

FY22 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report by June 30, 2022 to Laura.Dyer@state.mn.us.

Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of Effective Teachers 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.
- III. Program 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.
- IV. 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 Schools
Total Grant Amount	\$187,450

Identified Official with Authority

Name of official with authority to sign	Dr. Josh Swanson
Title	Superintendent to Eden Prairie Schools
Address	8100 School Road
City, State and Zip code + 4	Eden Prairie MN, 55344-2292
Phone Number and Email	952-975-7000 Email: josh_swanson@edenpr.org

Primary Program Contact

Name of program contact	Dr. Robb Virgin
Title	Executive Director of Personalized Learning
Address	8100 School Road
City, State and Zip code + 4	Eden Prairie MN 55344-2292
Phone Number and Email	952-975-7000 Email: robb_virgin@edenpr.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Teacher Mentorship & Retention of Effective Teachers 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.

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.

New Staff / Teacher Induction

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.

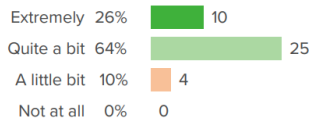
During the 2021-2022 school year Eden Prairie's New Teacher Continuous Learning Program centered around Cultural Proficiency. Our new teachers and staff took time to engage in the inside out work needed to further their intercultural development. The year started with opportunities for new teachers and staff to examine their own culture and learn about the Tools of Cultural Proficiency. Additionally, learning extended into the school year with new teachers completing the Intercultural Development Inventory and later participated in individual debriefing sessions with Qualified Administrators. Throughout the year our program expanded on this work through both asynchronous and synchronous learning experiences. Teachers deepened their understanding of topics such as implicit bias and microaggressions while using The Tools of Cultural Proficiency as a framework.

Our partnership with the YMCA Equity Innovation Center allowed us to host synchronous sessions where teachers further reflected on this learning and applied it to their roles throughout the district. The data we gathered throughout the school year from our in person, asynchronous, and virtual sessions showed that our new teachers valued the learning and appreciated the chance to share their insights and experiences with their colleagues. Their written reflections show a dedication to bringing their learning into action in their roles within Eden Prairie Schools.

New Teacher Feedback - Beginning of the Year 2021: This survey was given to new teachers and staff at the conclusion of New Staff Induction Week. Throughout the week the learning was centered in The Tools of Cultural Proficiency and Intercultural Development. The survey data suggests after completing this week our new staff began the school year feeling supported in learning about, discussing, and confronting issues of race, ethnicity, and culture.

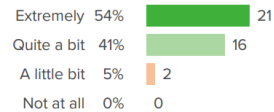
Cultural Awareness and Action

Q.1: How well do you incorporate each student's cultural and linguistic backgrounds, experiences, and interests to meet their individual needs?



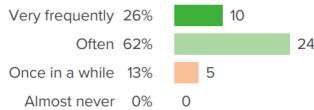
Favorable: **90%**

Q.2: How well do you recognize and celebrate the knowledge, strengths, and assets that each student brings to the classroom community?



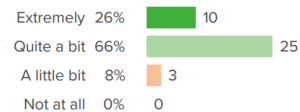
Favorable: **95%**

Q.3: 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?



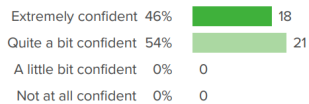
Favorable: **87%**

Q.4: 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?



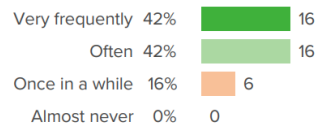
Favorable: **92%**

Q.5: 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?



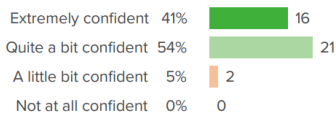
Favorable: **100%**

Q.6: How often do you seek to learn about the cultures of EPS students and families?



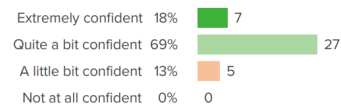
Favorable: **84%**

Q.7: How confident are you in your ability to learn from the challenges and opportunities that diversity brings?



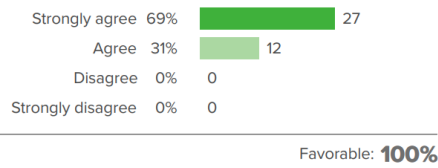
Favorable: **95%**

Q.8: 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?

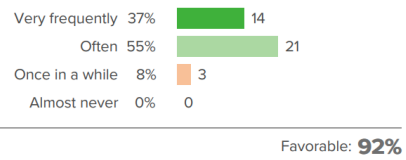


Favorable: **87%**

Q.9: How much do you agree with this statement: As I embrace the Principles of Cultural Proficiency, I, too, must change.

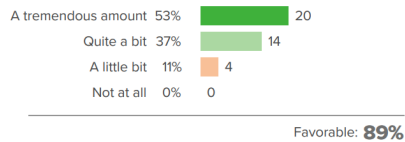


Q.10: How often do you take advantage of teachable moments to share cultural knowledge or to learn from your colleagues?

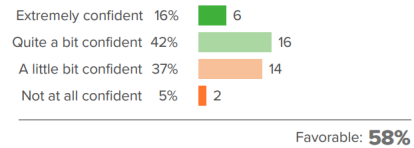


Feedback and Coaching

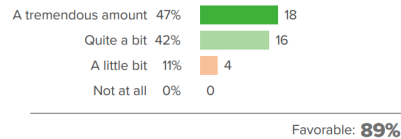
Q.1: On Monday during the welcome session, we began providing background information about Eden Prairie Schools. How much did this help you to understand Eden Prairie Schools mission, core values, and various departments?



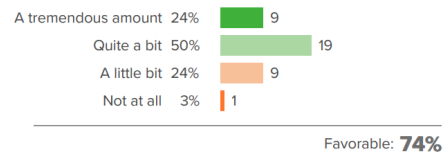
Q.2: During Monday's time with mentors, we were able to cover many of the items on the Mentor/Mentee checklist. How confident are you that you can navigate the items identified on the checklist?



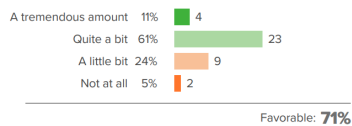
Q.3: On Tuesday or Wednesday you spent the day at the YMCA Equity Innovation Lab. How much did the learning support you in developing an understanding of the historical inequities that impact students of color in the present day?



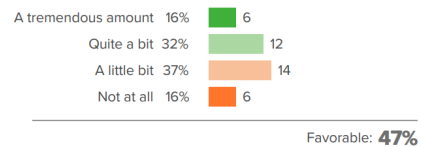
Q.4: On Tuesday or Wednesday you spent the day learning about the Tools of Cultural Proficiency. How much did this learning help you begin your inside out work to become a culturally proficient educator?



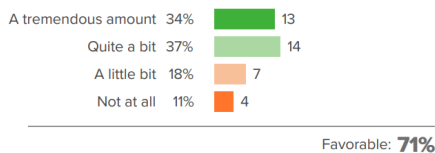
Q.5: On Thursday, we spent the morning session on the Intercultural Development Inventory (IDI). How much did this learning help you understand the purpose behind learning about intercultural development as part of your personal inside-out journey?



Q.6: On Thursday, we used the afternoon for the learning around Schoology. How much did this learning prepare you for designing your Schoology course and prepare you for delivering learning through this platform?

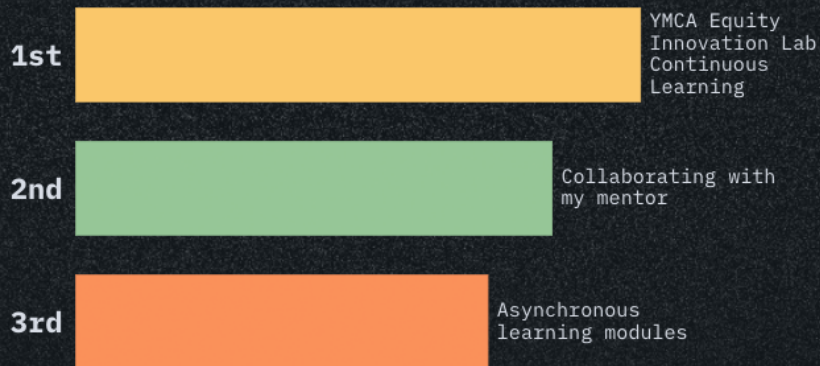


Q.7: We spent Friday on curriculum and preparing for the first days of school. How much did this learning help you be prepared for your first few days of school?



New Teacher Learning Closing Poll: This quick poll asked our new teachers and staff to rank their continuous learning experiences in order from most supportive to least supportive. This data suggests that our partnership with the YMCA Equity Innovation Center was impactful to our new teachers and staff.

What has been the most supportive piece to new staff induction so far this year?



Number of Participants	Synchronous Continuous Learning Offering Dates					
	Nov 16, 2021	Nov 17, 2021	Nov 18, 2021	Jan 13, 2022	Feb 8, 2022	Feb 10, 2022
Year 1 of employment	79			73	71	
Year 2 of employment		22				39
Year 3 of Employment			21			combined year 1 & 2

**Staff new to EPS in Year 1 of employment were required to engage in 3 synchronous learning sessions. Year 2-3 were required to engage in 2 synchronous learning sessions*

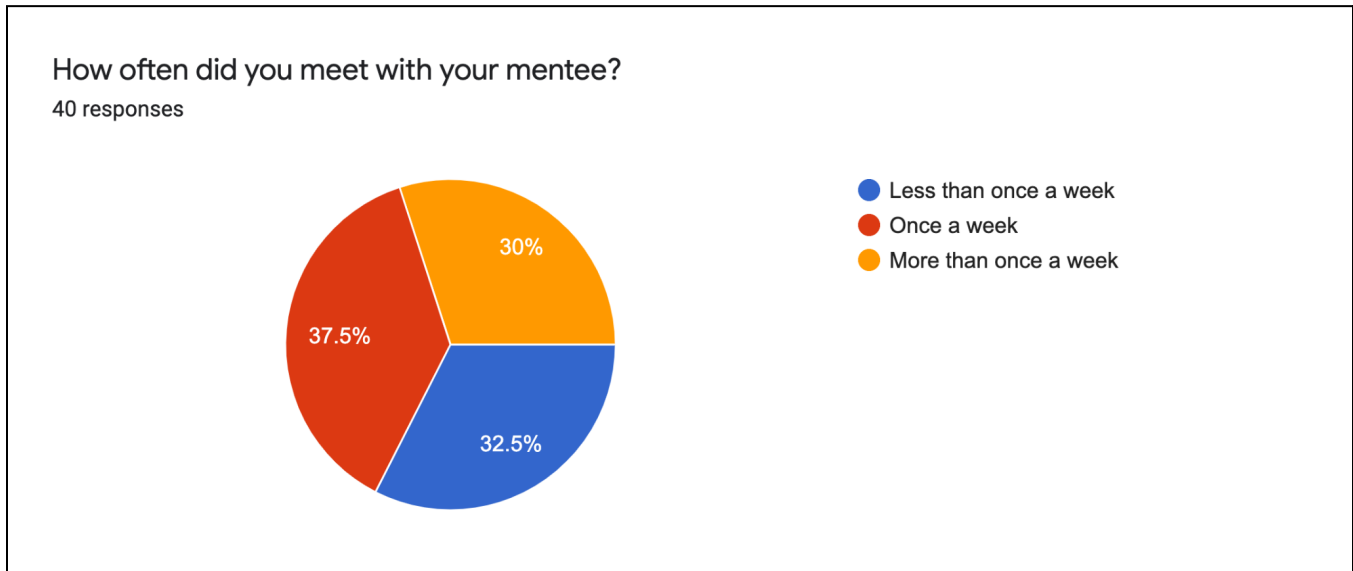
Number of Individual Posts	Asynchronous Continuous Learning - Schoology			
	Preparation for Intercultural Development	Preparation for YMCA Equity Innovation Center	Micro and Macro Aggressions	Cultural Proficiency Five Essential Elements Reflection
Year 1 Individual Posts	185 posts	195 posts	144 Posts	183 posts
Year 2 - 3 Individual Posts		42 posts		24 posts

**Staff new to EPS in Year 1 of employment were required to engage in 4 asynchronous learning sessions. Year 2-3 were required to engage in 2 asynchronous learning sessions*

Teacher Mentorship Stipend - Traditional Mentorship

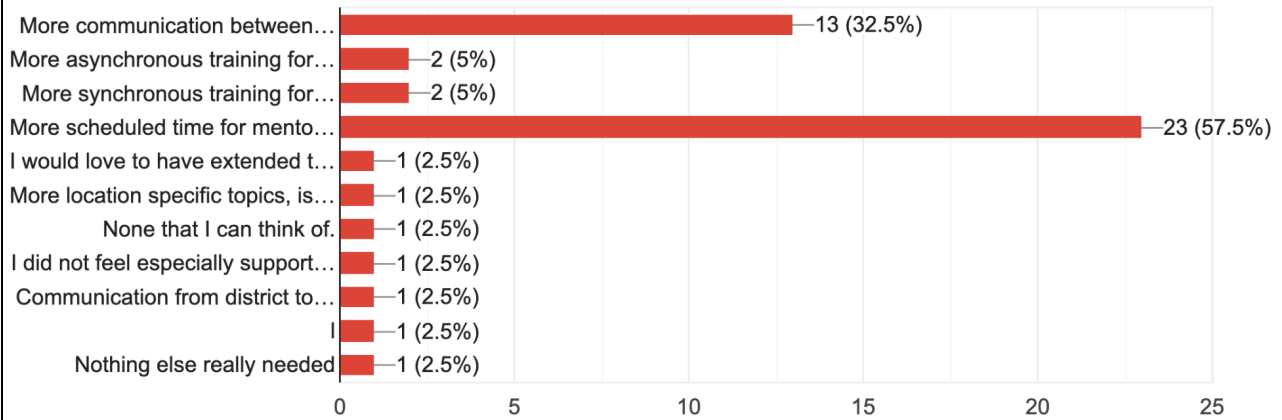
Eden Prairie School’s mentorship program's end goal is to ease the transition of the new teacher into existing school and district cultures and to promote the teacher’s retention. It is extremely important for the new teacher to learn about our Eden Prairie curriculum and to utilize effective, culturally 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 2021-2022 school year, mentors and new staff members came together throughout the year 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 spring of 2022 regarding their mentor experiences and had an opportunity to give Eden Prairie Schools mentorship programming feedback on ways to make the mentoring program better. 40 mentors completed the survey as part of their reflection and feedback. Important data points are outlined below.



How can the district better support you as a mentor? Check all that apply.

40 responses



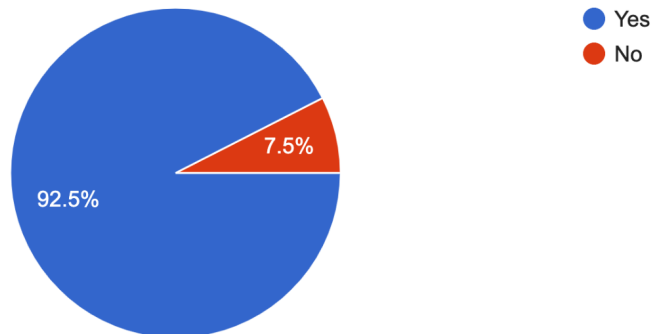
Did you observe your mentee or have your mentee observe you?

40 responses



Would you consider being a mentor again in the future?

40 responses



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.

Equity Sponsorship

As outlined in our grant proposal, the Purpose of 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 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

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.

Equity Sponsorship was staff of color in EPS. These staff members, were individuals who:

- Are vested in hiring, retaining, and supporting staff of color in EPS
- Feel empowered to use their experience and knowledge to make positive, long lasting cultural change in our district.
- Are motivated to create and promote safe spaces across sites where they can foster positive

identities and a welcoming community for all staff

- Are committed to developing their knowledge set around culturally proficient coaching and teaching practices
- Are willing to commit to Equity Sponsorship for at least one year
- Are willing to have an open classroom with their colleague so that they both can observe and learn from one another’s instructional practices

During the 2021-2022 school year Equity Sponsorship participants were provided with opportunities to connect and grow using the following themes of Building Community, Building Mutual Accountability, Understanding History’s Impact, and Building a common language. These sessions were provided by the Equity Project and supported by asynchronous learning modules for partnerships to engage in as a team throughout the year. Sponsors leaders were also provided with additional sessions to support their leadership development

In its second year, the Equity Sponsorship program supported fifteen individuals of color within our organization. Of the fifteen individuals, seven requested having a sponsor and eight 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 2021 - 2022 school year and growth of the program over the past two years.

2020 - 2022 Equity Sponsorship Participation		
Type of Participation	2020-2021	2021-2022
Requesting a Sponsor	4	7
Volunteering to be a Sponsor	6	8
Total	10	15

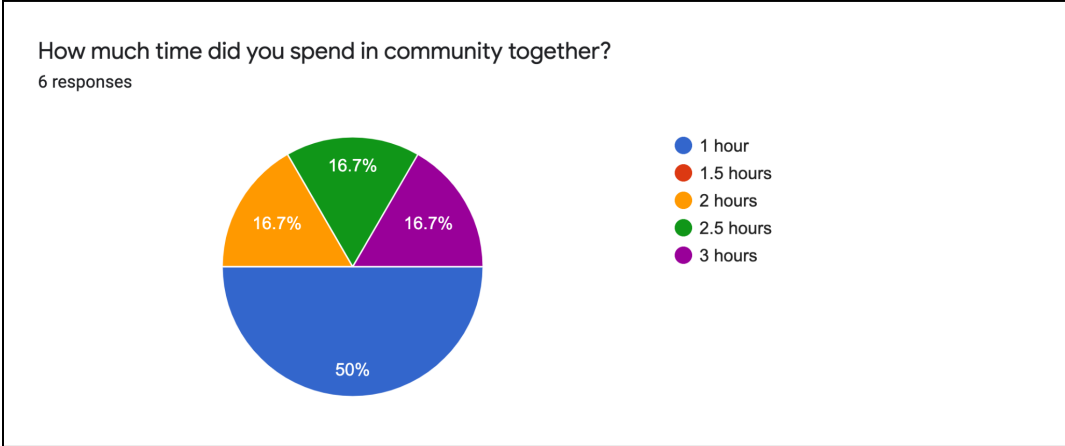
2020 - 2022 Equity Sponsorship Participation		
Site	2020-2021	2021-2022
Eden Prairie High School	1	2
Central Middle School	1	5
Early Childhood	3	0
Combined Elementary Sites	5	7
EPO K-12	0	1
Total	10	15

2020 - 2022 Equity Sponsorship Participation		
Teachers Requesting Sponsorship.	2020-2021	2021-2022
1st year of employment	3	7
2nd year of employment	1	0
3rd year of employment	0	0
Total	4	7

Equity Sponsorship sessions Synchronous Participation / Attendance Data			
DATE	Type of Session & number of participants	DATE	Type of Session & number of participants
November 4th	16 Sponsors & Sponsees	February 16th	4 Sponsors
December 16th	7 Sponsors	March 3rd	8 Sponsors & Sponsees
January 6th	10 Sponsors & Sponsees	April 6th	6 Sponsors

Synchronous sessions with both sponsors and sponsees in attendance were facilitated by an outside consultant from The Equity Project. These sessions were provided as support to partnerships as well as leaders supporting staff new to the district. Session topics included building community, understanding history’s impact, creating a common language, and building accountability.

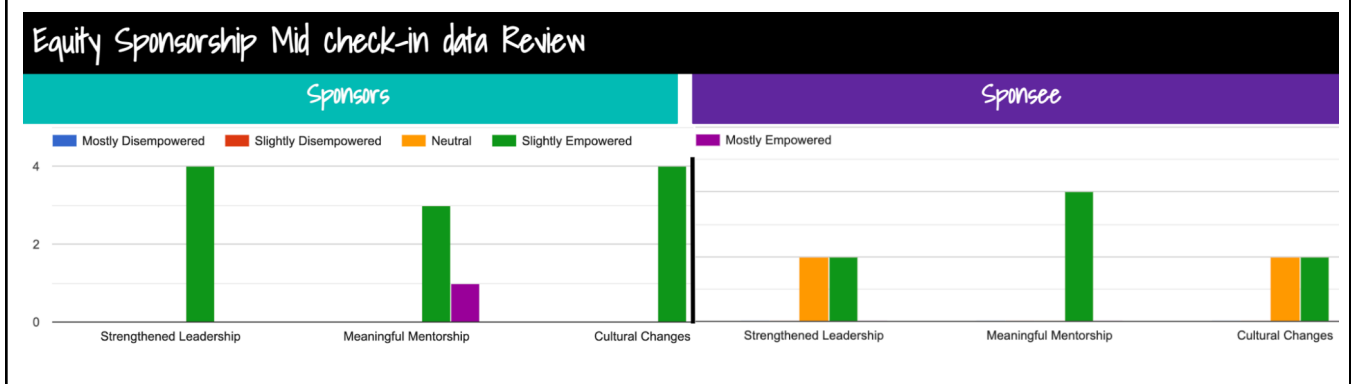
Sponsor/Sponsee participation in 1:1 sessions with partners outside of scheduled synchronous meetings



Sponsorship triads and partnerships planned meeting times as a way to connect and build relationships as BIPOC individuals throughout the school year. Six meetings were submitted by sponsorship triads/partnerships during the 2021-2022 school session. Meeting time ranged from 1 to 3 hours outside of the school day.

The graphs in Figures 3 show levels of empowerment for BIPOC colleagues during the Equity Sponsorship group. This data shows slightly higher levels of empowerment that trend more like the dominant cultural values pictured above. Furthermore, there is no indication of disempowerment within the Equity Sponsorship group, Figure 3, but we can infer the lack of empowerment from Affinity Data in Figure 2 from BIPOC staff at the site and/or district level.

Figure 3
Equity Sponsorship Mid-year Check-in Google Form

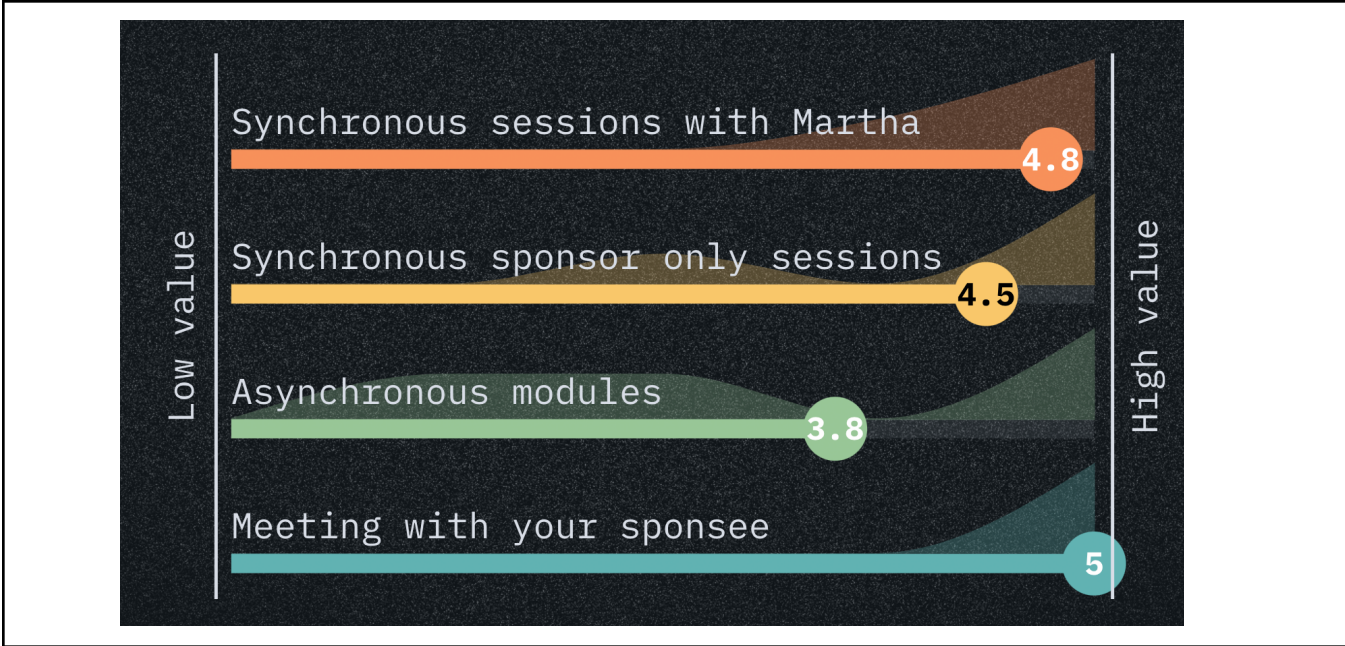


With these figures in mind, we can synthesize the power of the Equity Sponsorship group. It has had a clear impact for our new staff of Color as they enter a predominantly white system. Investment in mentorships of Color have shown system wide success through strengthening communities for staff of Color. This systemic change will in turn support overall experiences for both staff and students.

Eden Prairie Schools continued our efforts with mentorship of Color since we believe this continues to produce positive outcomes for our staff and students. We collected data during the 2021-2022 school year, shown in Figure 1, that indicated all individuals who participated in Equity Sponsorship produced a strong community through synchronous work as a group in addition to the work with their sponsorship pairs or triads. Furthermore, Kohli outlines how important racial affinity and politically aligned communities are to their growth and retention.¹ The work of the Affinity Groups and Equity Sponsorship capitalizes on how racial affinity supports individuals in professional educational spaces.

Figure 1
Equity Sponsorship Mentimeter

¹ Kohli, R. (2021). *Teachers of Color: Resisting Racism and Reclaiming Education*. Harvard Education Press.



Alignment with Eden Prairie’s New Staff and Mentorship programming ensures all licensed staff new to our schools receive a formal mentorship experience in their first year with Eden Prairie Schools. We continued to provide stipends to mentors who support teachers new to our system as part of our teacher induction program. Traditionally this level of mentorship supported capacity in areas of content knowledge as well as navigating individual school culture. Additional stipends were used as an incentive to acknowledge and provide payment for work that has historically been done by veteran BIPOC staff to support and welcome new BIPOC staff to our system. Historically, in our system, this type of leadership may go unnoticed and unpaid even though it is above and beyond what is expected. The Eden Prairie Schools Equity Sponsorship Stipend recognizes this leadership and compensates staff of Color for the extension of time to the workday provided.

Student / Teacher demographics data

Our reality, as outlined below in Figure 4, shows disproportionate representation 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 intersectionality. One way this is currently measured is by race.

Figure 4
 Eden Prairie Schools Staff & Student Demographics

Race/Ethnicity	Staff Count/Percent	Student Count/Percent
Hispanic or Latino	27/3.97%	797/9.1%
American Indian or Alaska Native	3/0.44%	36/0.4%
Asian	17/2.50%	1,239/14.1%
Black or African-American	22/3.24%	1,535/17.4%

Native Hawaiian or other Pacific Islander	1/0.15%	7/0.1%
White	606/89.12%	4,598/52.2%
Two or more races	4/0.59%	594/6.7%
Unknown race	NA/0.00%	NA/0.0%

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

The Eden Prairie Schools Teacher and Mentorship Retention Grant supported our efforts towards an increase in the number of staff of Color to match our student demographics. Our efforts focused on providing our current staff of Color leadership opportunities along with enhanced mentorship practices were integral part of our work. This focus provided additional mentor support to Tier 2, 3, and 4 teachers which included staff of Color.

Additional professional development was provided through the following pathways:

- Intentional alignment of Cultural Proficiency into all programming to produce systemic paradigm shifts.
- Engage mentors in building intercultural capacity through the Tools of Cultural Proficiency and specific intercultural professional development
- Eden Prairie Schools Affinity group professional learning and community building space

These combined strategies continued to change the narrative for students, staff of Color, and all stakeholders in our Eden Prairie Schools community.

Teacher Mentorship & Retention of Effective Teachers Grant Program 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.

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	1	0	0
Asian or Pacific Islander	6	1	0	0	2	0	0
Hispanic	2	0	0	0	0	0	0
Black	2	1	0	0	0	0	0
White	42	9	9	0	12	0	0
Other	0	0	0	0	0	0	0
Total	53	11	0	0	17	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	Tier 2 new to the profession 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	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	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

***All Mentors paid a stipend through these grant funds have a Tier 4 license.**

FY21		
Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend through Equity Sponsorship
American Indian or Alaskan Native	0	0
Asian	4	2
Black, Not of Hispanic Origin	2	2
Hawaiian/Pacific Islander	0	0
Hispanic	4	2
Multiple Categories	0	2
White, Not of Hispanic Origin	47	0
Total	57	8

Analysis of Data

A synthesis of our data indicates overall favorable results, and also points towards additional systemic capacity building and a need for sustained focus in all areas. Eden Prairie Schools is committed to a robust teacher induction program that supports both new and veteran staff. Funds from this grant allowed this work to grow and sustain programming that aligns with understanding intercultural competence and in turn is in the beginning stages of creating systemic change.

Specifically, our data shows that veteran staff aligned to Equity Sponsorship indicated levels of slightly to mostly empowerment within the context of strengthened leadership, cultural changes and meaningful mentorship. Additionally, the majority of individuals involved in traditional mentorship indicate high levels of willingness to mentor new staff again. This combined shows a strength in both the programming as well as a continued desire by veteran staff to lead in this capacity. With this in mind, during the 2022-2023 school year, Eden Prairie plans to continue to offer mentorship/sponsorship as part of the teacher induction programming as well as an additional support specific to BIPOC staff.

Connected to this both veteran and new staff also indicated high levels of favorability towards their partnerships in both traditional mentorship and as Equity Sponsorship. This data indicates a continued need and desire for opportunities for mentorship. While the data shows trends in favor of this practice, the data also indicates a need for more scheduled time to meet. Overall Equity Sponsors partnerships shared finding time to connect posed a challenge and individuals involved in traditional mentorship partnerships also had a large portion of data indicating inability to meet on a regular basis. The indication of high value of meeting with colleagues but limited time to meet points towards the possibility of supporting partnerships in building in time for mentorship/sponsorship meetings.

Another noticeable trend in the data demonstrates a high value in outside perspectives presented by outside consultants. With new staff, we collaborated with the YMCA of the North Equity Innovation Center to promote cultural competency, fostering diversity & inclusion, and understanding unconscious biases. For the Equity Sponsorship cohort, we consulted with Marth St. Jean of the Equity Project in New York City to provide a platform to cultivate participants' abilities to examine social narratives and attitudes about race, and take action against systemic inequities. We will continue to partner with these organizations based on the feedback from participant data.

In review of the data, areas of need have also come forward as points to note and consider improving. One area of need is to continue to streamline the process of assigning a mentor and providing professional learning spaces for the mentor and mentee to engage in together. Quantitative and qualitative data indicates traditional mentorship and Equity Sponsorship both show overall favorable responses towards the impact that the mentor/sponsor relationship had on staff new to the district. However, finding time to connect outside of regular scheduled meetings posed a challenge for some partnerships. Our data shows this was a significant challenge for individuals not at the same site, and or for individuals that traveled between different sites. This data illuminated the difficulties that mentorship pairing experienced during the pandemic. We believe that intentionality with mentor assignments and increased clarity around mentorship practices will lead to increased collaboration between mentors and mentees in Eden Prairie Schools.

Data also suggests that overall asynchronous learning was valued but challenging to complete due to additional workload of the 2022-2023 school year. This workload was due in part to teachers being asked to fill in for absent teachers during a preparation time if reserved teachers were not available. As a district building reserve teachers were hired in addition to on-call reserved teachers to cover classrooms to help address this need, however, classroom coverage was still needed across all sites. When teachers were asked to cover a classroom during a preparation time, this caused teachers to complete classroom preparation after school hours vs during the regular school day, and created less time and energy for professional development after school.

For the 2022 - 2023 school year professional learning schedules and learning opportunities will need to be refined and possibly reduced or redesigned with more choice. An example of this practice would be to provide more choice to new staff around the type of programming they engage in with a mentor/sponsor. Eden Prairie Schools is currently reviewing how to streamline different opportunities and as a way to personalize what teachers need or want in their professional learning experiences.

All of the efforts outlined in this grant report focused on the goal of retaining staff and providing leadership opportunities through the means of mentorship. Eden Prairie's strategic plan outlines a goal to eliminate disparities by 2023, specifically racial demographics of the staff to closely reflect that of the student population. Our data indicates continued efforts in this area is a high priority as the 2021-2022 school year closes and 2022-2023 is near its beginning. Funds from this grant are used to support attainment of this goal and Eden Prairie schools remain committed to eliminating this disparity as well as continuing to grow our efforts of teacher mentorship and retention.

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.

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$70,634.50	Teacher Mentorship	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Direct Evidence: <ul style="list-style-type: none"> • Completion of Schoology asynchronous modules • Evidence of mentor/mentee planning and observations meetings • Limited to no request for mentor transfer from mentor or admin Perception Evidence: <ul style="list-style-type: none"> • Mentor check-in survey mid-year • Mentor perception survey end of year 	Percentage of staff retained that received a traditional mentor Attendance in professional learning
\$3,683.34	Equity Sponsorship	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Continued and initial interest surveys Perception data survey Consistent participation in professional learning Growth data from year 2020-21 to 2021-22	<ul style="list-style-type: none"> • Percentage of staff of color returning as mentors of color • Percentage of staff retained that received a mentor of color • Attendance in professional learning • Frequency of mentorship session Qualitative data sets including survey data

				<p>collection:</p> <ul style="list-style-type: none"> • Indicating evidence or lack evidence that mentor of color provided a sense of belonging • Feedback from mentee indicating effectiveness of support levels • Feedback from mentor indicating types of mentorship provided and requested from mentee
\$129,579.73	New Teacher Induction	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	<p>Perception Evidence:</p> <ul style="list-style-type: none"> • New Teacher Perception Surveys <ul style="list-style-type: none"> ○ New teacher/staff surveys ○ Year One, 4 surveys ○ Year Two, 2 surveys ○ Year Three, 2 surveys • Student perception surveys <ul style="list-style-type: none"> ○ Review student data from new teachers • Mentor Perception Surveys <p>Indirect Evidence:</p> <ul style="list-style-type: none"> • Data during new staff sessions - scripting conversations, posters/charting • Continued participation in synchronous and asynchronous professional learning year 1 – year 3. • Participation in optional observations with mentor • Feedback from principals • Observation notes from new staff observation opportunities • HR exit interviews with staff • Retainment of staff (new teachers and mentors) 	<p>Attendance in professional learning sessions</p> <p>Feedback data collected after each professional learning session</p>
\$0.00	Workshops	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	<p>Perception data survey</p> <p>Number of staff participating in workshops</p>	<p>Participation disaggregated by race/ site/ and or grade levels</p> <p>BIPOC Student achievement in classrooms for participating</p>

				individuals Retention rates for staff of color that participated in workshops/institutes
\$204,076.84		<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		