

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

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

Identified Official with Authority

Name of official with authority to sign	Rick Campion
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Primary Program Contact

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

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

- In July of 2022, we sent a team member to Train-the-Trainer training for Therapeutic Crisis Intervention; that team member provided ongoing professional development to all staff regarding Therapeutic Crisis Intervention as well as 1:1 coaching on Therapeutic Crisis Intervention to staff throughout the grant period.
- In August of 2022, we provided professional development training to all staff directly related to students of color and American Indian students. This training included:
 - REDI training customized to Prodeo Academy issues and concerns
 - Post-training reflection materials
- In August of 2022 and October 2022, we provided professional development training directly related to students of color and American Indian students (Welcoming Schools)
- Throughout the grant period, we engaged our experienced teachers, with special attention to teachers of color and American Indian teachers, to mentor our less experienced teachers or those in need of additional support, again with special attention to teachers of color and American Indian teachers. A total of 18 experienced teachers were engaged as mentors, three of them teachers of color (one of them identifying as Black). A total of 14 teachers were mentored, five of them teachers of color (three of them identifying as Black).

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

- We worked to provide a welcoming, inclusive, culturally responsive ENVIRONMENT by providing professional development to staff related to Racial Equity, Diversion, and Inclusion (REDI), and creating a welcoming school environment free of bullying (Welcoming Schools).
- We worked to increase INSTRUCTIONAL TIME by providing additional training for staff in Therapeutic Crisis Intervention, which helps staff safely deescalate student crises without removing students from the classroom.
- We worked to RETAIN our experienced Black teachers and teachers of color by providing an opportunity for them to give back to the profession and receive appropriate compensation for mentoring newer teachers and those in need of additional professional development and support.
- In addition, we worked to DEVELOP our less experienced Black teachers, teachers of color, and teachers in high-demand areas by providing mentoring from our experienced teachers.

Grant funding allowed us to significantly increase our activities in this area. Without grant funding, we certainly would have sought other funding to provide some of the above activities, but we certainly could not have implemented them at the scale the grant enabled. In particular, grant funding allowed us to significantly expand the coaching available to our less experienced teachers, with particular attention to Black teachers and other teachers of color, from what we would have been able to provide without grant funding. We believe that this grant was a crucial element that helped us make progress towards our goals of increasing teacher diversity by 10% each year and retaining teachers who are newly licensed for at least three years.

We plan to apply for a future round of mentoring funds, if they become available again, so that we can continue to build on the success achieved with our first mentoring grant.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

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

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

*Some participants counted in multiple categories. See narrative above for total numbers of mentees.

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

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	1	0	1
Hispanic	0	0	1	0	0
Black	0	0	0	0	1
Other	0	0	3	0	15
Paid Mentors of color who received additional stipends	0	0	2	0	2
Total	0	0	6*	0	19*

*Some teachers counted in multiple categories. See narrative above for overall numbers of mentors.

Analysis of Data

Because this is our first year of providing a PELSB-funded mentorship program, we have limited data for analysis. Of the mentorships we funded through this grant, 18% were mentoring teachers of color and 6% were Black teachers. For the most part, our mentoring teachers were experienced Tier 3 and Tier 4 teachers, including several working in ESL and other demand areas. We did also engage some Tier 1 and 2 teachers as mentors.

Of our mentees, 36% were teachers of color and 21% were Black teachers. Seven percent of mentees identified as Asian and Latina, respectively. Most mentees were Tier 2 or lower, but the group did also include some Tier 3 and one Tier 4 teacher who needed additional support to expand their areas of expertise. Most of our mentee teachers were focused on Elementary Education, but the group did also include teachers working in ESL and Early Childhood.

Overall, we fell slightly short of our projections in terms of engaging our Black teachers and American Indian teachers as mentees, since we originally projected 22% in this regard. However, we significantly exceeded this number on the mentee side.

Our ultimate goal for this program is to increase academic proficiency of our students of color, who represent 98% of our student body. We track progress toward this goal using the Minnesota Comprehensive Assessments (MCAs) and the NWEA MAP test, which provides both achievement level and growth comparison to the national average. Our goal on the NWEA assessments is to have our students’ growth at or above the 60th percentile, compared nationally. Accelerated growth will close existing gaps to ensure that our students are ready for secondary and post-secondary success.

Because this is the first year of this program, we cannot yet effectively assess our performance against this goal.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$15,000	Equity professional development related to students of color and American Indian students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Internal tracking spreadsheet	Attendance records
\$4,500	Equity professional development related to students of color and American Indian students	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Internal tracking spreadsheet	Attendance records
\$2,375	Therapeutic Crisis Intervention Train-the-Trainer training	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Internal tracking spreadsheet	Attendance records
\$3,517.48	Stipends for BIPOC Lead Mentoring Teachers	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Internal tracking spreadsheet	Records of mentorship hours
\$27,607.52	Stipends for mentoring teachers	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Internal tracking spreadsheet	Records of mentorship hours