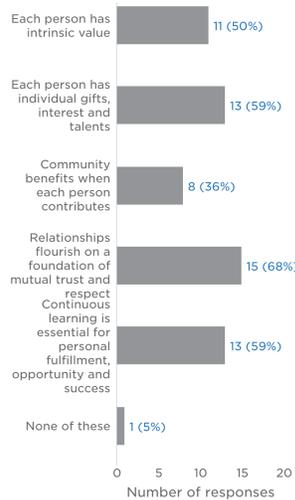
As stated earlier it is essential that building capacity for all staff in building cultural competence is necessary to realize the goals outlined in our EPS strategic plan. Capacity building of this nature was also included in our traditional mentorship programming. The table below describes data collected from our traditional mentors programming in the fall of 2020 and spring of 2021. A majority of mentors participating in traditional mentorship stated all 5 essential elements of cultural proficiency were highlighted in this mentorship program. Specifically, valuing diversity was the element selected most as part of the learning and mentorship provided. Additionally the comments provided demonstrate how mentors internalized the learning and planned to incorporate this into professional practice as a mentor.

Sampling of responses to Traditional Mentorship Programming

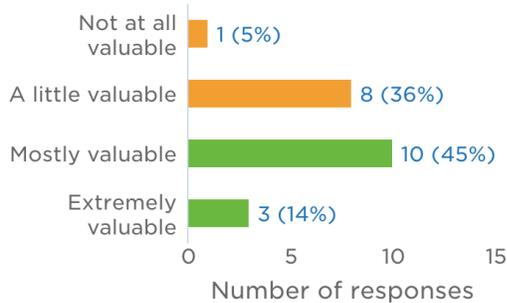
In your opinion, which components of cultural proficiency were highlighted in this mentorship program? This may be through the learning you received as a mentor or specific aspects of your own mentorship.



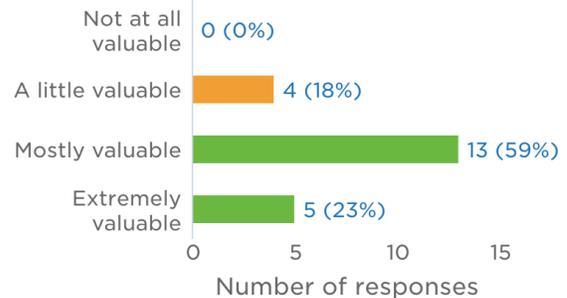
In your opinion, which of the following core values did our mentorship program highlight? Select all that apply.



Overall, how valuable was this mentorship program to you, the mentor?



Overall, how valuable do you think this mentorship program was to your mentee?



In relation to Cultural Proficiency Training during opening week:

As a result of your learning, what actions will you bring forward?

What do you plan on discussing and/or sharing with your mentor?

- I plan on having a discussion with my mentor on what they do to make sure that they are learning about their students' cultures and how they actively include their students' cultures in their classroom and lessons.
- I would like to discuss how I can address culturally specific needs for students with parents i.e language barriers, culturally prominent practices, beliefs that will impact how I reach certain students.
- How we can work together to be accountable to continuously work on becoming culturally proficient. This could be reflected weekly at PLCs.
- I am excited to bring the continuum to the PLC regarding how we can best serve every student in our classroom as a whole person!
- I learned that the best way to understand a culture is through relationships and creating one with my mentor and students to help everyone around me learn and grow.
- I plan to ask my mentor how they have been working to meet the needs of each individual student they work with over their time in EP. I will also ask if we can brainstorm ideas for doing this with students.
- I will make sure to get to know my students and their families on a deeper level to make sure that I am continuing to develop my cultural competence. And I will also keep learning about cultures and what I can do as an educator to provide a safe and welcoming environment for my students, their families, and the professionals I encounter

Our grant proposal also indicated additional data criteria that would be used to measure progress and outcomes of programming that supports the hiring and retention of staff of color within the Eden Prairie Public Schools organization. Ongoing data collection is occurring as described by metrics needed to measure the goals of our Strategic Plan. In collaboration with the Department of Human Resources, metrics include data measuring the racial demographics of staff of color compared to students of color and the elimination of achievement disparities by 2023 as described in the EPS strategic plan. This data has been and will continue to be monitored on a continual basis. Ongoing analysis shows efforts are still needed in both areas of eliminating disparities that include racial demographics of staff of color compared to students of color and the student achievement by 2023. Data is gathered and analyzed in collaboration with a variety of departments and groups working within the Eden Prairie Schools. This includes World's Best Workforce Committee (WBWF), EPS Core planning team, EPS cabinet-level district leadership, and the shared with the school board.

Human resources continue to work to understand what individuals of color experience while employed with Eden Prairie Public Schools. Staff aligned to the Human Resources Department participate in the Affinity and Ally opportunities available to all staff. This is an example of how the Human Resources Department works to both understand what individuals of color navigate within the organization and build capacity as a department so that when policies and practices are created or adjusted, leadership is doing so from a culturally conscious lens.

Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

Retention Strategies

Per Minn. Stat. § 122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

In addition to Equity Sponsorship and EPS A2 - Individuals of color and individuals that identify as an ally also had the opportunity to participate in the Metro Education Cooperative Service Unit (Metro ECSU) Affinity group. This opportunity was developed for individuals of color from different districts within the south metro to come together in the community. Eden Prairie has continued to participate in this group throughout the duration of the groups' conception, which has been for the past 4 years.

During the 2020 - 2021 school year, individuals also had opportunities to participate in ongoing learning provided by MN Name. Professional learning from MN Name focused on developing the racial consciousness of educators through a series of keynote speakers and panel discussions.

Additionally, to build intercultural capacity and foster work environments that are inclusive through the Tools of Cultural Proficiency, EPS has devoted professional learning funds and time to understanding cultural competence. This includes, and is not limited to, how unhealthy practices systematically impact individuals and the community as a whole. Past evidence of engagement in building cultural capacity that continues includes:

- All department and site leadership continue to complete the Intercultural Development Inventory assessment as part of professional development.
- District-wide departments and sites have also engaged in developing tools and continuums of Cultural Proficiency as outlined by Cultural Proficient Schools to identify areas of growth and develop a pathway towards healthy practices.
- Members of the EPS Personalized Learning department have completed Cultural Proficiency training as provided by Culturally Proficient Schools.

Additional evidence of expanding efforts new to the engagement in building cultural capacity includes:

- All 2021 summer learning opportunities provided by Eden Prairie Public schools are designed to support staff with building consciousness and understanding how the culture individuals identify with can impact students and colleagues. This aligns efforts to hire and retain individuals of color because this type of professional learning is intended to create paradigm shifts in both personal and professional practices, beliefs, and values.
- The curriculum writing process for revising and creating new courses within Eden Prairie Schools utilizes the Tools of Cultural Proficiency to institutionalize intercultural knowledge and provide students with inclusive and authentic learning experiences.

The next steps for Eden Prairie Public Schools are to extend the Grow Your Own Programming for high school students and engage in Rising Educators (grow your own programming) for Staff with the intention of growing this programming to the larger Eden Prairie Community. This addition is seen as an investment in any current staff that is not a licensed teacher and will target individuals of color that are interested in extending their professional career as an educator.

Additional Funding

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used to support 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, and/or experienced teachers in need of peer coaching.

Eden Prairie Schools works with the Personalized Learning Department to set aside a budget for each new fiscal year for new staff and mentorship. Additionally, a yearly budget is created for staff to participate in the Affinity and Ally from Achievement and Integration budget. This budget allows for sub-release time and participation with Metro ECSU.

Eden Prairie Schools is completing year 2 of implementing the Grow Your Own grant; awarded by MDE. The Grow Your Own course teacher along with teachers of the AVID elective courses attended the comprehensive Pathways2Teaching program training that is offered through the University of Colorado. This teacher training was funded through the Grow Your Own grant and continues to be supported through the Achievement and Integration budgets.

All staff new to Eden Prairie Public Schools have ongoing paid professional learning opportunities. These professional development sessions provide staff with opportunities to reflect on personal and professional practices. This learning was a vehicle for infusing the Tools of Cultural Proficiency with the intention of institutionalizing cultural knowledge by building capacity and consciousness of how to adapt to and value diversity, manage the dynamics of difference, and assess culture. Funding for these opportunities is provided out of the regular professional learning budgets.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$16,796.00	Mentor Stipend	<ul style="list-style-type: none"> ✓ Mentoring ✓ Induction 	<ul style="list-style-type: none"> ● Feedback Surveys ● Schoology Participation 	57 individuals participated as mentors and received a stipend
\$2,082.94	Mentor of Color Additional Stipend	<ul style="list-style-type: none"> ✓ Mentoring ✓ Induction 	<ul style="list-style-type: none"> ● Feedback Surveys ● Schoology Participation 	6 individuals participated as Equity Sponsors (mentors) and received a stipend
\$4,522.65	Mentor of Color Training	<ul style="list-style-type: none"> ✓ Mentoring ✓ Induction 	<ul style="list-style-type: none"> ● Feedback Surveys ● Schoology Participation ● Attendance 	10 individuals (mentors and mentees) participated in training opportunities
\$0.00	New Staff of Color Additional Observation Opportunity	<ul style="list-style-type: none"> ✓ Induction ✓ Mentoring 	No monitoring used as Covid Restrictions did not allow.	