

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.

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	ISD 623-Roseville Area Schools
Total Grant Amount	\$147,401.64

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	Reading Interventionist, PELSB grant facilitator/Lead Mentor
Address	Central Park Elementary School 535 County Road B-2 West
City, State and Zip code + 4	Roseville MN 55113-3205
Phone Number and Email	651-491-3535 roberta.hernandez@isd623.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The FY23 PELSB Grant to Retain Teachers of Color continues to give us the financial resources needed to strengthen our co-mentoring program and our affinity group. We have four goals that our activities were centered around:

- **Building community:** A safe and sacred space for BIPOC educators to know each other and to be known
- **Developing racial literacy skills:** 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*)
- **Community Cultural Wealth:** The knowledge, skills, abilities, and contacts we all bring from our home community to our school community; the strengths we have based on our lived experiences
- **Capacity for transformation:** Including training tools for systemic transformation from Institute for Teachers of Color Committed to Social Justice (ITOC), Social emotional empowerment, and Wellness practices

The district wants to recruit BIPOC educators to increase numbers for representation, but then White colleagues want them to replicate the practices of their White colleagues in areas of teaching which limits their potential and purpose. We want to move beyond representation, to restoration of authentic and holistic ways of being and knowing; demonstrated through our culturally sustaining teaching.

We are not wanting to fix but free our BIPOC educators through our mentorship program and our affinity group activities.

Engagement in these activities gave us a place of respect and responsibility to address and transform racial inequities we encountered in Roseville. The strength and possibility of embodying this vision is rooted in the fact that the PELSB grant and our racial equity work is designed by seasoned BIPOC educators with critical leadership skills and experience, teaching full time in the district and that Roseville Area School District leaders have committed this year to listening, learning and supporting our work.

- 1) **Affinity Group:** Funds for our affinity group sessions enabled us to plan and implement 4 monthly gatherings to learn and engage around our 4 listed goals. Funds were used for honorariums, food, subs to provide equitable access to attend during the school day, and materials. This year funding included somatic movement and wellness practices. Affinity group members named this time as a highlight of each gathering. We also serve as a consulting resource and model for educators of color in the metro area as well as greater Minnesota districts wanting to begin or strengthen an affinity group and have had several BIPOC educators from other districts visit and learn from us. Also new was an opportunity to meet in cultural/ethnic affinity groups to consider our identities, identify areas that we wanted to inform others about and ask for support as a cultural group. This will prepare us to be proficient teachers when Ethnic Studies are implemented in a few years.
- 2) **BIPOC Leadership and Coordination:** Stipends and sub release days allowed our BIPOC

leadership team to coordinate the grant implementation with new staff of color mentees and mentors that participate in this retention mentorship program and with our affinity group Future Oriented Community of United Support (F.O.C.U.S.).

- 3) **Mentorship:** The grant funds stipended the BIPOC mentors and mentees that participated including those that were hired in fall of 2020 to the new hires in fall of 2022. We support BIPOC mentees through tenure to help ensure retention as they are supported to navigate the 3-year process.
- 4) **Conferences.** We have 4 FOCUS leadership team members accepted as Fellows to the Institute for Teachers of Color Committed to Racial Justice Conference (ITOC) in June 2023. This ITOC community has been foundational in our training and work with this PELSB grant.

Other Outcomes

- This year we saw **no turnover of teachers of color**, which is a huge success!
- The grant funded our FOCUS affinity group and leadership having time to reflect, identify, collaborate to change systemic areas of racial inequity and address other challenges in the retention of our BIPOC educators. It provided us with training needed to make systemic changes occur that will lead to retention of BIPOC educators.
- We are forming an effective partnership with district leaders as we combine our intentions and efforts to retain BIPOC educators.
- We addressed concerns of non-tenured BIPOC being the first to be let go. The district has implemented a strategy to place BIPOC teachers in other positions in the district if their school has to make FTE changes affecting their role.
- District admins gave building leaders (principals and others) the message that if a BIPOC teacher is showing concerns and may not be asked to return, the Director of Equity and other district leaders are to be made aware of it by January so there is time to provide the identified support to see if the BIPOC staff can show growth that is needed to return.
 - This change brings earlier identification of growth areas and needs and allows BIPOC educators an opportunity to address them as well. It also gives data to address which may lead to conversations regarding racial bias on the part of the building leaders/staff.
 - It raises the opportunity to address: how does a BIPOC teacher use their community cultural wealth to teach and how might that appear different from white colleagues, yet be more effective according to the students being taught?
 - It can be an opportunity for the BIPOC teacher to hear, see, dialogue with and address the areas being questioned/evaluated rather than being dismissed in March without hearing or knowing any reason for non-renewal.
- In partnership with the district and FOCUS leadership, we co-created a 0.5 FTE TOSA position to support the work of the grant in retention to be hired summer 2023.
- In hearing our concerns around missing BIPOC voices, the district conducted “Stay Interviews” with BIPOC teachers and their building principals to identify levels of satisfaction and building climate with an intent to improve.
- Increase FOCUS affinity group meetings from 4 to 5 for next school year (it also has been communicated that all other district professional development and meetings are to be scheduled around these FOCUS meetings as not to overload the sub system)

- Invited to give a presentation to the School Board to inform and celebrate the work of FOCUS through the PELSB grant in the district. The Board members were deeply impressed by what has been accomplished and want to have regular presentations through the year to keep abreast of developments
- FOCUS and district leaders began to share our stories with each other to build relationships. This was welcomed by everyone. When we know who we are, we can connect to each other more effectively in this work.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: 2022-23 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 2022-23	Tier 3 teachers new to the profession or district	Tier 2 teachers 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	7	0	0	0	4	0	0
Hispanic	2	0	0	0	2	0	0
Black	2	1	0	0	1	0	0
Other	0	0	0	0	0	0	0
Total	11	1	0	0	7	0	0

Table 2: 2021-22 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 2021-22	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

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

Analysis of Data

As part of our progress monitoring, we used HR records, attendance sign-in sheets, FOCUS meeting agendas, 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 5: Progress Monitoring Chart from Grant Application

Progress monitoring criteria/outcomes	Data used
Retained teachers	HR records
Mentors/Mentees and BIPOC staff engage in F.O.C.U.S. sessions for community building	Attendance Sign in sheets Survey questions 6-7 Meeting Agendas
Mentors/Mentees and BIPOC staff identify new learning as well as effectiveness of mentoring program	Pre/Post Survey
Mentors/Mentees and BIPOC staff engage in F.O.C.U.S. sessions for PD specifically designed to help build teacher capacity, share their community cultural wealth, and provide co-mentoring beyond monthly mentor/mentee meetings.	Attendance Sign in sheets Meeting artifacts Survey questions 3-5

Table 6: Retention

	2019-20	2020-21	2021-22	2022-23
Turnover of Teachers of Color (TOC who left/Total # of TOC)	9.85%	10.6%	14.4%	0%
Percentage of Teachers of Color (# of TOC/ # of Teachers)	11.79%	11.76%	14.17%	13%

The percentage of teachers of color has increased since 2019-20. We saw a dip in 2021-22. This may be the result of a school year where our district returned to a full year of in-person instruction, but many specialists were pulled to sub, this resulted in many of them asking for leaves of absences. Some teachers did not return, leading to a lower percentage of teachers of color, but this year all teachers of color were retained.

Table 7: BIPOC Seniority List

Seniority List Segment	TOC 22	% of TOC cohort	TOC 23	% of TOC cohort
0-99	0	0%	0	0%
100-199	13	20.00%	14	19%
200-299	15	23.00%	13	18%
300-399	11	17.00%	11	15%
400-499	10	15.00%	14	19%
500-599	17	25.00%	15	20%
600+			7	9%
Total	66		74	

Table 7 indicates that BIPOC educators are being retained and hired.

Table 8: School %

School	School % TOC 22	School % TOC 23
BRM	19%	19%
CPK	19%	20%
EDW	11%	11%
EGN	14%	11%
FHT	3%	0%
HAR	8%	33%
LCN	20%	31%
PVW	3%	9%
RAMS	13%	13%
RAHS	13%	14%
FAHS	0%	0%
ECSE	0%	0%

Each school's teachers of color % has stayed relatively the same from last year to this year. Three buildings have seen a dramatic increase in their teachers of color, with HAR increasing 25%, LC increasing 11%, and PVW increasing 6%. FAHS and ECSE remain at 0% with FHT dropping down to

0% as well. LCN has seen an increase because of their dual language immersion program and FHT teacher of color transferred to LC.

The grant has given us the time to review and analyze this data by funding sub release days and then share findings with district leaders that are taking steps to address these findings with building principals.

Table 9: Attendance Sign In Sheets and Meeting Agendas

FOCUS Session Meeting Agenda Activities/Topics	21-22 Attendance*	22-23 Attendance*
October 6, 2022 Review of CCW/Mapping Tools/Introduction to Inquiry to Action Group model/Somatic Movement/Care	36	48
January 12, 2023 Practice Inquiry to Action Group Model for identifying systemic issues and addressing them with district leaders to bring changes /Somatic Movement/Care	37	43
March 20, 2023 Ethnic Identities Circles/Somatic Movement/Care	41	38
May 11, 2023 Celebrations/District Updates/Somatic Movement/Care	30**	38

*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.

Our attendance has stayed steady with 38-48 participants attending our affinity group meetings this year. This is a slight increase from last year with many folks coming that have never attended or have not attended in many years (as supported in Table #'s attendance question 1) and many folks are newer to the district, having worked five years or less in the district (question 2).

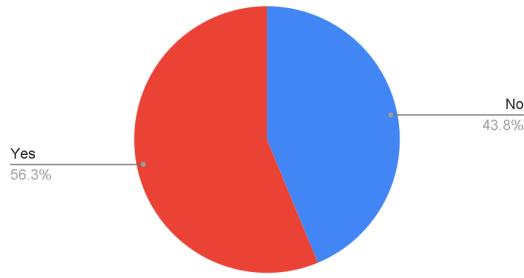
The agenda topics and activities were brought in from FOCUS leaderships' participation in ITOC: CCW, Mapping Tools, Inquiry to Action Group Model. This year somatic care was brought in to help build community as we collectively engaged in addressing individual mind-body connections.

Table 10: Pre/Post Survey Data

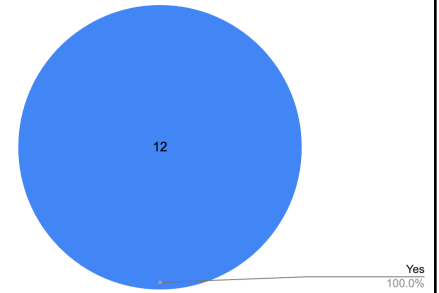
Question	Pre	Post
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1 I attended at least 2 FOCUS sessions last school year.

Pre: I attended at least 2 FOCUS sessions last

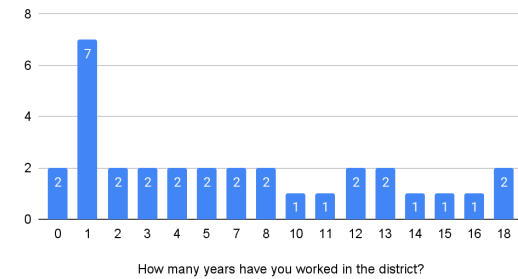


Post: I attended at least 2 FOCUS sessions this school year.

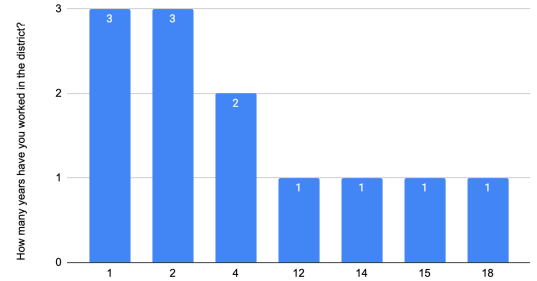


2 How many years have you worked in the district?

Pre: How many years have you worked in the district?



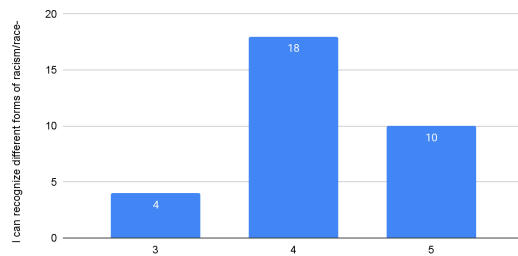
Post: How many years have you worked in the district?



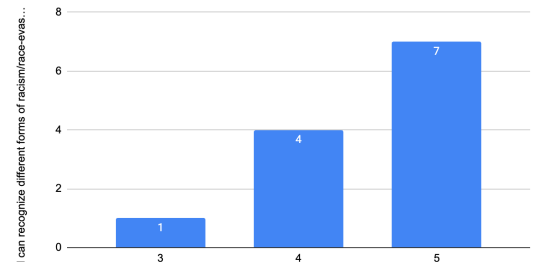
3 I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.

1- Strongly Disagree
5- Strongly Agree

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



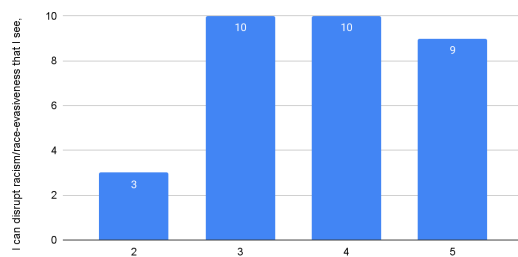
Post: I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, he...



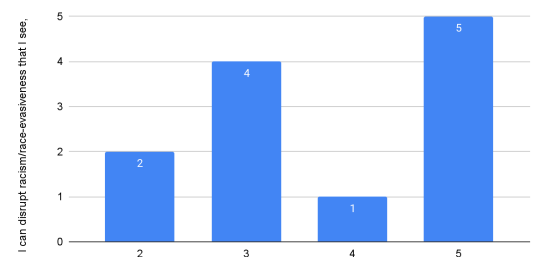
4 I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.

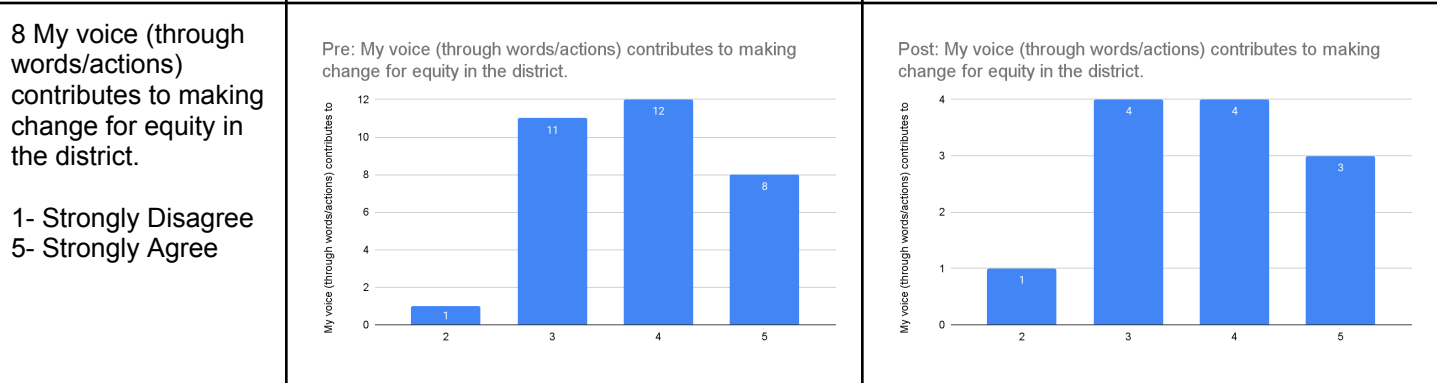
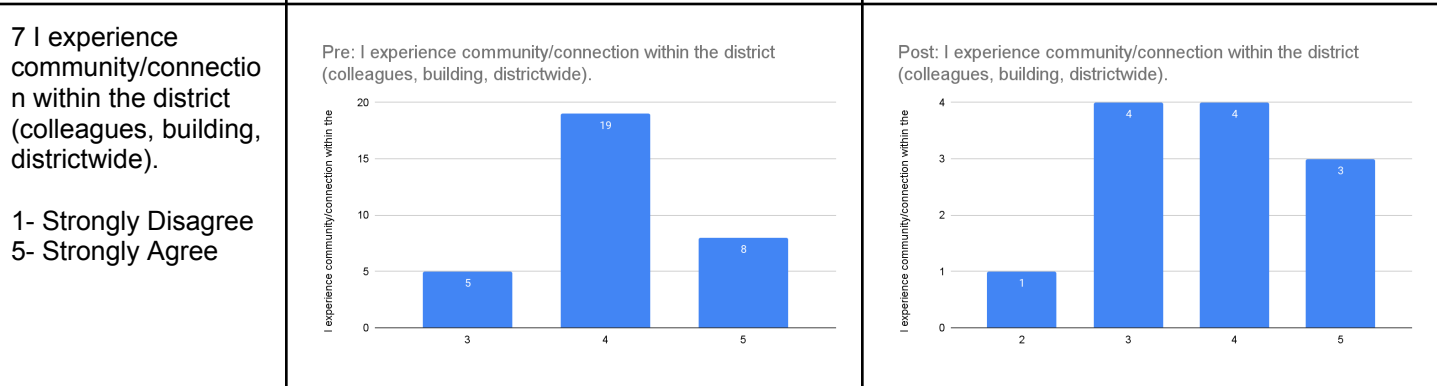
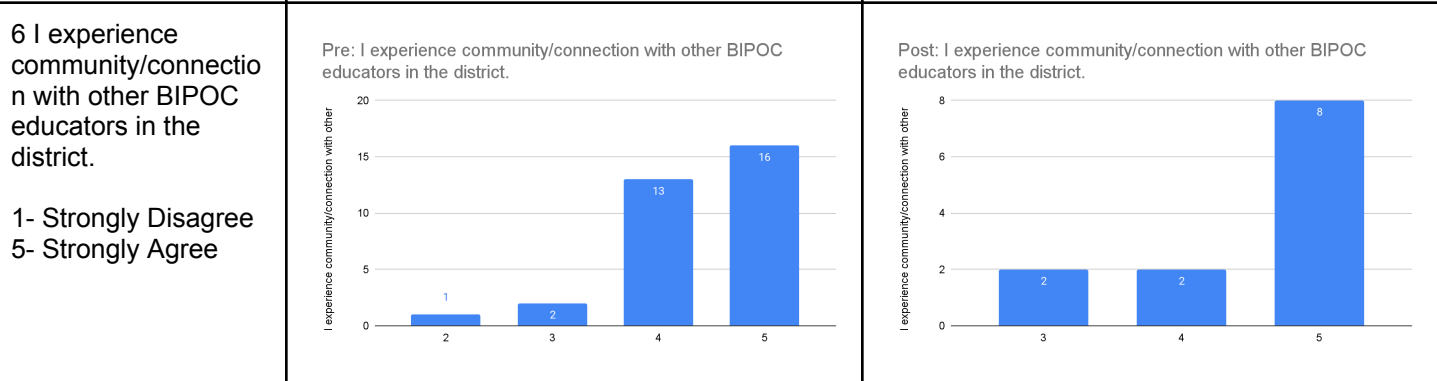
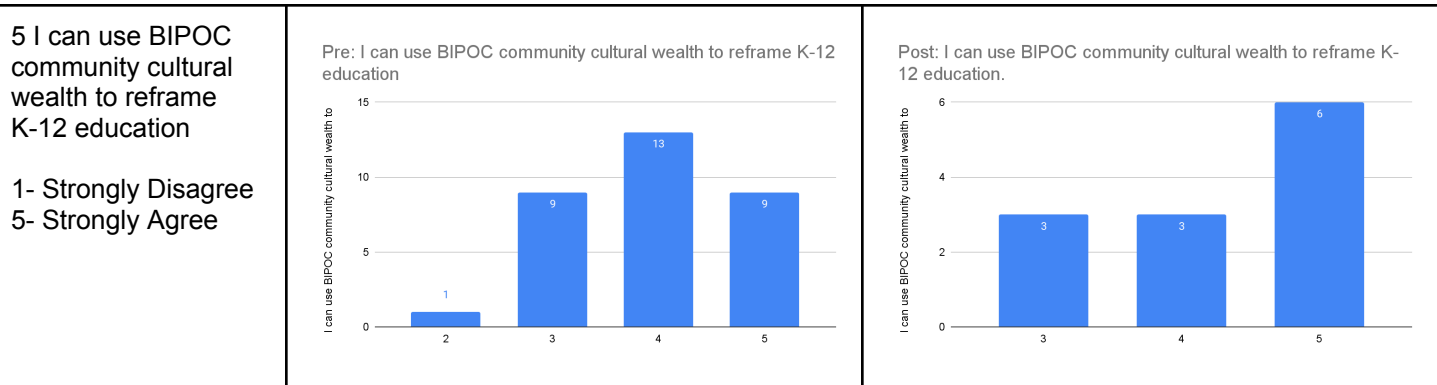
1- Strongly Disagree
5- Strongly Agree

Pre: I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.



Post: I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.





9 What cultural wealth do you bring into your role as a BIPOC educator (we are all BIPOC educators no matter our job title)?

Before

Familial	Ancestral	Linguistic	Navigational	Aspirational	Resistant	Political	Ecological	Social	Discursive
9	6	4	10	10	7	2	NA	NA	3
28%	19%	12%	31%	31%	22%	6%	NA	NA	9%

After

Familial	Ancestral	Linguistic	Navigational	Aspirational	Resistant	Political	Ecological	Social	Discursive
9	8	4	4	NA	3	2	NA	2	2
75%	67%	33%	33%	NA	25%	17%	NA	17%	17%

Our pre/post survey data reveal that participants have a strong recognition of race/race-evasive behaviors and they feel they have the skills to address/call it out (questions 2, 3, 4, 5). Slight growth is also experienced in these areas. Despite participants stating they are able to address racism when they see it, there were still 38-42% of participants who selected a 3 or lower to the phrase: “My voice contributes to making change for equity in the district.” This denotes participants having the skills but believe using their skills won’t bring change. This presents an area where we can grow as a community. If our participants have the skills, we need to help develop their belief in being able to make change. We shall consider ways to accomplish this goal for our next proposal.

In questions 6-7, participants indicate a strong sense of community and connection, especially with other BIPOC educators. We believe our work in FOCUS has helped to foster this sense of community and connection between BIPOC educators (as compared to within the district). This can be seen with 83% of staff agreeing/strongly agreeing that there is community/connection with BIPOC educators compared to 58% within the district in the post-survey.

In question 9 with the pre-survey, we see participants using the community cultural wealth terms to answer the question, rather than providing examples of their community cultural wealth. Participants also identified more navigational, and aspirational wealth. This changed towards the end of the year when most responses were provided with examples and leaning towards familial and ancestral wealth. This was an interesting shift. At the start of the year, the wealth folks identified as bringing into their role had to do with being an example or resource for students, but at the end of the year, they identified the wealth they brought was themselves through their history and culture.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Total Spent: \$106,725.63

- FY22 \$96,615.84 - all award amount spent
- FY23 \$147,401.64 - only \$108,854.32 will be rolled over.

Table 11: FY23 Grant Funds Expenditure

Amount Spent	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$57,915.17	FOCUS Affinity Group	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Survey Attendance Records Meeting Artifacts	See “Analysis of Data” section above
\$33,874.90	Co-Mentoring Program	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention	HR Data Survey	See “Analysis of Data” section above

		<input checked="" type="checkbox"/> Induction		
\$14,935.56	Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance Records	See "Analysis of Data" section above

Table 12: FY23 Grant Detailed Expenses

FY 23 Expenditure Description	FY22 Rollover	FY23 Award	FY23 Expenses	FY23 Funds
Substitute costs for Affinity Group release time (50 staff, 4 days @ \$246.33)	Spend First: \$96,615.84	\$40,416.00	\$22,258.13	Spent: \$23,552.75 Remaining: \$123,848.89 Rollover: \$108,854.82
New: Facilitator Sub Days		\$1,970.64	\$130.01	
Lead Mentor/Grant Coordinator Sub Days (30 days @ \$246.33)		\$7,389.90	\$0.00	
Substitute costs for release time for our new Teachers of Color to observe current Teachers of Color one day each (20@\$246.33)		\$4,061.60	\$0.00	
FOCUS Design Team Sub Days		\$3,694.95	\$1,792.74	
FOCUS Leadership Sub Days		\$4,926.60	\$3,106.49	
Food-- F.O.C.U.S. affinity group events		\$5,559.95	\$3,503.83	
Honorariums for Facilitators		\$11,600.00	\$12,836.71	
New: Wellness Practice (Ayo Clemmons)		\$2,000.00	\$2,000.00	
FOCUS Leadership Stipends		\$10,000.00	\$8,250.00	
FOCUS Leadership Benefits		\$2,349.00	\$1,675.42	
FOCUS Design Team Stipends		\$6,000.00	\$8,250.00	
FOCUS Design Team Benefits		\$1,409.40	\$2,404.25	
Meeting Resources		\$4,000.00	\$1,429.79	
Lead Mentor/Grant Coordinator Stipend		\$5,000.00	\$7,000.00	
Lead Mentor/Grant Coordinator Benefits		\$1,174.50	\$1,126.23	
Stipends paid to Mentors of Color	\$7,000.00	\$13,000.00		

FY 23 Expenditure Description	FY22 Rollover	FY23 Award	FY23 Expenses	FY23 Funds
(20@\$1000 ea.) for staff of color				
Benefits related to Mentors of Color stipends		\$4,224.30	\$829.46	
Mentee Stipend (20@\$1000 ea.)		\$7,000.00	\$12,150.00	
Mentee Benefits		\$3,424.80	\$1,949.97	
Institute for Teachers of Color Committed to Racial Justice stipends (10@\$1500)		\$15,000.00	\$16,475.56	
TOTAL	\$96,615.84	\$147,401.64	\$120,168.59	\$108,854.82