

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. **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	Osseo Area Schools ISD279
Total Grant Amount	\$121,422.15 (FY22 Carryover: \$75,518.52) (FY23: \$45,903.63)

Identified Official with Authority

Name of official with authority to sign	John Morstad
Title	Executive Director of Finance & Operation
Address	11200 93rd Ave North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	763-391-7014/ morstadj@district279.org

Primary Program Contact

Name of program contact	Susan Hang
Title	Recruitment and Retention Manager
Address	11200 93rd Ave North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	763-391-7013

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Osseo Area Schools (OAS) in partnership with Education Minnesota- Osseo Teachers of Color (TOC) Mentor Program is to be the prominent, influential catalyst for educational institutions to retain and support teachers of color in the state of Minnesota. The mission of the TOC Mentor Program aims to support, retain, and inspire probationary educators of color in the teaching profession.

Our TOC Mentor Program provides all probationary teachers of color the opportunity to join and attend professional development meetings and/or be assigned a mentor. Our 2022 - 2023 TOC Mentor Program included one district mentor, two mentor leads, 17 mentors (three of which who were in the mentor pool ready to be assigned mentees if needed throughout the school year, however, they attend program meetings to complete pd trainings, and provide their voices and experiences for mentorship/resource to large group) and 31 mentees.

This year's proposed activities that were accomplished and strengthened our current program included:

- Providing stipends to leads and mentors for their program planning, mentorship and peer observations work (including substitute teachers coverages)
- Providing financial support for learning community spaces/professional development, professional development supplies and materials, professional development, and workshop opportunities,
- And providing financial support for activities to increase awareness, attraction, recruitment, and retention of teachers of color.

Other proposed activities such as attending external professional development meetings and activities, completing higher percentage of peer observations were limited due to factors such as teacher substitute shortages, mentees' needs, and/or professional development opportunities not within covered timeframe.

This year's program provided four professional development meetings, one mid-year check-in meeting event, one year-end meeting event (including invitation to and collaboration with Anoka Hennepin School District teachers of color program) and three months of individualized time with our TOC Mentor Program's provided books and resources. In addition to the program's meetings, lead mentors provided guidance and check-ins with mentors throughout the year. Mentors were also expected outside of the program's meetings to connect with mentees, be available as resources and to provide observations of teaching models. New probationary teachers of color were given the opportunity to utilize the TOC Mentor Program as a resource for support and mentorship.

The program not only provided a programmatic schedule, but also resources such as books/novels, journal notebook and supplemental materials to assist them with their teaching and health and wellness. As teachers of color, it was important to stay current with books that center around issues of race and how it affects teaching and, ultimately, the students. There were picture books to be shared with students because it was crucial that students saw themselves reflected in the books they read and how they can make connections with the world. The goal for the books that were provided to mentees was to help teachers analyze and reflect on their own beliefs and help reflect on their own biases, teaching methods and to create a positive environment in the classroom. In addition, Osseo Area Schools professional development around equity, inclusion and diversity centered around helping White colleagues engage

more with people of color. The book selection for our TOC Mentor Program focused on engagement within our various communities of color. When teachers of color know each other’s stories, it was easier to stand in solidarity with one another as educators of color working in Osseo Area Schools.

Teachers of color health and wellness were also continuously incorporated into the program design. Teachers’ wellness and selfcare were important to support and improve teacher burnout, stress, and to increase teacher retention, which impacts teacher performance and student achievement. Not only is this important for all teachers, but especially for teachers of color and students of color impact. During the mid-year and end-of-year meetings, the provided professional development activities included art and origami.

Our District continued to utilized a webpage and testimonial video of our TOC Mentor Program to showcase the meaningful work and mission of our TOC Mentor Program, and can be viewed at <https://www.district279.org/careers/life-279/teachers-of-color>.

New to this year, our TOC Mentor Program worked closely with our District Mentor and Special Education Mentor Program Lead to create a brochure ([2022 – 2023 Licensed Staff Mentor Program Brochure](#)) to highlight all mentorship programs available, and tabled at the first day of New Teacher Workshop in August to outreach and engage new teachers of color.

As we concluded another meaningful year of our TOC Mentor Program, we are excited for the upcoming year with our TOC Mentor Program. Our upcoming planning will include working together with a team of three new lead mentors, district mentor, and mentors; enhancing our professional development training; increasing awareness of the TOC Mentor Program and teaching careers through activities efforts including collaboration with our new Grow Your Own programs.

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	4	3	0	0	2	0	3
Hispanic	3	1	0	0	0	0	0
Black	10	3	0	0	5	0	2
Other	0	1	0	0	1	0	1
Total	17	8	0	0	8	0	6

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	0	0	0
Asian or Pacific Islander	0	0	2	0	0
Hispanic	0	0	0	0	0
Black	1	0	4	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0

Total	1	0	6	0	0
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Table 2 above does not ask for the number of experienced teachers providing mentorship which is the largest group of our mentors. The demographic of experienced mentors include:

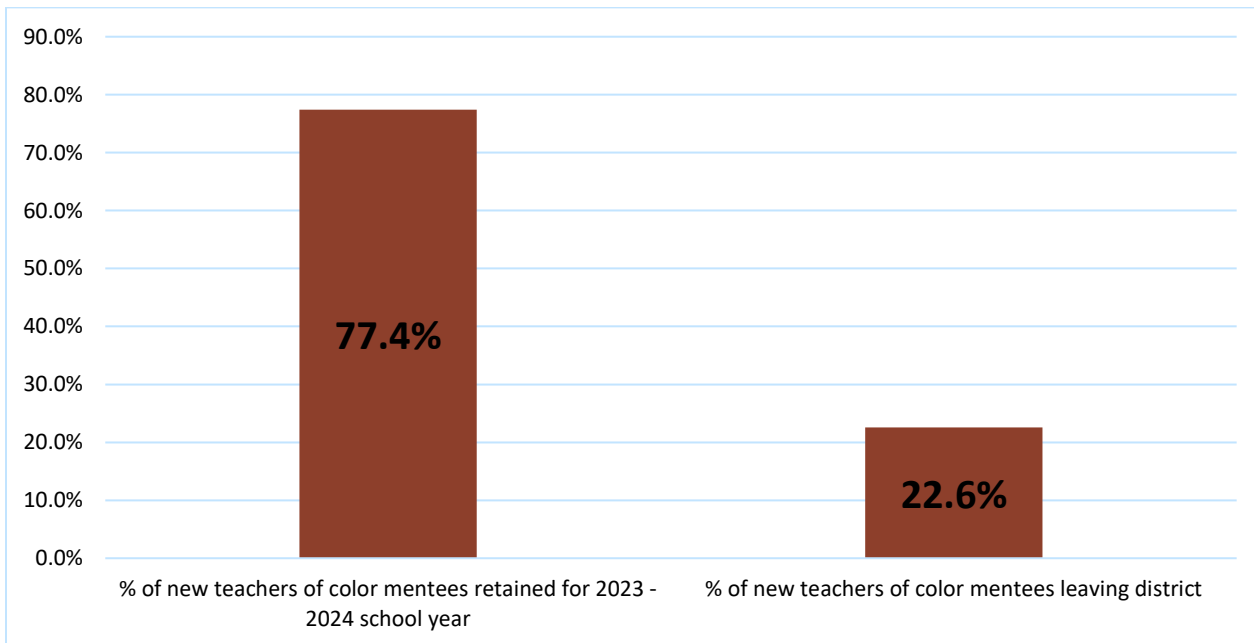
- American Indian or Alaskan Native: 0
- Asian or Pacific Islander: 5
- Hispanic: 2
- Black: 11
- Other: 2
- Total: 20

Analysis of Data

As we evaluate our District’s data around the percentages of teachers of color over the four years (below table), our data shows that our District has made some progress in increasing our teachers of color; however, more work is still needed to recruit and retain our teachers of color to reflect our student population. With that being noted, our TOC Mentor Program, established in 2018, has not only been a key support and resource to our probationary teachers of color, but also provide leadership opportunities for our tenured teachers as a retention strategy.

Osseo Area Schools School Year:	2022 – 2023	2021 - 2022	2020 - 2021	2019 - 2020
% of Teachers of Color of all our teachers:	9.9%	9.3%	9.3%	8.3%

For the 2022 - 2023 TOC Mentor Program, our data shows that:



- Six probationary teachers of color mentees will become continuously contract teachers for the 2023 – 2024 school year.
- One probationary teachers of color mentee who will achieve continuously contract teacher status has applied to be a 2023 – 2024 mentor.

- Three of our teachers of color mentors have accepted their new roles as lead TOC mentors for the 2023 – 2024 school year.
- Two lead mentors will be exiting the TOC Mentor Program into other District leadership roles for the 2023 – 2024 school year.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Expenditure Items:	Cost:
Teacher substitutes – salary benefits:	\$ 472.34
Teacher mentor program planning & pro development meetings – salary benefits	\$ 5,210.24
2 Lead teacher stipends contracts:	\$ 3,487.50
Teacher mentor stipends contracts:	\$ 19,483.68
Program general supplies:	\$ 3,294.78
Program food/beverages:	\$ 3,224.98
Total:	\$ 35,173.52

Please refer to the table above and the attached:

- “OSSEO – FY23 Exp Status Report (PELSB carryover FIN 399) JUL22 – MAR23.pdf”
- “OSSEO – FY23 Exp Audit Report – GL Detail (FIN 399 PELSB Current Year) APR23 – JUN23.pdf”
- “OSSEO – FY23 Exp Audit Report – GL Detail (FIN 399 PELSB Carryover) APR23 – JUN23.pdf”

FY23 TOTAL APPROVED FOR CARRYOVER TO 2023 – 2024: \$33,903.63

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		