

# FY23 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, 2023** to [Laura.Dyer@state.mn.us](mailto: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 Public Schools
Total Grant Amount	\$179,736

### Identified Official with Authority

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

### Primary Program Contact

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

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

### Overview Recap of New Teacher and Mentorship Programming:

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

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

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

Continuous learning sessions provided opportunities two types of learning:

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

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

### Overview Recap of Traditional Mentorship:

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

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

Prior to the start of the 22-23 school year, mentors prepared for induction week with new staff by completing professional learning through an asynchronous learning module. During induction week, the district wide mentor group gathered for a professional learning session. To support our district goals and strategic plans, the Tools of Culturally Proficient Practices were embedded in both mentor sessions. This included a focus on three of the Essential Elements of Cultural Proficiency: Assessing Cultural Knowledge, Valuing Diversity, and Managing the Dynamics of Difference. This provided an entry point for staff to strengthen understanding of the tools of Cultural Proficiency, and set tools to use as mentors navigate successes and/or needs with a mentee. Mentors were given opportunities to

apply their learning during each session by intentionally crafting messages to mentees and proactively planning time to support mentees throughout the year.

### **Overview Recap of Mentors of Color/Equity Sponsorship:**

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

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

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

### **Overview Recap of Affinity Spaces**

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

- Cultivating leaders to be empowered to use their voices to make a positive long-lasting cultural change in their school and community.
- Promoting the hiring, retaining, and support of staff of color so that all stakeholders (staff and students) can see themselves reflected within their learning space.
- Creating and promoting sustained safe spaces across all sites so that we foster positive identities and a welcoming environment for all staff.
- The spirit of inclusivity engendered by our powerful conversations will promote a feeling of success and belonging for all members of our community so that their story and experience is being acknowledged.
- Continuously communicate our vision with stakeholders to go beyond the celebration of diversity bringing focus on empowerment of staff of color and their allies.

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

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

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

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

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

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

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

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching

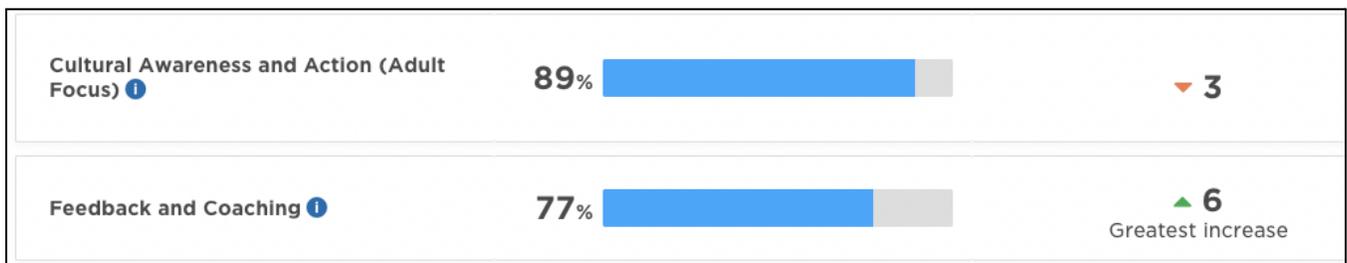
American Indian or Alaskan Native	0	0	1	0	0
Asian or Pacific Islander	0	0	4	0	0
Hispanic	0	0	1	0	0
Black	0	0	3	0	0
*Other	0	0	40	0	0
Paid Mentors of color who received additional stipends	5	0	5	0	0
<b>Total</b>	<b>5</b>	<b>0</b>	<b>54</b>	<b>0</b>	<b>0</b>

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

## Analysis of Data

### New Staff Induction Week

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



*New teacher Feedback Survey 2022-2023*

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

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

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

Cultural Awareness and Action	Feedback and Coaching
<p>QUESTION</p> <p>➤ How much do you agree with this statement: As I embrace the Principles of Cultural Proficiency, I, too, must change.</p> <p><b>100%</b> 1 responded favorably</p> <p>0 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ On Tuesday or Thursday you spent the day at the YMCA Equity Innovation Lab. How much did the learning support you in developing an understanding of the historical inequities that impact students of color in the present day?</p> <p><b>89%</b> responded favorably</p>
<p>QUESTION</p> <p>➤ 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?</p> <p><b>94%</b> responded favorably</p> <p>6 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ 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?</p> <p><b>89%</b> responded favorably</p>
<p>QUESTION</p> <p>➤ How well do you recognize and celebrate the knowledge, strengths, and assets that each student brings to the classroom community?</p> <p><b>94%</b> responded favorably</p> <p>1 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ On Tuesday or Thursday, we spent the morning session on the Intercultural Development Inventory (IDI). How much did this learning help you understand the purpose behind learning about intercultural development as part of your personal inside-out journey?</p> <p><b>78%</b> responded favorably</p>
<p>QUESTION</p> <p>➤ 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?</p> <p><b>94%</b> responded favorably</p> <p>2 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ 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?</p> <p><b>76%</b> responded favorably</p> <p>18 from Staff Surveys 2021-2022</p>
<p>QUESTION</p> <p>➤ How often do you seek to learn about the cultures of EPS students and families?</p> <p><b>89%</b> responded favorably</p> <p>5 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ On Tuesday or Thursday you spent the day learning about the Tools of Cultural Proficiency. How much did this learning help you begin your inside out work to become a culturally proficient educator?</p> <p><b>67%</b> responded favorably</p>
<p>QUESTION</p> <p>➤ How often do you take advantage of teachable moments to share cultural knowledge or to learn from your colleagues?</p> <p><b>89%</b> responded favorably</p> <p>3 from Staff Surveys 2021-2022</p>	<p>QUESTION</p> <p>➤ We spent time on curriculum and preparing for the first days of school. How much did this learning help you be prepared for your first few days of school?</p> <p><b>61%</b> responded favorably</p>
<p>QUESTION</p> <p>➤ How confident are you in your ability to learn from the challenges and opportunities that diversity brings?</p> <p><b>89%</b> responded favorably</p> <p>6 from Staff Surveys 2021-2022</p>	
<p>QUESTION</p> <p>➤ How well do you incorporate each student's cultural and linguistic backgrounds, experiences, and interests to meet their individual needs?</p> <p><b>83%</b> responded favorably</p> <p>7 from Staff Surveys 2021-2022</p>	
<p>QUESTION</p> <p>➤ 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?</p> <p><b>83%</b> responded favorably</p> <p>4 from Staff Surveys 2021-2022</p>	
<p>QUESTION</p> <p>➤ 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?</p> <p><b>72%</b> responded favorably</p> <p>15 from Staff Surveys 2021-2022</p>	

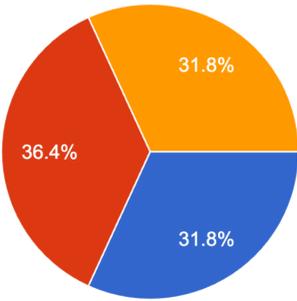
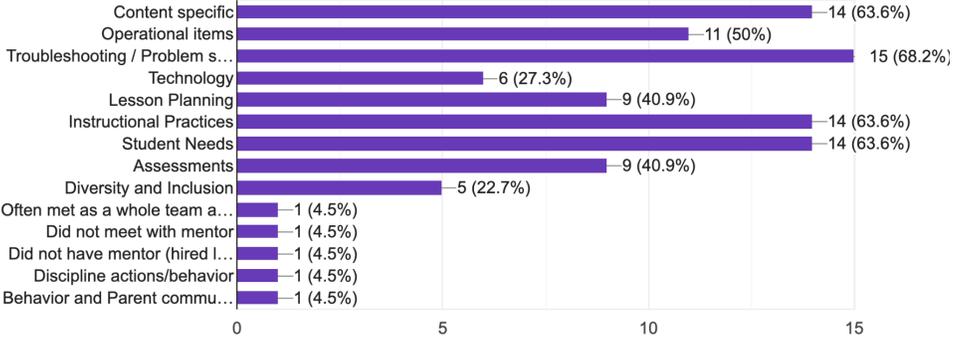
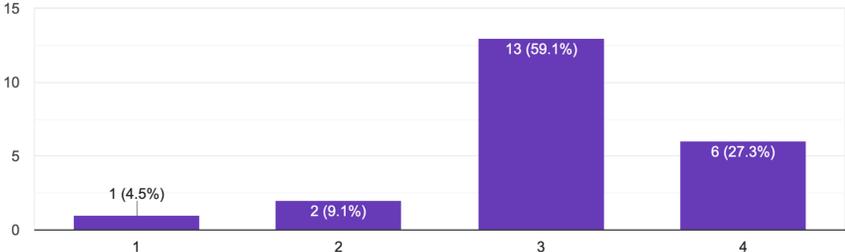
*New teacher Feedback Survey 2022-2023*

### End of Year Feedback

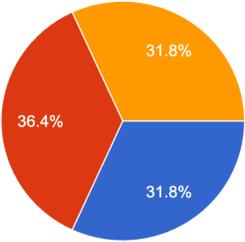
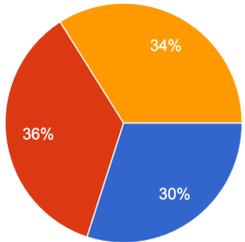
End of year survey results for staff new to Eden Prairie Schools indicate an overall successful implementation of new staff induction for year 1, 2, and 3. Staff in year 1, 2, and 3 shared favorable

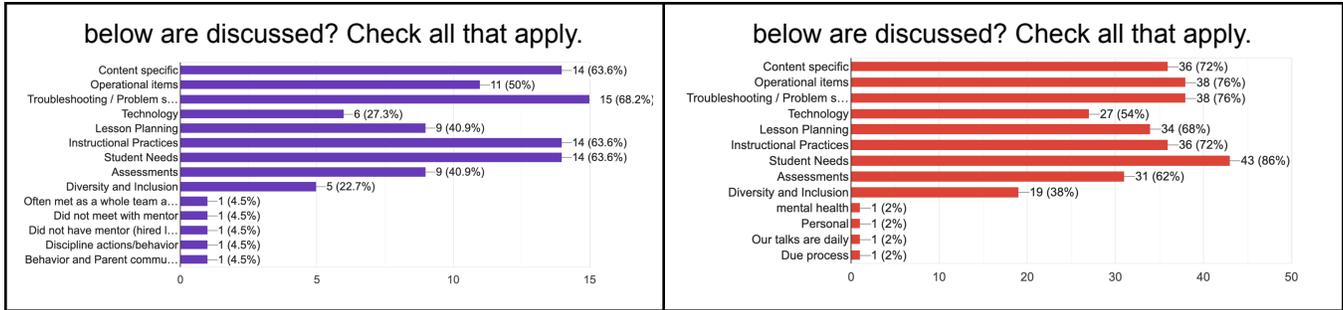
feedback in response to outcome measures. Staff in year 1 indicated 95.4% favorable response, and staff in year 2 and 3 indicated 86.4% favorable responses. Experiences for staff in year 1 include specific support from mentor/mentee relationships. Survey results from new staff in year 1 reflect the mentor/mentee relationship as having the highest level of impact during the first year of teaching in Eden Prairie Schools. Further evidence of mentor/mentee relationship includes 68.2% of new staff in year 1 indicated meeting as mentor/mentee relationships at least once a week or more often throughout the year. Side-by-side comparison of time spent with mentor/mentee meetings confirms the amount of time spent developing and supporting through the mentor/mentee relationship. During the meetings the topics most discussed included: content specific needs (63.6%), troubleshooting and problem solving (68.2%), instructional practices (63.6%), student needs (63.6%). The next highest level of impact identified by new staff in year 1 denoted 40% less effectiveness in support than the mentor/mentee relationship. This data signifies the importance of the mentors during the first year of teaching.

<p><b>Year 1 Outcome:</b> Teachers will understand Eden Prairie’s mission and implement current pedagogical practices that reach each student’s needs while continuing to learn and implement classroom management strategies and deliver content rich lessons.</p>	<table border="1"> <thead> <tr> <th>Outcome Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 (did not meet)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>3</td> <td>16</td> <td>72.7%</td> </tr> <tr> <td>4 (exceeds)</td> <td>5</td> <td>22.7%</td> </tr> </tbody> </table> <p>1= did not meet the outcome, 4 = exceeds the outcome</p>	Outcome Level	Count	Percentage	1 (did not meet)	0	0%	2	1	4.5%	3	16	72.7%	4 (exceeds)	5	22.7%															
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<p><b>Year 1 - Responses</b> Which experiences supported you most during the first year of teaching in Eden Prairie Schools.</p>	<table border="1"> <thead> <tr> <th>Experience</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Mentor/Mentee Relationship</td> <td>17</td> <td>77.3%</td> </tr> <tr> <td>Intercultural Development Inve...</td> <td>4</td> <td>18.2%</td> </tr> <tr> <td>YMCA Equity Innovation Cente...</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>Continuous Learning sessions...</td> <td>4</td> <td>18.2%</td> </tr> <tr> <td>Site Specific Training provided...</td> <td>8</td> <td>36.4%</td> </tr> <tr> <td>coworkers</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>time given to work on curriculum</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>Department Colleagues</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>I was a last minute hire, so I fel...</td> <td>1</td> <td>4.5%</td> </tr> </tbody> </table> <p>Check Top 3</p>	Experience	Count	Percentage	Mentor/Mentee Relationship	17	77.3%	Intercultural Development Inve...	4	18.2%	YMCA Equity Innovation Cente...	8	36.4%	Continuous Learning sessions...	4	18.2%	Site Specific Training provided...	8	36.4%	coworkers	1	4.5%	time given to work on curriculum	1	4.5%	Department Colleagues	1	4.5%	I was a last minute hire, so I fel...	1	4.5%
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<p><b>Year 1 - New Staff Responses</b></p> <p>How often do you meet with your mentee?</p>	 <ul style="list-style-type: none"> <li>● Less than once a week</li> <li>● Once a week</li> <li>● More than once a week</li> </ul>
<p><b>Year 1 Responses</b></p> <p>When meeting with my mentor which topics were discussed below.</p>	
<p><b>Year 2 &amp; 3 Outcome:</b></p> <p>Teachers will continue to learn and grow in professional responsible teaching practices meeting the needs of each student.</p>	 <p>1= did not meet the outcome, 4 = exceeds the outcome</p>

End of Year New Staff Survey Results 2022-2023

<p><b>22-23 New Staff Year 1 End of Year Feedback</b></p>	<p><b>22-23 Mentor End of Year Feedback</b></p>
<p>How often do you meet with your mentor</p>  <ul style="list-style-type: none"> <li>● Less than once a week</li> <li>● Once a week</li> <li>● More than once a week</li> </ul>	<p>How often did you meet with your mentee</p>  <ul style="list-style-type: none"> <li>● Less than once a week</li> <li>● Once a week</li> <li>● More than once a week</li> </ul>
<p>When meeting with your mentor, which of the topics</p>	<p>When meeting with your mentor, which of the topics</p>



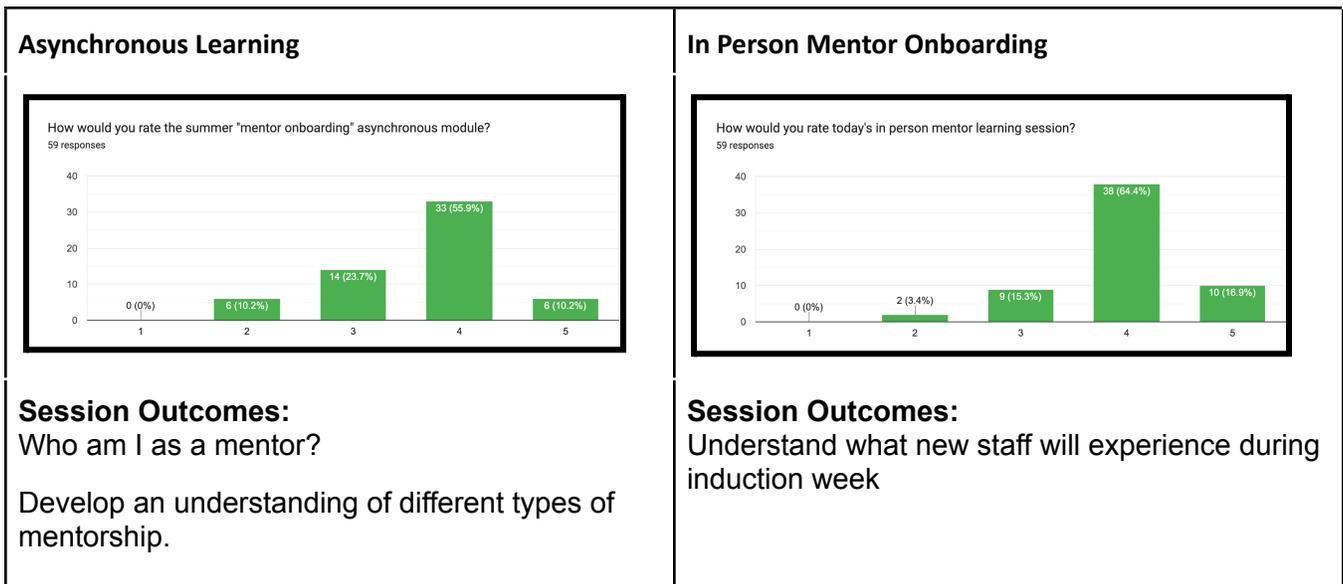
Side by side comparison of New Staff and Mentors 22-23

## Traditional Mentorship

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

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

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



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

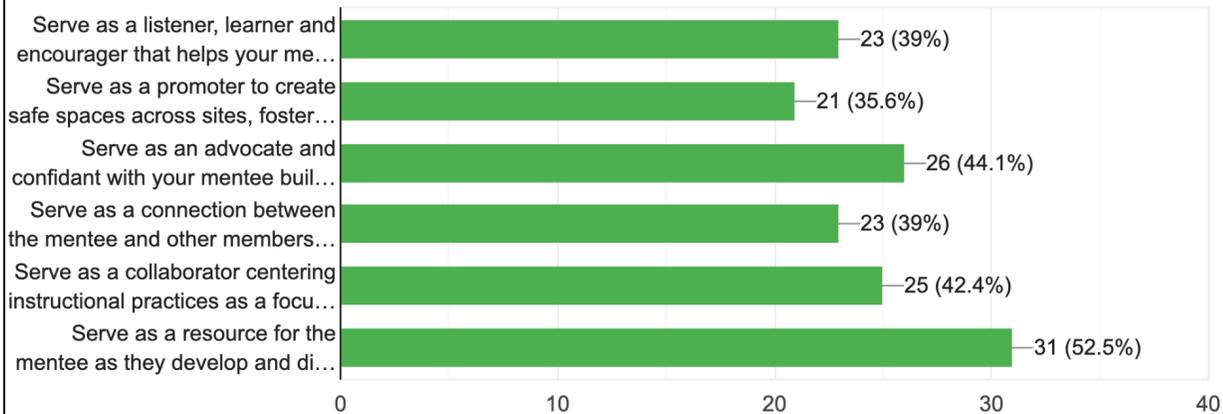
Consider what power dynamics are at play in my mentor/mentee relationship.

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

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

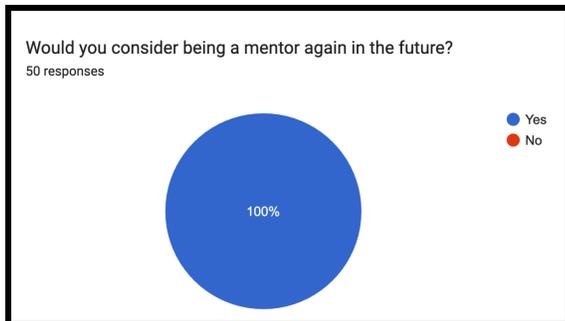
Looking forward, which of the mentorship responsibilities listed below, is an area you would like to continue building capacity? Click all that apply. Use link to view full Mentor 2022-2023 Onepager.

59 responses



Mentor Feedback Form - August 22nd, 2022

### End of Year Survey for Mentors



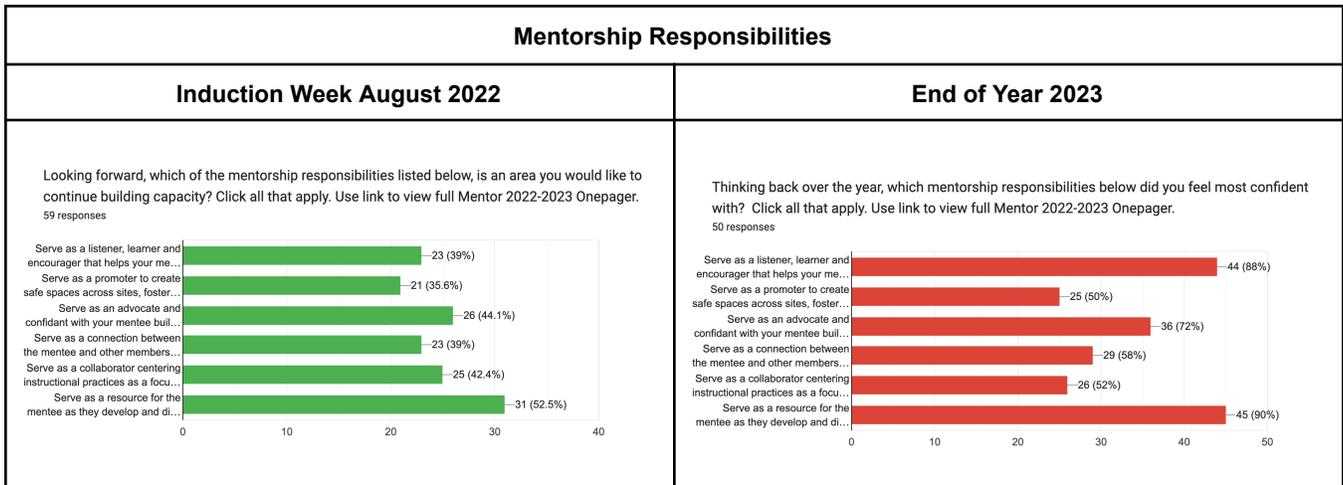
Mentors indicated a high level of favorability of the mentor role. 100% of mentors in the 22-23 cohort indicated they would consider being a mentor again in the future.

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

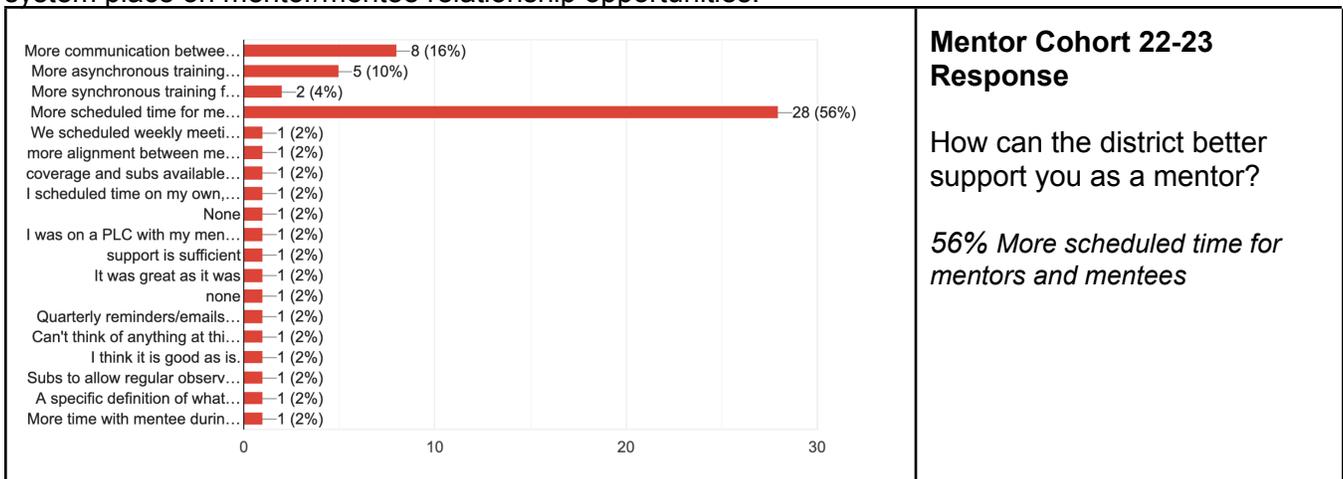
Specifically, the mentors indicated three main areas of significant professional growth over time in relation to

responsibilities of the mentor role:

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



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

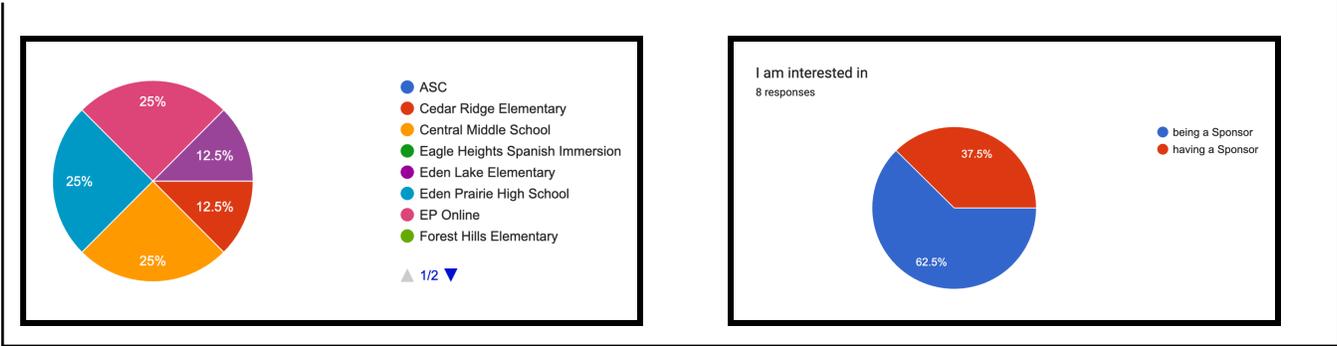


*Mentor Feedback END OF YEAR May 2023*

## Equity Sponsorship

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

<b>Participation across school sites</b>	<b>Participation as Mentors/Mentee</b>
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Participating teachers requesting mentors of color totaled three staff members. Two staff members were in their first year of teaching in Eden Prairie and one was in their second year of teaching in Eden Prairie.

**Mentee Demographics**

What year of teaching are you entering in Eden Prairie Schools?  
3 responses

Year	Percentage
First	66.7%
Second	33.3%
Third	0%

**Mentee's hopes in what they may gain by participating in Equity Sponsorship collaboration:**

- I'm hoping to continue to develop relationships with other staff of color and learn ways to advocate for myself and others.
- Support, Community, and opportunity.
- Guidance and advice from someone that shares similar experiences to me.

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

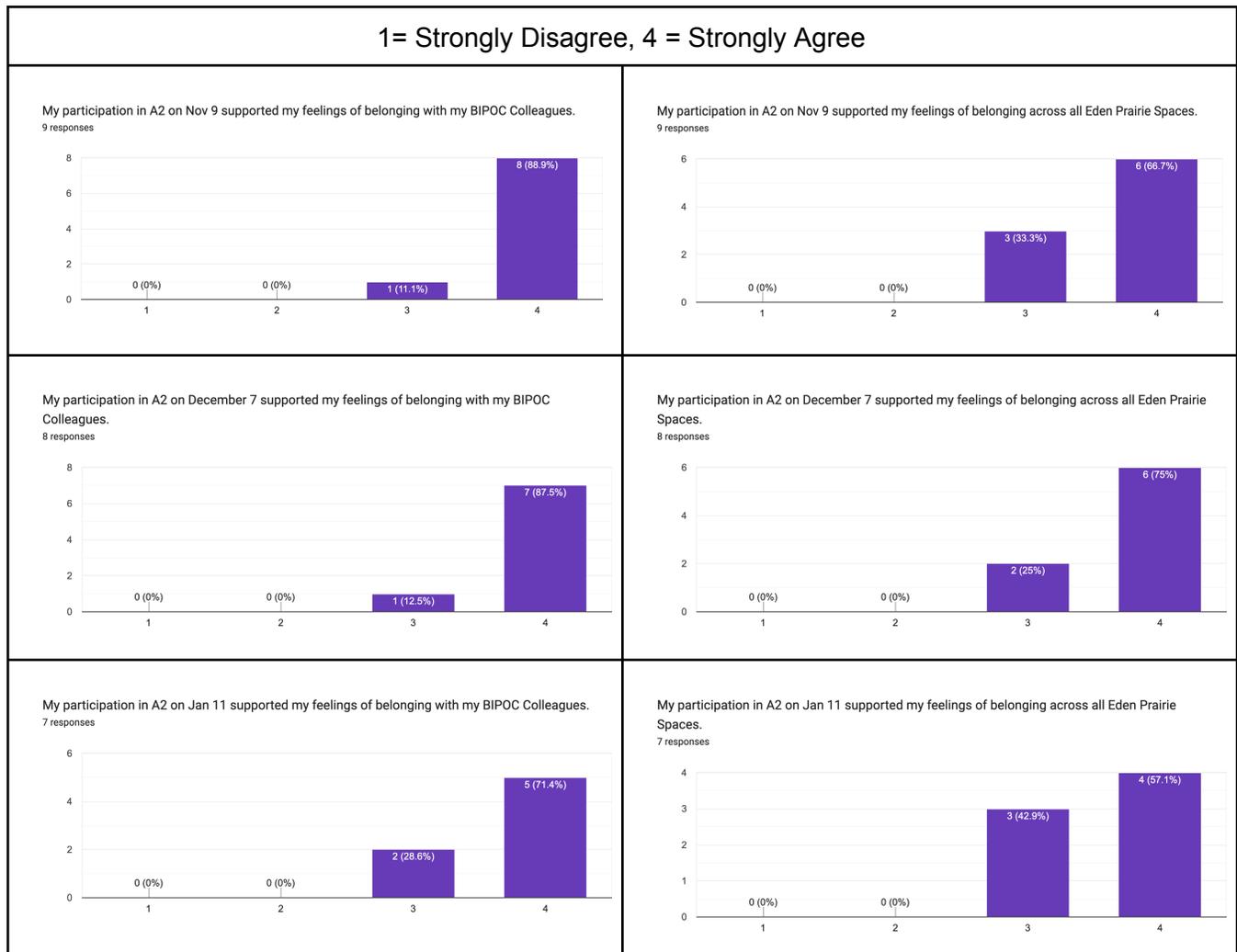
Date	October 26, 2022	January 19, 2023	March 15, 2023
<b>Total Participants</b>	8	2	4

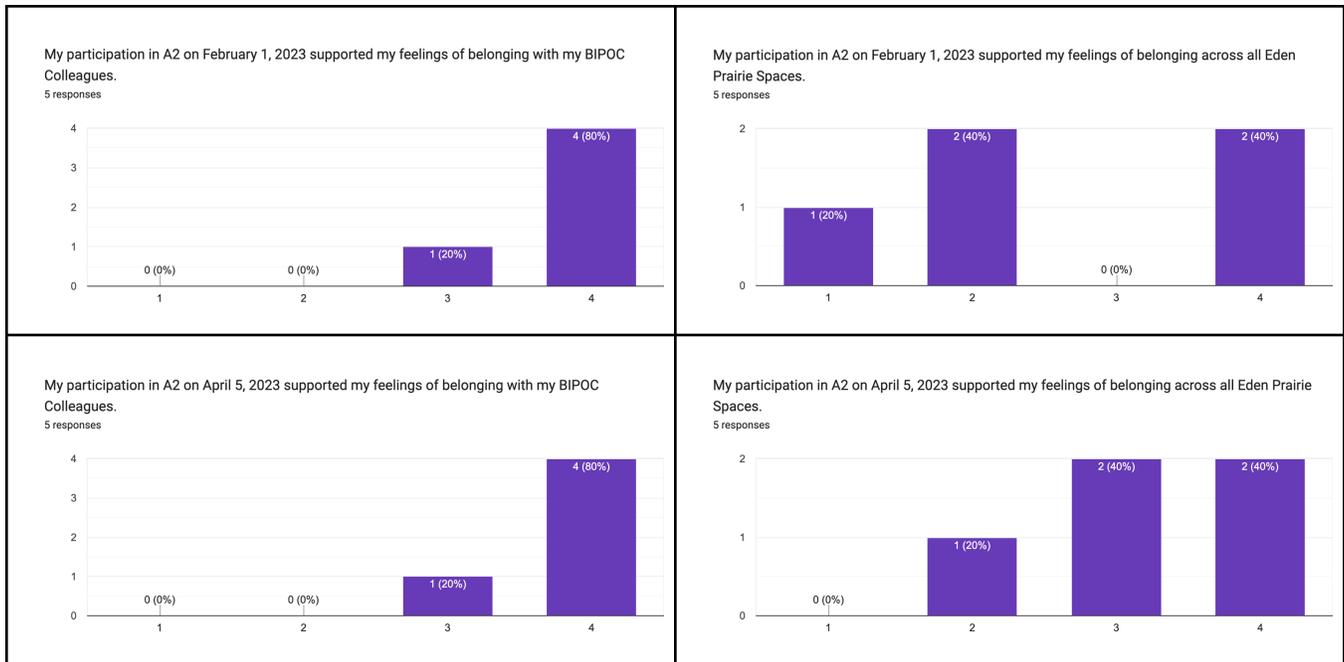
Feedback from participants in the 21-22 school year indicated that finding time to meet as mentor and mentee was a barrier to the work. Based on this feedback, dates outside of the professional learning opportunities were added to the calendar for mentors and mentees to meet after school hours 22-23 school year. Space and supportive materials were provided to partnerships to ensure successful meetings. After school hours was the selected time due to the limited available reserve teacher pool supporting teacher absences. Unfortunately, few partnerships participated after school sessions dedicated to 1:1 meeting opportunities and at the time this report was due, no participants completed final feedback on the program as a whole.

## Affinity Spaces

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

The majority of the BIPOC staff felt a connection of belonging and having a safe space. In November, December, and February, BIPOC staff felt a sense of belonging in their workspace at 80% and above. However, in January, BIPOC individuals felt a little less belonging at 71%. Our BIPOC staff expressed belonging in spaces across the district at 66% in November and increased to 75% in December. However, in January and February, a sense of belonging across the district for our BIPOC staff decreased each month, with February at 40%. The BIPOC members feel a sense of belonging in the BIPOC community, but when in other spaces, the feeling of belonging decreases. April data indicates a slight shift in data moving towards a higher sense of belonging across all Eden Prairie Spaces, but the percentage that indicated strong agreement stayed at 40%.





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

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

**Table 3: Grant Funds Expenditure**

Amount Allocated and Expenditures	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
<b>Allocated \$22,556.77</b> <b>Expenditures: 22556.77</b>	<b>Affinity Group - Synchronous Sessions, Tamika Fuller consultation, plus associated benefits</b>	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Interest in Affinity space Participation Feedback Survey Retention rates	End of year 40% of BIPOC staff indicate senses of belonging & safety in and outside of the affinity space.
<b>Allocated \$17,584.00</b> <b>Expenditures: \$17,584.00</b>	<b>Mentors of Color (Equity Sponsorship) - Synchronous Sessions, Intersession Work, Equity Sponsor Stipends, Equity Project Consultation, Sponsor Learning Sessions, plus associated benefits</b>	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Initial interest Participation in meetings and 1:1 sessions with Mentors/Mentee Feedback Survey Retention rates	100% of BIPOC Staff hired in 22-23 are returning for the 23-24 school year.
<b>Allocated \$40,842.66</b> <b>Expenditures: \$40,842.66</b>	<b>Traditional Mentorship Program - Mentorship Stipends, Mentor Induction Week Stipends, Mentor Learning Sessions, Mentorship PD, plus associated benefits</b>	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Perception data Induction week Feedback Survey End of year survey	100% of mentors would consider being a mentor in the future.

<p><b>Allocated</b> <b>\$98,752.57</b></p> <p><b>Expenditures:</b> <b>\$98,752.57</b></p>	<p><b>New Teacher Induction Program</b> Nehrwr Abdul Wahid consultation: planning sessions, IDI Coaching Sessions, New Teacher Induction week, Continuous Learning Sessions, YMCA Learning Sessions, and associated benefits</p>	<p><input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction</p>	<p>Induction week Feedback Survey End of Year Feedback Survey Retention rates</p>	<p>43% staff hired in 22-23 are returning to EP next for the 23-24 school year.</p>
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