

# 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](mailto:Laura.Dyer@state.mn.us).

## Report components:

- I. Cover Sheet
  
- 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	Roseville Area Schools
Total Grant Amount	\$98,455.52

### 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	Academic Interventionist, Lead Mentor and Planning Team member for F.O.C.U.S.
Address	Central Park Elementary School 535 County Road B-2 West
City, State and Zip code + 4	Roseville MN 55113
Phone Number and Email	651-491-3535

## 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.**

We have provided a narrative thread throughout this report especially related to our findings in the data/survey reporting. This is done as our cultural communication style is more rooted in telling our story rather than in linear reporting. However, included here are brief descriptions.

- F.O.C.U.S. affinity group
  - Our district affinity group, Future Oriented Community of United Support (F.O.C.U.S.) is a long-standing group that has as its goals: Develop Community, Capacity and Community Cultural Wealth. We used this grant to develop programming and content to meet these goals as well as activities to strengthen our pedagogy and practices reflective of our cultural roots as BIPOC educators so that our BIPOC students are taught in ways that resonate with them. We are building capacity in our BIPOC educators to navigate our racialized schools and district climate as well as sustain ourselves in this work for the long term.
  - The funds for honorariums were for presenters that understand our vision and can move us forward in our knowledge and skills as a mentoring affinity group. We gained a lot of knowledge and skills we will continue to practice throughout the next few years during our times together and in our co-mentoring relationships.
  - Food budget for our FOCUS sessions gave us the ability to stay together and process over snack and lunch as community building time. As we were granted funds for sharing meals together and the dynamic of eating and talking together made our time richer as we built relationships by sharing time to eat. In our communities of color, sharing food and our lives together is a dynamic we all know and respond as a “safe” space.
  - We have our F.O.C.U.S. meetings during the day with substitute coverage provided so that it is an equitable opportunity for all to attend. Grant funds continued to support that process.
  - We also provided stipends for leadership team members for all of the added labor they did beyond their full time teaching responsibilities. We know that if we continue to increase the labor we ask of ourselves to address systemic and interpersonal issues and provide solutions for those issues to those that oppress us we will burn out. We want to provide monetary support for this added labor and the emotional toll this work takes on us.
  
- Lead Mentor
  - The lead mentor implemented various components of the grant. As she is a full time teacher, it is becoming increasingly difficult to coordinate, implement and monitor because we are adding various components of each year as we learn what is needed. We have developed a different structure for the leadership team for next year in hopes of supporting leaders more as well as the lead mentor, changing the role to Grant Coordinator. We also added more sub-release days for this position.

- Goals:
  - Our goals continue to be: develop skills, tools, practice to have capacity to identify, address and bring change to teaching practices based in our community cultural wealth as well as to build self-advocacy and advocacy skills to sustain ourselves in racial justice work. Our co-mentoring model and FOCUS affinity group are strong supports, and offer space to learn from each other as we continue to develop our racial literacy skills. By racial literacy we mean, “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). “We need racial literacy to disrupt and transform the social and political climate” (Rogers & Mosley, 2008).
- Mentorship
  - We were able to provide mentors and mentees with stipends which acknowledges the added labor we do as BIPOC educators. As we are developing a co-mentoring model, the stipends are for equal amounts.
  - We provided a sub release to mentees for a day to observe their mentor and other teachers. These are a highlight for the mentees. It also provides the grant coordinator some insight as to what areas of teaching mentees feel the need for support as they reflect on their observation.
- As we have the opportunity to analyze data now we have identified some of these as being “last in, first out,” need for early interventions and advocacy for newer teachers, principals adhering to district observation/evaluation structure and leaders who are not culturally responsive to the needs of their BIPOC educators. These areas will be addressed in our upcoming work as district policies and procedures issues with options to address them through our FOCUS affinity group work.
- Conferences
  - We had 2 members virtually attend an Institute of Teachers of Color Committed to Racial Justice (ITOC) mini-conference on Ethnic Studies and paid the registration fee.
  - We have a few BIPOC teachers that were accepted as fellows into the 2022-2023 Conference year and will pay their registration fees from funds identified for this in the FY22 grant.
- Pathways class Panel
  - We were unable to do this as the course was held in the fall and funds were not released. We carried this over to do it in the fall of the 2022 school year.

## Teacher Mentorship & Retention of Effective Teachers Grant Program Data

**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 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	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

**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	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

**Table 3: Turnover of teachers of Color**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Turnover of Teachers of Color (TOC who left/Total # of TOC)	9.52%	6.12%	11.54%	10.00%	3.70%	9.85%	10.6%	*14.44%

Percentage of Teachers of Color (# of TOC/ # of Teachers)	8.45%	9.92%	9.68%	9.42%	9.33%	11.79%	11.76%	14.17%
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## Analysis of Data

As part of our progress monitoring, we used HR records, attendance sign-in sheets, 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).

**Table 4: Progress Monitoring Chart from Grant Application**

Progress monitoring criteria/outcomes	Methods for collection	Data used
Teachers hired 2021-22 school year retained unless budgetary needs dictate otherwise.	Data showing who was rehired	HR records
Mentors/Mentees engage in F.O.C.U.S. sessions for PD specifically designed for developing racial literacy skills, navigating racialized school climate and co-mentoring beyond monthly mentor/mentee meetings.	Attendance records	Attendance on Sign in sheets
Mentees identify new learning as well as effectiveness of mentoring program	Survey	Survey results

### HR Records

**Table 5: Retention**

	2020-2021	2021-2022
Retention of TOC	89.4%	85.56%

There was an increase of BIPOC staff hired this school year (35%) compared to last school year (26%), but there was a drop in retaining teachers of color this year compared to last year. This data shows continued systemic challenges remain when it comes to retaining teachers of color. We have identified some of these as being “last in, first out,” need for early interventions and advocacy for newer teachers, principals adhering to district observation/evaluation structure and leaders who are not culturally responsive to the needs of their BIPOC educators. These areas will be addressed in our upcoming work as district policies and procedures issues with options to address them through our FOCUS affinity group work.

### Attendance Records

**Table 6: Attendance Sign In Sheets**

FOCUS Session	In Attendance*
Oct 7, 2021 (School Hours - not funded through grant because occurred prior to funds being released)	36

Feb 9, 2022 (School Hours)	37
April 13, 2022 (School Hours)	41
May 10, 2022 (School Hours)	30**
May 26, 2022 (After School Hours)	12

\*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.

There was an increase in attendance throughout each session we had during school hours, with decreased attendance on the last session during school hours. We are not sure why this occurred, but we know there were some folks who registered but communicated they would not be able to attend due to an illness. This is likely still Covid related.

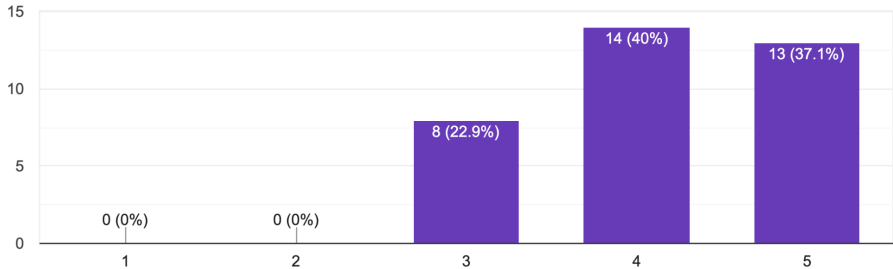
**Pre and Post Surveys (We took the advice of a reviewer for our FY22 proposal to include surveys as a means of gathering qualitative data.)**

All FOCUS members were asked to participate in the pre and post surveys. We decided to include all members and not just Mentors and Mentees because we saw the collective experience at FOCUS as a component of the co-mentorship program, therefore, even members not assigned a mentee still were a part of the mentorship process through mutual learning in the FOCUS space. The surveys were to help identify skills members already possessed and to see if there is growth in their skill sets based on our collective learning together.

We want to note that there was a significant drop in survey response in the post-survey as many participants may have experienced survey fatigue when we sent out the post-survey. There had been a few surveys sent to the group the same day we sent ours out. Regardless of the sample size, we can still pull some trends and data to help inform us how members have grown in their skill sets.

**Table 7 Pre-Survey Response: I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.**

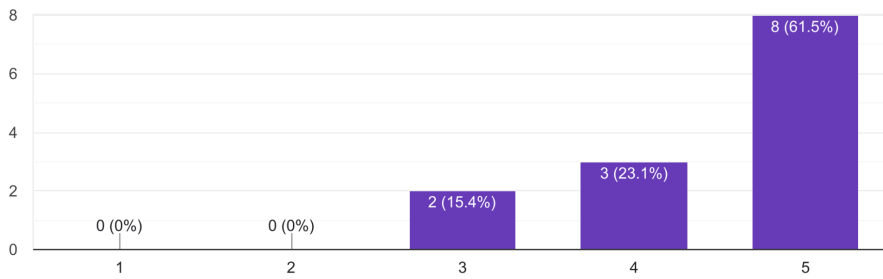
I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.  
35 responses



**Table 8 Post-Survey Response: 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.

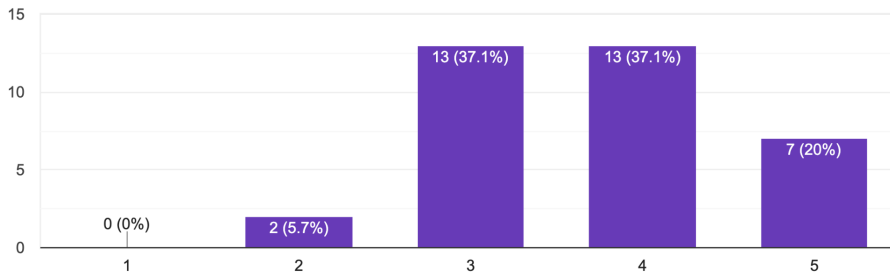
13 responses



**Table 9 Pre-Survey: 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.

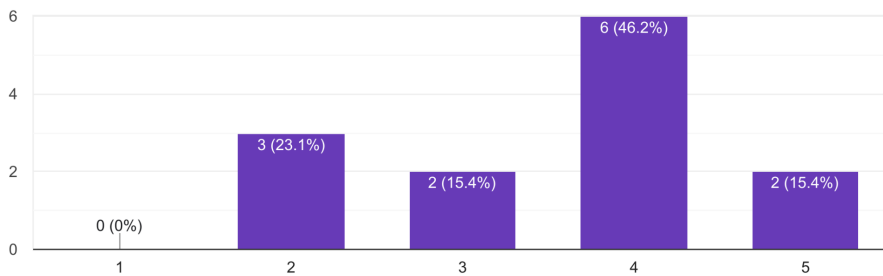
35 responses



**Table 10 Post-Survey: 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.

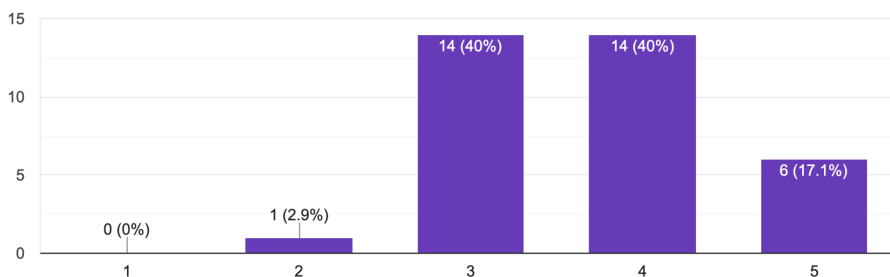
13 responses



**Table 11 Pre-Survey: I can replace racism/race-evasiveness in education with culturally sustaining pedagogy**

I can replace racism/race-evasiveness in education with culturally sustaining pedagogy.

35 responses

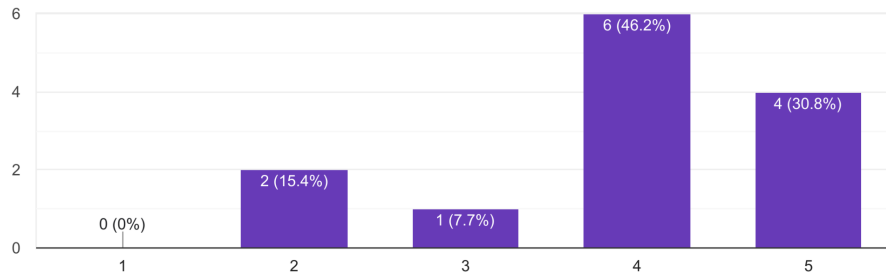


**Table 12 Post-Survey: I can replace racism/race-evasiveness in education with culturally sustaining pedagogy**



I can replace racism/race-evasiveness in education with culturally sustaining pedagogy.

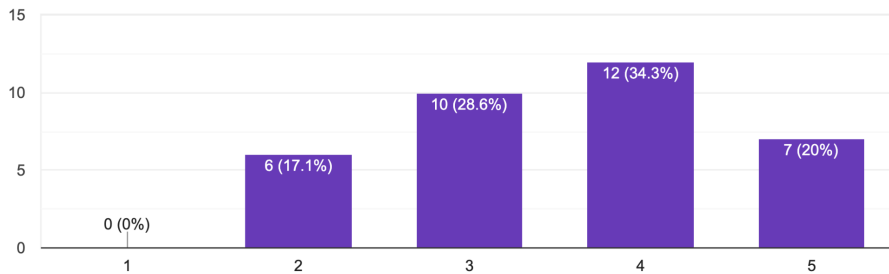
13 responses



**Table 13 Pre-Survey: I can use BIPOC community cultural wealth to reframe K-12 education**

I can use BIPOC community cultural wealth to reframe K-12 education

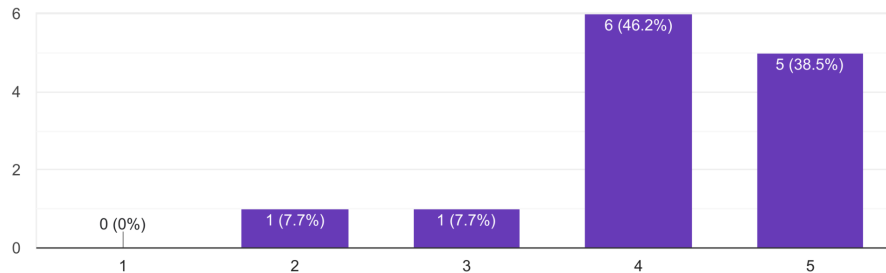
35 responses



**Table 14 Post-Survey: I can use BIPOC community cultural wealth to reframe K-12 education**

I can use BIPOC community cultural wealth to reframe K-12 education

13 responses



The survey data shows trends of growth in learning skills to help FOCUS members to develop their advanced racial literacy skills and build on their community cultural wealth. This skill will support teachers developing culturally sustaining pedagogies and practices which will positively affect both our BIPOC students as well as our White students.

The survey also included an open-response question:

What strengths do you bring into your role as a BIPOC educator?

In the pre-survey, the terms: students, experience, background, community, cultural, knowledge, people, and perspectives appeared at least 4 or more times. In looking for themes and trends in the responses, we were able to identify the following: individuals' lived experiences connected them to communities that engaged in action/resistance/resilience. There was a strong emphasis on lived experiences and being a part of a community that educators identified as strengths they had to share and support students and other BIPOC educators.

The post-survey saw a similar trend. Words that appeared three or more times were: students, families, people, ability, experience and work. Although the themes from the response were still connected to lived experiences and taking action- the taking action was more active than the pre-survey responses. What we mean by this is that in the pre-survey,

we saw various responses that stated “I am willing,” which seems more passive, versus in the post-survey, it had the tone that this is what I am doing with my strengths. For example, an educator wrote, “I am an advocate for students, co-workers and for change on a district level.” This is evidence of a shift members are making in their advocacy and claiming the power they have to identify, make change and provide support from where they stand. Again, our focus is to develop skills needed to Identify, address needs and options/opportunities and to make racially just changes for teachers, students and families.

It was our hope with the learning and relationship- building time provided, that members would develop skills and attitudes as well as the courage and clarity that would allow them to take action in their respective roles. It was great to see that come through in their responses.

**Mentimeter Responses**

In our last session, a guest speaker had members respond to the question, “What stories would you like FOCUS to tell about what we’ve accomplished together and individually as educators of color over the past few years?” These were the themes found in the 27 responses:

- 15 times, “we” was used to describe their stories - there was a feeling of having a collective experience. One member wrote, “We get the opportunity to slow down, to connect, to commune and lift each other up. This group is needed.”
- 13 times, members spoke about having a community to do the work and supporting each other - members wanted to share that FOCUS was a place where they were seen and heard. “We come and are rich with many gifts and talents... but we must be allowed to share it. We stand up for one another so that we are not silenced or remain silence.”
- Other identified themes were that FOCUS was a safe space, a place to learn new skills, and a place to move forward policy changes.

In our efforts to retain BIPOC educators, we are proud to know that FOCUS provides a space where they are seen, heard, supported and feel like they have a community of other BIPOC educators who share in the work they are doing. [We continue to increase our effectiveness in co-mentoring through our FOCUS affinity group as we BIPOC educators are the designers and facilitators of what we need.](#)

[“We are the leaders we’ve been waiting for.” Grace Lee Boggs](#)

**Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure**

**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 15: Grant Funds Expenditure**

Amount Spent	Amount Left	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
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\$48,095	\$10,467	FOCUS	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey Attendance Records	See "Analysis of Data" section above and itemized in table below
\$29,634	\$44,521	Mentoring	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	HR Data Survey	See "Analysis of Data" section above and itemized in table below
\$300	\$2,700	Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey	See "Analysis of Data" section above and itemized in table below

See Table 16 for more detailed information.

**Table 16: Detailed Grant Funds Expenditure**

Buckets	FY 22 Expenditure Description	FY21 Funds Amended into FY22	FY22 Requested Budget	FY22 Expenses	Spend FY21	Spend FY22	Amendment Funds Needed (Use Remaining FY21)	Remaining from FY21	FY22 Rollover	Notes		
FOCUS	Substitute costs for Affinity Group release time (50 staff @ 4 days)	\$26,550	\$8,850	\$12,663	\$12,663			\$13,887	\$7,761	8850 remaining - 334.7 - 754.6 = 7760.7	334.7 planning team benefits	754.60 co-facilitator benefits
FOCUS	MHC Facilitated Group Event			\$1,146			\$1,146					
FOCUS	NEW FY22: Food-- 4 F.O.C.U.S. affinity group events		\$6,000	\$3,293		\$3,293			\$2,707			
FOCUS	NEW FY22: F.O.C.U.S. Differentiated PD (Rita Kohli/Differentiated PD Honorarium)		\$10,000	\$14,940		\$10,000	\$4,940		\$0			
FOCUS	NEW FY22: F.O.C.U.S.Planning Team Stipends 7@\$1000 each		\$8,000	\$7,000		\$7,000				1000 goes towards co-facilitator		

<b>FOCUS</b>	NEW FY22: F.O.C.U.S.Planni ng Team Benefits %		\$1,310	\$1,644		\$1,644		\$0			
<b>FOCUS</b>	NEW FY22: F.O.C.U.S. Co-facilitators Stipend 3@\$2000 each		\$4,000	\$6,000		\$6,000					
<b>FOCUS</b>	NEW FY22: F.O.C.U.S. Co-facilitator Benefits %		\$655	\$1,409		\$1,409					
<b>FOCUS</b>	NEW: Ethnic Studies frameworks Books		\$1,000	\$0					1000 goes toward s co-facil itator		
<b>Mentoring</b>	N/A Write amendment to reallocate (books)	\$240					\$240				
<b>Mentoring</b>	Lead Mentor Stipend 1@\$5000	\$0	\$5,000	\$5,000		\$5,000		\$5,000			
<b>Mentoring</b>	Benefits related to Lead Mentor stipend		\$819	\$1,175		\$1,175		\$819			
<b>Mentoring</b>	Substitute cost for Lead Mentor release time (8 days)	\$1,416	\$0	\$0			\$1,416	\$0			
<b>Mentoring</b>	Stipends paid to Mentors of Color (25@\$1000 ea.) for staff of color	\$10,000	\$15,000	\$9,000	\$9,000		\$1,000	\$15,000			
<b>Mentoring</b>	Benefits related to Mentors of Color stipends	\$233	\$3,860	\$2,114	\$233	\$1,881		\$3,860			
<b>Mentoring</b>	NEW: Mentee Stipend 25@1000		\$25,000	\$9,000		\$9,000		\$17,000			
<b>Mentoring</b>	NEW: Mentee Benefits %		\$4,093	\$2,114		\$2,114		\$1,978			
<b>Mentoring</b>	Substitute costs for release time for our new Teachers of Color to	\$3,560	\$865	\$1,232	\$1,232		\$2,328	\$865			

	observe current Teachers of Color one day each (25@\$178)											
<b>Education Pathways</b>	Stipends for 3 teachers for Urban Pathways panel (recruitment of future Teachers of Color) (3@\$150 ea)	\$0	\$450	\$0					\$450			
<b>Education Pathways</b>	Benefits related to stipend above		\$73	\$0					\$73			
<b>Education Pathways</b>	Substitute costs for release time for Urban Pathways panel to recruit future Teachers of Color (3 staff @177@1 day ea)	\$48	\$483	\$0					\$483			
<b>Conference</b>	NEW: Institute for Teachers of Color Committed to Racial Justice (10@\$300)		\$3,000	\$300		\$300			\$2,700			
<b>Z</b>		\$42,047	\$98,456	\$78,029	\$23,128	\$40,761	\$14,141	\$18,871	\$58,694			

<b>= FY22 Expenses</b>	<b>Spend FY21 + Spend FY22 + Amendment Funds Needed (Use Remaining FY21)</b>
<b>= \$78,029</b>	<b>\$23,128 + \$40,761 + \$14,141</b>