



PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD



Fiscal Year 2024
Teacher Mentorship and Retention
of Effective Teachers Grant Report

As required by Laws of Minnesota 2023 §122A.70

Grant Period: July 1, 2023 – June 30, 2024

Minnesota Statute §122A.70 requires the Professional Educator Licensing and Standards Board (PELSB) to publish a summary report for the public and submit the report to the committees of the legislature with jurisdiction over kindergarten through grade 12 education policy and finance in accordance with section 3.302 by November 30 of each year.

Contact

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Introduction

Grant Overview

History

The Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) was established in 1987 by Ruth E. Randall, Minnesota's Commissioner of Education, and a Teacher Mentoring Task Force, for distribution by Minnesota's Department of Education (MDE).

The grant program was designed to explore the potential of teacher mentorship programs and to assure highly capable individuals were attracted to and retained in the teaching profession.



Transition to PELSB

In 2019, the grant was authorized for distribution by Minnesota's Professional Educator Licensing and Standards Board (PELSB).

Pursuant to statute, the grant provides school districts, charter school districts, and coalitions of teachers with funds for professional development and the development, sustenance, or expansion of affinity groups and teaching mentorship and induction programs.

Beginning in 2023, appropriations for the funding increased, in keeping with the state's priority to increase the number of teachers of color and indigenous teachers throughout the state.

Grant funds were utilized to:

- Pay stipends to mentoring teachers;
- Provide additional stipends as incentives to mentors of color and American Indian mentors;
- Support professional learning community affinity groups across schools within and between districts for educators from underrepresented racial and ethnic groups to meet throughout the school year;

- Fund programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups;
- Provide professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students, and:
- Provide teachers of color and American Indian teachers with graduate coursework toward a first master's degree in a field related to their licensure or toward an additional license.

School districts receiving this grant are required to negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian.

Pursuant to statute, a proportion of the funding is reserved for programs designed for teachers of color and American Indian teachers, with priority given to fund programs to induct, mentor, and retain teachers of color and indigenous teachers.

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Grant Award History

In state fiscal year 2020, PELSB awarded \$661,484.94 dollars to the following 28 school districts, charter school districts, and district and teacher coalitions:

| | |
|---|-------------|
| Anoka-Hennepin ISD 11 | \$35,052.00 |
| Anoka-Hennepin Teachers of Color Coalition | \$23,910.00 |
| Augsburg University Educators of Color Coalition | \$13,600.00 |
| Bluffview Montessori School | \$2,363.06 |
| Chinese Language Teachers Association of MN Coalition | \$6,500.00 |
| Columbia Heights Public Schools ISD 13 | \$19,350.00 |
| Dakota County United Educators (DCUE) Rosemount ISD 196 Coalition | \$46,000.00 |
| Eastern Carver County Schools | \$9,000.00 |
| East Grand Forks ISD 959 | \$9,000.00 |
| Great River School Education for Liberation Coalition | \$34,500.00 |
| Hamline University School and Charter School District Coalition | \$39,287.50 |
| Indigo Education Coalition | \$4,000.00 |
| Intermediate District 287 Plymouth | \$25,648.74 |
| MN Association of Agriculture Educators (MAAE) Coalition | \$20,000.00 |

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|---|-------------|
| Moorhead Area Schools ISD 152 | \$5,500.00 |
| New Century School Charter School District Coalition | \$22,200.00 |
| Osseo Area Schools ISD 279 | \$55,000.00 |
| Robbinsdale Area Schools ISD 281 | \$38,002.75 |
| Rochester Public Schools ISD 535 | \$36,330.00 |
| Roseville Area Schools ISD 623 | \$49,522.00 |
| Sejong Academy | \$17,560.00 |
| Southwest West Central Service Cooperative | \$8,000.00 |
| St Cloud ISD 742 St Cloud State University Coalition | \$59,127.36 |
| St Paul Public Schools ISD 625 | \$81,919.00 |
| Success Academy | \$4,800.00 |
| University of St Thomas Charter School Coalition | \$10,178.59 |
| University of MN Twin Cities MN Writing Project Teachers Coalition | \$11,149.00 |
| Wildflower Foundation Equity Teachers Coalition | \$25,000.00 |

In state fiscal year 2021, PELSB awarded \$712,500.00 dollars in Teacher Mentorship and Retention of Effective Teacher grant funding to the following 25 school districts, charter school districts, and district and teacher coalitions:

| | |
|--|--------------------|
| Anoka-Hennepin ISD 11 | \$43,000.00 |
| Cook County ISD 166 | \$19,071.00 |
| Dakota County United Educators (DCUE) Rosemount ISD 196 Coalition | \$30,000.00 |
| East Metro Equity Alliance Teachers Coalition | \$20,000.00 |
| Eden Prairie Schools ISD 272 | \$37,920.00 |
| Hamline University School and Charter School District Coalition | \$30,000.00 |
| Hiawatha Academies | \$20,000.00 |
| Intermediate District 287 Plymouth | \$6,150.00 |
| Isle Public Schools ISD 473 | \$6,540.00 |
| Lincoln International High School | \$9,100.00 |
| Minnesota Association of Agriculture Educators (MAAE) Coalition | \$30,000.00 |
| National Hmong Language Academy Coalition | \$45,400.00 |
| New Century School Charter School District Coalition | \$46,270.00 |
| Noble Academy | \$14,300.00 |
| Osseo Area Schools ISD 279 | \$20,000.00 |
| Owatonna Public Schools ISD 761 | \$38,000.00 |

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| Roseville Public Schools ISD 623 | \$71,508.00 |
| Saint Paul Public Schools ISD 625 | \$59,881.00 |
| Sejong Academy | \$14,900.00 |
| South Washington County Schools ISD 833 | \$44,560.00 |
| Southwest West Central Service Cooperative | \$10,000.00 |
| St Cloud ISD 0742 St Cloud State University Coalition | \$25,000.00 |
| Stonebridge World School | \$5,900.00 |
| Wildflower Foundation Equity Teachers Coalition | \$17,000.00 |
| University of St Thomas Charter School Coalition | \$48,000.00 |

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After funding was increased for the purpose of attracting and retaining teachers of color and Indigenous teachers across the state of Minnesota, 37 school districts, charter school districts, and district and teacher coalitions were awarded \$1,923,924.88 dollars **in fiscal year 2022**:

| | |
|---|--------------|
| Anoka-Hennepin Teachers of Color Coalition | \$16,400.00 |
| Anoka-Hennepin ISD 11 | \$141,210.00 |
| Augsburg University Educators of Color Coalition | \$19,250.00 |
| Burnsville-Eagan-Savage ISD 191 | \$39,500.00 |
| Columbia Heights ISD 13 | \$45,860.83 |
| Community School of Excellence | \$15,000.00 |
| East Grand Forks ISD 595 | \$17,150.00 |
| Eden Prairie ISD 272 | \$193,670.91 |
| El Colegio Coalition | \$15,000.00 |
| Fisher ISD 600 | \$36,000.00 |
| Friends of South High BIPOC Teachers Coalition | \$43,700.00 |
| Hamline University School and Charter School District Coalition | \$82,750.00 |
| Intermediate District 287 Plymouth | \$32,020.00 |
| Lakes International Language Academy (LILA) | \$25,160.00 |
| Mankato ISD 77 | \$31,658.00 |
| Minnesota Association of Agriculture Educators (MAAE) Coalition | \$54,435.00 |

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| MnACTE Coalition | \$49,625.00 |
| MN Zej Zog Hmong Teachers Coalition | \$58,400.00 |
| New Century School | \$50,000.00 |
| NE Metro ISD 916 | \$141,640.00 |
| Osakis ISD 213 | \$14,890.00 |
| Osseo ISD 279 | \$90,000.00 |
| Owatonna ISD 761 | \$37,450.00 |
| Partnership Academy | \$23,000.00 |
| Restoring Our Roots Collective Teachers Coalition | \$31,200.00 |
| Riverway Learning Community | \$16,000.00 |
| Rochester ISD 535 | \$51,628.00 |
| Rochester STEM Academy | \$20,000.00 |
| Roseville ISD 623 | \$98,455.52 |
| St Cloud ISD 742 | \$133,732.82 |
| St Paul Public Schools ISD 625 | \$165,355.00 |
| Southwest West Central Service Cooperative | \$29,400.00 |
| Teach for America, Twin Cities | \$15,000.00 |
| Ubah Medical Academy | \$13,500.00 |

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| University of MN Twin Cities MN Writing Project Teachers Coalition | \$43,440.00 |
| Wildflower Foundation Equity Teachers Coalition | \$24,600.00 |
| Willow River ISD 577 | \$7,843.80 |

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In state fiscal year 2023, over \$5.5 million dollars was requested by 76 school districts, charter school districts, and district and teacher coalitions applying for Teacher Mentorship and Retention of Effective Teacher Grant funds.

PELSB had \$3,943,267.34 dollars in Teacher Mentorship and Retention of Effective Teachers grant funding to distribute to the following 46 grantees:

| | |
|--|--------------|
| Anoka-Hennepin ISD 11 | \$190,429.00 |
| Brooklyn Center ISD 286 | \$30,250.00 |
| Burnsville-Eagan-Savage ISD 191 | \$56,750.00 |
| Chinese Language Teacher Association (CLTA) MN Coalition | \$15,000.00 |
| Columbia Heights ISD 13 | \$47,444.90 |
| Concordia College, Moorhead Coalition | \$97,907.00 |
| Eden Prairie Schools ISD 272 | \$187,796.22 |
| Excell Academy Charter District Coalition | \$37,895.00 |
| Friends of South High BIPOC Teachers Coalition | \$44,000.00 |
| Hamline University School and Charter School District Coalition | \$90,320.00 |
| Hmong College Prep Academy | \$62,700.00 |
| ISD 287, Plymouth | \$39,132.00 |
| MnACTE Coalition | \$151,645.00 |
| Learning Disabilities Association of MN Coalition | \$114,202.00 |

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| MN Association of Agriculture Educators (MAAE) Coalition | \$68,735.00 |
| Mahtomedi Public School District 832 | \$27,230.00 |
| Mankato Area Public Schools, ISD 77 | \$102,888.00 |
| Metro State Coalition | \$70,370.40 |
| Minneapolis Public Schools | \$653,990.00 |
| MN Zej Zog Hmong Educators Coalition | \$310,000.00 |
| Monticello Public Schools, ISD 882 | \$63,441.00 |
| MPS BIPOC Educators Coalition | \$33,990.00 |
| Nevis Public School District 308 | \$39,994.20 |
| New Millennium Academy | \$44,000.00 |
| Northeast Metro, ISD 916 | \$72,740.00 |
| Osseo Area Schools, ISD 279 | \$45,903.63 |
| Partnership Academy | \$34,000.00 |
| Pine City Public School District, ISD 578 | \$36,980.00 |
| Prior Lake-Savage Area Schools, District 719 | \$17,881.00 |
| Prodeo Academy | \$53,000.00 |
| Robbinsdale Area Schools, ISD 281 | \$13,549.95 |
| Rochester Public Schools, ISD 535 | \$136,400.00 |

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| Rosemount-Apple Valley-Eagan School District 196 | \$110,274.40 |
| Roseville Public Schools, ISD 623 | \$147,401.64 |
| Sejong Academy | \$22,000.00 |
| South Washington County ISD 833 | \$77,196.00 |
| St Cloud State University ISD 742 Coalition | \$138,486.00 |
| St Paul Public Schools, ISD 625 | \$193,754.00 |
| STEP Academy | \$39,452.00 |
| Teach for America (TFA) Coalition | \$20,000.00 |
| University of Minnesota, MN Writing Project Coalition | \$22,236.00 |
| University of St Thomas Charter School Coalition | \$22,700.00 |
| Venture Academy | \$62,000.00 |
| Wabasha-Kellogg ISD 811 | \$22,703.00 |
| Wayzata Public Schools, ISD 284 | \$62,000.00 |
| Wildflower Foundation Coalition | \$12,500.00 |

Fiscal Year 2024 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Awards

Over \$9 million dollars in Teacher Mentorship and Retention of Effective Teacher Grant (TMRG) funding was requested in state fiscal year 2024 (FY24).

After careful assessment by a TMRG review task force, PELSB awarded \$3,395,000.00 to 41 school districts, charter school districts, charter school district groups, and teacher coalitions. At least \$2,330,000.00 of the funding is reserved, by statute, for programs designed for teachers of color or American Indian teachers, supporting over 5,708 teachers, approximately 1,785 of whom identify as teachers of color or American Indian/indigenous teachers.¹

| FY24 Grantee | Award | Amount Reserved for Programs Designed for Teachers of Color or American Indian/indigenous Teachers |
|--|--------------|--|
| Anoka-Hennepin ISD 11 | \$206,291.14 | \$206,291.14 |
| Aurora Charter School | \$11,286.00 | at least \$9,456.48 |
| Black Educators Alliance (BEA) Coalition | \$60,306.00 | \$60,306.00 |
| Burnsville-Eagan-Savage ISD 191 | \$44,022.00 | at least \$14,141.47 |
| Columbia Heights ISD 13 | \$25,828.45 | at least \$14,214.51 |
| Eden Prairie ISD 272 | \$260,636.00 | at least \$153,210.36 |

¹ Source: 2024 Teacher Mentorship & Retention of Effective Teachers grant applications

| | Award | Amount Reserved for Programs Designed for Teachers of Color or American Indian/indigenous Teachers |
|---|--------------|--|
| Hamline University Coalition | \$23,929.20 | at least \$15,592.16 |
| Hmong College Prep Academy | \$30,693.61 | at least \$8,287.27 |
| Hopkins ISD 270 | \$46,754.40 | \$46,754.40 |
| Indigo Education Charter School Coalition | \$27,563.25 | at least \$2,846.33 |
| Lakes Country Service Cooperative | \$173,880.00 | at least \$26,082.00 |
| MN Association of Agricultural Educators (MAAE) Coalition | \$56,873.25 | at least \$5,687.33 |
| MN Council of Teachers of English (MCTE) Coalition | \$27,324.00 | at least \$15,249.00 |
| Metro State University BIPOC Teachers Coalition | \$112,302.89 | \$112,302.89 |
| MN Chinese Language Teachers Association (CLTA) Coalition | \$157,080.00 | \$157,080.00 |
| MN Zej Zog Coalition | \$199,291.95 | at least \$177,416.25 |
| Monticello Public Schools, ISD 882 | \$114,273.20 | at least \$10,660.56 |
| Nawayee Center School | \$28,655.19 | at least \$3,017.61 |
| Northeast Metro ISD 916 | \$78,111.00 | at least \$19,192.14 |

| | Award | Amount Reserved for Programs Designed for Teachers of Color or American Indian/indigenous Teachers |
|---|--------------|--|
| New Millennium Academy | \$17,160.00 | at least \$10,428.00 |
| Northfield ISD 659 | \$39,699.00 | at least \$1,984.95 |
| Osseo Area Schools, ISD 279 | \$386,956.60 | \$386,956.60 |
| Owatonna ISD 761 | \$7,850.00 | at least \$1,962.50 |
| Pequot Lakes ISD 186 | \$74,750.00 | at least \$52,990.00 |
| Prodeo Academy | \$69,920.00 | at least \$50,209.00 |
| Red Wing ISD 256 | \$45,080.00 | at least \$4,094.00 |
| Restoring Our Roots Collective Coalition | \$72,600.00 | at least \$65,340.00 |
| Rochester ISD 535 | \$74,652.60 | \$74,652.60 |
| Rosemount-Apple Valley-Eagan ISD 196 | \$121,180.79 | \$121,180.79 |
| Rosemount ISD 917 Metro State University Coalition | \$169,062.96 | at least \$158,933.48 |
| Roseville Public Schools ISD 623 | \$176,259.97 | at least \$157,782.33 |
| Sejong Academy | \$20,240.00 | at least \$18,004.40 |

| | Award | Amount Reserved for Programs Designed for Teachers of Color or American Indian/indigenous Teachers |
|--|--------------|--|
| Shakopee Public Schools ISD 720 | \$83,056.05 | at least \$2,657.79 |
| St Paul Public Schools ISD 625 | \$212,593.60 | at least \$93,810.56 |
| Spring Lake Park ISD 16 | \$34,725.40 | \$34,725.40 |
| Star of the North Academy | \$14,652.00 | at least \$11,764.50 |
| STEAM (Science, Technology, Engineering, Arts, & Mathematics) Academy | \$10,626.00 | at least \$4,954.95 |
| STEP (Science, Technology, Engineering Preparatory) Academy | \$24,886.00 | at least \$8,686.64 |
| Southwest West Central Service Cooperative | \$18,572.50 | at least \$1,114.35 |
| Teach for America, Twin Cities Coalition | \$23,000.00 | at least \$21,756.16 |
| Waseca ISD 829 | \$12,375.00 | at least \$2,318.13 |

Summary of Fiscal Year 2024 Grant Work

Anoka-Hennepin Public Schools ISD 11 – Awarded \$206,291.14

Anoka-Hennepin Public Schools used grant funds to provide mentorship program stipends, affinity group gatherings for 78 teachers and educators of color and American Indian teachers and educators, induction program support, professional development for licensed teachers of color and indigenous teachers focused on ways to close opportunity and achievement gaps for students of color and indigenous students, and professional development for licensed teachers of color and indigenous teachers for graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Aurora Charter School – Awarded \$11,286.00

Aurora Charter School utilized grant funds to provide mentorship stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students for 12 teachers. Aurora Charter School also used grant funds for administrative costs. At least \$9,456.48 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Black Educators Alliance (BEA) Coalition – Awarded \$60,306.00

This coalition used grant funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students for 29 teachers. The BEA Coalition also utilized funds to offset administrative costs. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Burnsville-Eagan-Savage ISD 191 – Awarded \$44,022.00

Burnsville-Eagan-Savage Public Schools will utilize the funding to provide mentorship program stipends, additional stipends for mentors of color and American Indian mentoring teachers, and affinity group gatherings for approximately 50 teachers. At least \$14,141.47 of the grant funds

are reserved for programs designed for teachers of color or American Indian/indigenous teachers. A portion of the funding will be utilized to offset administrative costs.

Columbia Heights Public Schools ISD 13 – Awarded \$25,828.45

Columbia Heights Public Schools used the funding to provide mentorship program stipends, affinity group gatherings, and induction program support for 160 teachers. At least \$14,214.51 of the grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Eden Prairie Public Schools ISD 272 – Awarded \$260,636.00

Eden Prairie Public Schools used the funding to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, induction program support, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers, supporting 106 teachers. At least \$153,210.36 of the grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Hamline Early Career Educators for Equity Coalition – Awarded \$23,929.20

Located in school districts across the Twin Cities metropolitan area, including Hopkins ISD 270, this coalition of approximately 10 teachers used grant funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers. At least \$15,592.16 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Hmong College Prep Academy – Awarded \$30,693.61

The Hmong College Prep Academy (HCPA) utilized grant funds to provide 190 teachers with professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students. At least \$8,287.27 of the funding was

reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Hopkins Public Schools ISD 270 – Awarded \$46,754.40

Hopkins Public Schools used the funding to provide mentorship program stipends and affinity group gatherings for 33 teachers, with a portion of the funding offsetting administrative costs. All of the grant funds are reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Indigo Education Charter School Coalition – Awarded \$27,563.25

This coalition of charter schools, including St. Paul School of Northern Lights, Trek North, Academia Cesar Chavez, Excell Academy, St. Paul City School, the Partnership Academy, PACT (Partnership for Community Transformation) Charter School, Performing Institute of Minnesota Arts High School, Woodbury's Math and Science Academy, Venture Academy, Prairie Creek Community School, Sojourner Truth Academy, RISE Academy, and Great River School; partnered with Indigo Education and LDA (Learning Disabilities Association) Minnesota; used grant funds to provide 26 teachers with mentorship program stipends, and additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers. Funds were also utilized to offset administrative costs. At least \$2,846.33 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Lakes Country Service Cooperative – Awarded \$173,880.00

The Lakes Country Cooperative utilized the funding to provide 157 teachers with mentorship program stipends and induction program support. Funds also offset administrative costs. At least \$26,082.00 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Metro State University Pre-K to Grade 12 BIPOC Teachers Coalition Awarded \$112,302.89

This coalition utilized grant funding to provide professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license to teachers of color and indigenous teachers for 10 teachers. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Minnesota Association of Agricultural Educators (MAAE) Coalition Awarded \$56,873.25

This coalition of 98 teachers used grant funds to provide mentorship program stipends and induction program support for its members. Funds were also utilized to offset administrative costs. At least \$5,687.33 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Minnesota Council of Teachers of English (MCTE) Coalition Awarded \$27,324.00

This 10 teacher coalition used grant funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, and affinity group gatherings for its members. Funds also offset administrative costs. At least \$15,249.00 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Minnesota Chinese Language Teacher Association (MN CLTA) Coalition – Awarded \$157,080.00

This coalition of 130 teachers used the funding to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for its members. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

MN Zej Zog Coalition – Awarded \$199,291.95

MN Zej Zog, a teacher coalition of 69 members focused on Hmong language education, used grant funds to provide mentorship program stipends; incentive stipends for mentoring teachers of color and American Indian mentoring teachers; affinity group events; and graduate coursework for teachers of color and American Indian teachers toward a first master's degree in a field related to their teaching licensure or toward an additional teaching license. Funds also offset administrative costs. At least \$177,416.25 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Monticello Public Schools, ISD 882 – Awarded \$114,273.20

Monticello Public Schools used grant funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, and induction program support for 61 teachers in its district. At least \$10,660.56 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Nawayee Center School – Awarded \$28,655.19

The Nawayee Center School utilized the funding for induction program expenses and mentorship program stipends, supporting 5 mentoring and substitute teachers. At least \$3,017.61 of the awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Northeast Metro ISD 916 – Awarded \$78,111.00

The Northeast Metro Intermediate School District used grant funds to provide induction and mentorship program events, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers for 136 teachers. At least \$19,192.14 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

New Millennium Academy – Awarded \$17,160.00

The New Millennium Academy provided mentorship program stipends and additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers. Funding for professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students was also utilized, supporting 3 teachers. At least \$10,428.00 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Northfield Public Schools, ISD 659 – Awarded \$39,699.00

Northfield Public Schools hasn't yet utilized the funds to provide mentorship program stipends and induction program support for its teachers. At least \$1,984.95 of the award will be used for programs designed for teachers of color or American Indian/indigenous teachers.

Osseo Area Schools, ISD 279 – Awarded \$386,956.60

Osseo Area Schools used grant funds to provide teachers of color mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, teachers of color mentorship/induction program support, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, supporting 39 teachers of color and indigenous teachers. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Pequot Lakes, ISD 186 – Awarded \$74,750.00

Pequot Lakes Public Schools utilized the funding to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, teachers of color mentorship/induction program support, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, supporting 3 teachers. At least \$52,990.00 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Prodeo Academy – Awarded \$69,920.00

The Prodeo Academy provided mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, supporting 27 teachers. At least \$50,209.00 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Red Wing Public Schools ISD 256 – Awarded \$45,080.00

Red Wing Public Schools used grant funds to provide mentorship program stipends and induction program support for 76 teachers. Funds also offset administrative costs. At least \$4,094.00 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Restoring Our Roots Collective Coalition – Awarded \$72,600.00

The Restoring Our Roots Collective teacher coalition used grant funds to provide affinity group gatherings for its 60 teacher of color/indigenous teacher membership. Funds also offset administrative costs. At least \$65,340.00 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Rochester Public Schools ISD 535 – Awarded \$74,652.60

Rochester Public Schools used grant funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, induction program support, professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers, supporting 49 teachers. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Rosemount-Apple Valley-Eagan School District 196 – Awarded \$121,180.79

Independent School District 196 provided mentorship program stipends, affinity group gatherings, induction program support, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students for 126 teachers of color and indigenous teachers. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Rosemount Independent School District 917 – Awarded \$169,062.96

Independent School District 917; in collaboration with the Minnesota Humanities Center, Metropolitan State University, and MENTOR Minnesota; used grant funds to provide teachers with mentorship program stipends, affinity group gatherings, professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students, and professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers, supporting 13 teachers. At least \$158,933.48 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Roseville Public Schools ISD 623 – Awarded \$176,259.97

Roseville Area Schools utilized this funding to provide mentorship/affinity program stipends and affinity group gatherings for 61 teachers of color and indigenous teachers. Funds were also used to offset administrative costs. At least \$157,782.33 of the funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Sejong Academy – Awarded \$20,240.00

The Sejong Academy used grant funds to provide mentorship program stipends, affinity group gatherings, induction program support, professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students. Professional development graduate coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers was also provided, supporting 53 teachers. At least \$18,004.40 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Shakopee Public Schools ISD 720 – Awarded \$83,056.05

Shakopee Public Schools hasn't yet utilized its funding to provide mentorship/induction program stipends and induction program support for approximately 656 teachers. At least \$2,657.79 of this funding is reserved for programs designed for teachers of color or American Indian/indigenous teachers.

St Paul Public Schools ISD 625 – Awarded \$212,593.60

Saint Paul Public Schools utilized grant funds to provide mentorship training and stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group stipends and professional development, and induction program support, supporting 663 teachers. At least \$93,810.56 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Spring Lake Park Schools ISD 16 – Awarded \$34,725.40

Spring Lake Park Schools used grant funds to provide affinity group gatherings for 33 teachers. All awarded grant funds were reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Star of the North Academy – Awarded \$14,652.00

The Star of the North Academy utilized the funding to provide mentorship program stipends and affinity group gatherings for 12 teachers. At least \$11,764.50 was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

STEAM Academy – Awarded \$10,626.00

The STEAM (Science, Technology, Engineering, Arts, and Mathematics) Academy used the funds to provide mentorship program stipends, affinity group gatherings, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students for 6 teachers. At least \$4,954.95 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

STEP Academy – Awarded \$24,886.00

The STEP (Science, Technology, Engineering Preparatory) Academy hasn't yet provided mentorship program training and stipends, with additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers for approximately 35 teachers. At least \$8,686.64 of the award is reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Southwest West Central Education Service Cooperative – Awarded \$18,572.50

The SWWC Service Cooperative hasn't yet utilized its funding to provide induction program support for approximately 154 teachers. At least \$1,114.35 of the award is reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Teach for America, Twin Cities Coalition – Awarded \$23,000.00

The Teach for America, Twin Cities teacher coalition used grant funds for mentorship program stipends and affinity group gatherings, supporting 29 teachers. At least \$21,756.16 of the funding was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

Waseca Public Schools ISD 829 – Awarded \$12,375.00

Waseca Public Schools used the funds to provide mentorship program stipends, additional incentive stipends for mentoring teachers of color and indigenous mentoring teachers, affinity group gatherings, and professional development focused on ways to close opportunity and achievement gaps for students of color and indigenous students for its teachers, supporting 30 teachers. At least \$2,318.13 of the award was reserved for programs designed for teachers of color or American Indian/indigenous teachers.

GRANTEE REPORTED DATA

FY24 Grant Report

By September 30, 2024, recipients of the state fiscal year 2024 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) award were required to submit a report to PELSB on the use of grant funds.

Some grantees also reported on the use of fiscal 2023 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) award funds that had been amended to last an additional state fiscal year.

The report, detailing grant work conducted between July 1, 2023 and September 2024; spanning state fiscal years 2024 (July 1, 2023 – June 30, 2024) and 2025 (July 1, 2024 – June 30, 2025) included:

TMRG Program Narrative – a description of how the grant activities have strengthened and/or supplemented existing or attempted teacher mentorship and/or retention efforts

TMRG Program Data – information about teachers that received mentoring and/or funding to mentor other teachers as a result of this grant, compared with prior mentorship program activity

Analysis of Data – Qualitative and/or quantitative conclusions drawn from grant work conducted and an assessment of the data provided in Section III. Were intended goals achieved? What were the challenges and successes in conducting this grant-funded work?

TMRG Fund Expenditure – a list of awarded funds and progress monitoring methods

Anoka-Hennepin ISD 11

| | |
|--------------------------------------|---|
| Legal Name of Applicant Organization | Anoka-Hennepin School District |
| Total Grant Amount | FY23 Award – \$190,429.00 of \$190,429.00. FY24 Award – \$94,035.13 of \$206,291.14 spent so far |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Cory McIntyre |
| Title | Superintendent |
| Address | 2727 N. Ferry Street Anoka, MN 55303 |
| City, State and Zip Code | Anoka, MN 55303 |
| Phone Number and Email | 763-506-1001, Cory.McIntyre@ahschools.us |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Liz Burgard |
| Title | Recruitment and Retention Specialist |
| Address | 2727 N. Ferry Street Anoka, MN 55303 |
| City, State and Zip Code | Anoka, MN 55303 |
| Phone Number and Email | 763-506-1095, Liz.Burgard@ahschools.us |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

The Anoka-Hennepin School District (A-H) is in their fifth year of a mentorship program for probationary and tenured teachers. To support the Anoka-Hennepin FY24 TMRG program, the remaining FY23 carryover funds of \$91,143.55 were used, along with \$94,035.13 (of the \$206,219.14) of the FY24 funds awarded to the district. Due to the carryover from FY23 and the unknown if we were granted funds until mid-way through the school year, not all of the FY24 funds were used. The remaining \$112,256.01 from the FY24 award will be used to support the Anoka-Hennepin FY25 TMRG program.

For the FY25 grant, the leads used end of year feedback to help plan for the 2024-25 school year to utilize the funding Anoka-Hennepin received from PELSB. Reporting on the usage of these grant funds will be included in the next grant reporting cycle as none of the FY25 funds were used during the July 1, 2023 – June 30, 2024.

As part of the district's strategic priorities around recruitment and retention, the grant funds have helped A-H continue to develop a mentoring program that has supported our teachers of color. This has been done by encouraging recruitment of new teachers and providing programming to retain our teachers. This program gives teachers of color the opportunity to peer mentor through their strengths and weaknesses, form affinity groups, encourage both new and experienced teachers to stay in the teaching profession, offer professional development, additional coursework and to grow together to become stronger teachers for our students.

In keeping with the program's goals and objectives, four lead mentors managed the work of the grant; all of which were tenured teachers of color that were highly recommended by their school administrators and peers. Their purpose was to plan the design and help with the implementation of the program. Throughout the course of the year, lead mentors had sub-groups in which they checked in weekly with to ensure that the needs of the teachers were being met. The lead mentors also led the in-person and virtual events, in which they would send Google forms after every meeting for feedback. The data they would gather is used to develop future professional development, guest speaker topics, and training.

Towards the beginning of the school year, the Employee Services department and lead mentors worked together to contact probationary teachers identifying as P1, P2, and P3. There were 43 mentees that were interested in receiving mentorship as they transition into becoming a new teacher. Many gave feedback on what they'd be interested in learning, such as lane changes, probationary status, and finding a sense of community within the school district. With the information, the leads were able to work with the employee services department to find a confidential employee to speak about all of the ins and outs of becoming a new teacher. Given the option, 35 mentors or tenured

teachers were endorsed by their principals to be a mentor in our program to work with the new 43 probationary teachers.

With the grant being underway and the school year starting, the lead mentors started planning the program in July and finalized the schedule in August. The lead mentors also started to pair the mentors and mentees based on preference of race/ethnicity, gender, school, or licensure area. With support from feedback from participants, the employee services and student services department, we were able to find guest speakers with backgrounds in education to speak on relevant topics suggested by mentees and mentors.

The Teacher of Color Mentorship program had the first Kick-Off gathering in September. The 4 leads provided an outlook of the program and the district's commitment to increase the number of teachers of color and American Indian by supporting long-term success, culturally responsive mentorship, coaching, and professional development. The programs purposes and goals were shared:

- Building relationships with colleagues of color across the district, helping to prevent feelings of isolation.
- Assisting teachers of color/American Indian teachers new to the profession and/or district as they navigate their first years.
- Providing professional development and informal leadership opportunities to probationary and tenured teachers.
- Retaining the teachers of color in the district in order to provide a teacher workforce that matches the demographics of the students we serve, which is a part of the district's strategic priority and equity achievement plan.

Throughout the course of the program, large group meetings were offered both in-person and virtual. Both invited guest speakers to touch on topics, questions, and issues raised by mentees or mentors. In addition, the meetings were used as a time for connecting with other teachers of color in the district in essence to create a greater network and mitigate any feeling of isolation about their buildings. There were also tools provided such as books, food, and icebreaker activities to socialize with one another outside of their affinity mentee/mentor pairings. After each event, the teachers were asked to provide feedback via Google forms to better enhance the experience and effectiveness of the program.

We also partnered with 3 consultants from the U of M to provide monthly professional development for mentors to support their mentees through a Google Classroom. Each month offered a short video and concepts to support this work. The consultants also attended monthly meetings and offered support to the leads when difficulties or additional resources were needed.

Along with this, we partnered with Frog Tree Farms to offer two leadership retreats (fall and spring) focusing on and identifying challenges faced by historically underserved communities, to share best

practices, innovative approaches and sharing success stories of our teachers of color. Frog Tree Farms also offered one professional development session to all participants focusing on equity.

Lastly, 10 participants received funding toward their first master's degree in a field related to teaching licensure or toward an additional teaching license.

From the narrative above and analysis listed below there are many program highlights. They include and are not limited to, a well thought out and planned year by the 4 lead teachers. They were very intentional in partnering mentors/mentees, the books and professional development offered.

Participants found the resources and connections with the U of M and Frog Tree, along with support from others to be a highlight. In-person meetings were also listed as a highlight was a way to network and feel connected, as several of our teachers of color indicate feeling a sense of isolation.

One outcome that was difficult to meet was the goal of our mentees/mentors utilizing a substitute to observe in their mentor/mentees classroom. This was due to a shortage of substitutes and teachers felt it was difficult to leave their classroom.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 6 | 0 | 0 | 0 | 2 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 2 | 2 | 0 | 0 | 2 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Total | 8 | 4 | 0 | 0 | 4 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

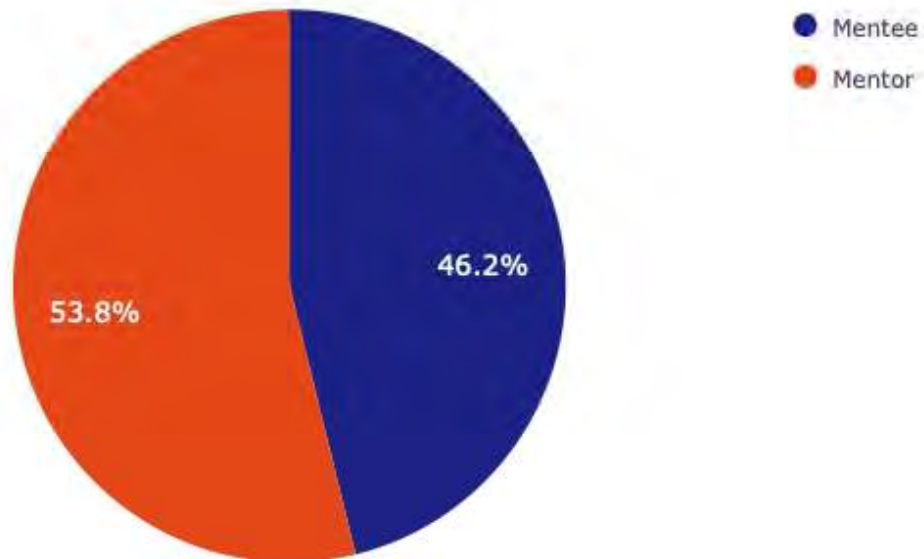
| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 8 | 0 | 0 | 0 | 1 | 0 | 0 | 8 |
| Asian or Pacific Islander | 25 | 1 | 0 | 0 | 10 | 0 | 0 | 32 |
| Hispanic | 5 | 0 | 0 | 0 | 2 | 0 | 0 | 5 |
| Black | 18 | 4 | 0 | 0 | 6 | 0 | 0 | 26 |
| Two or More Racial or Ethnic Groups | 4 | 1 | 0 | 0 | 2 | 0 | 0 | 6 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 60 | 6 | 0 | 0 | 21 | 0 | 0 | 78 |

Analysis of Data

In order to gauge the effectiveness of our program, we encourage all of our teachers of color to provide feedback based on this year's experience. The data collected used pie charts and likert scale. The Likert scale reads as follows: 1 - Strongly Disagree; 5 - Strongly Agree.

What is your role?

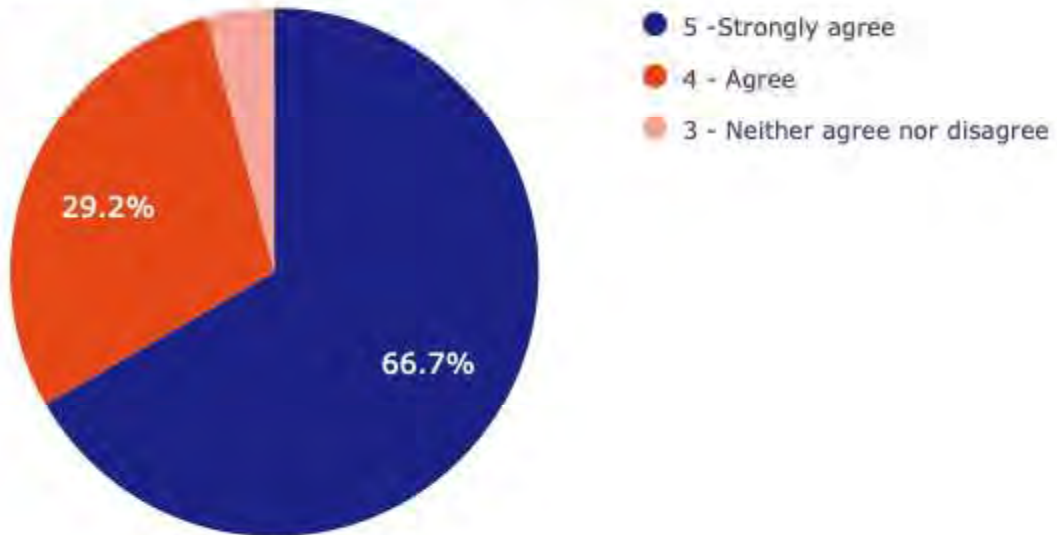
52 responses



Mentee Responses

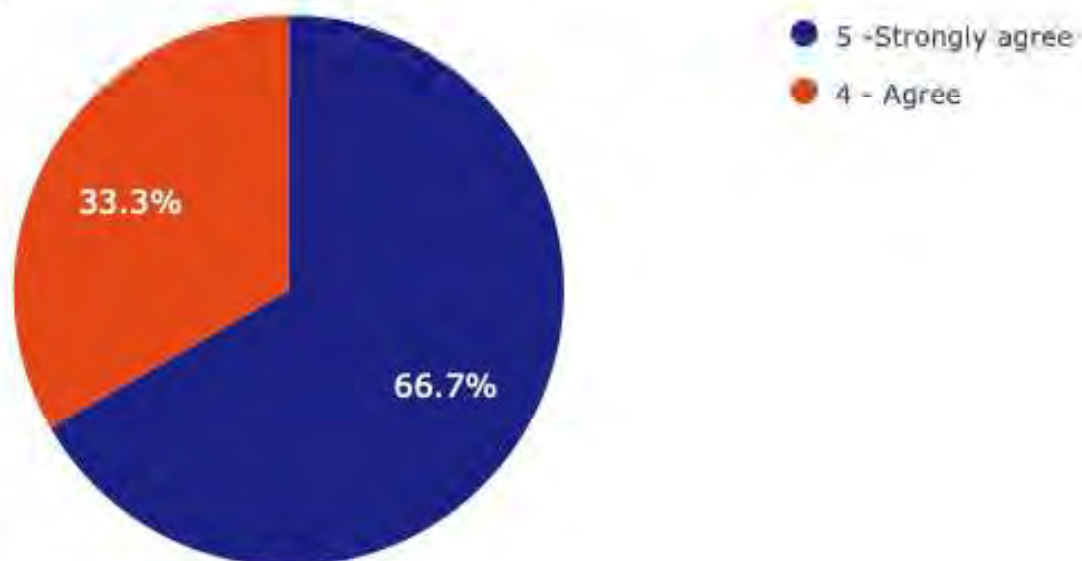
Did you feel that the program gave you a sense of belonging to network with teachers of color members?

24 responses



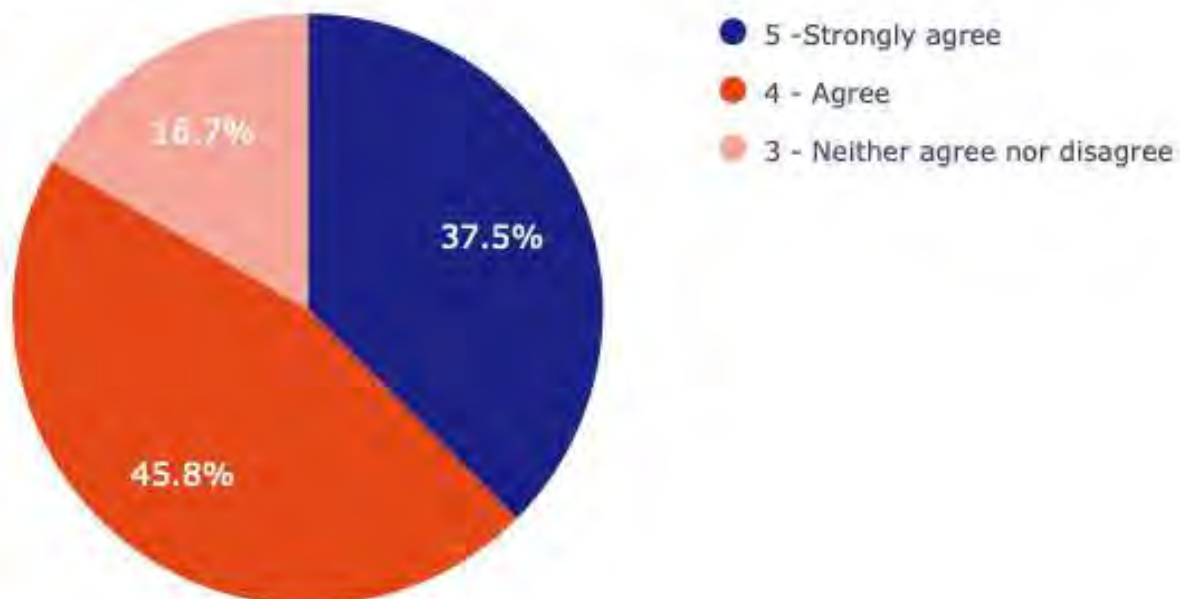
During your mentorship participations were teachers of color members provided a safe space to turn to with questions or concerns? Were you given the support from your mentor?

24 responses



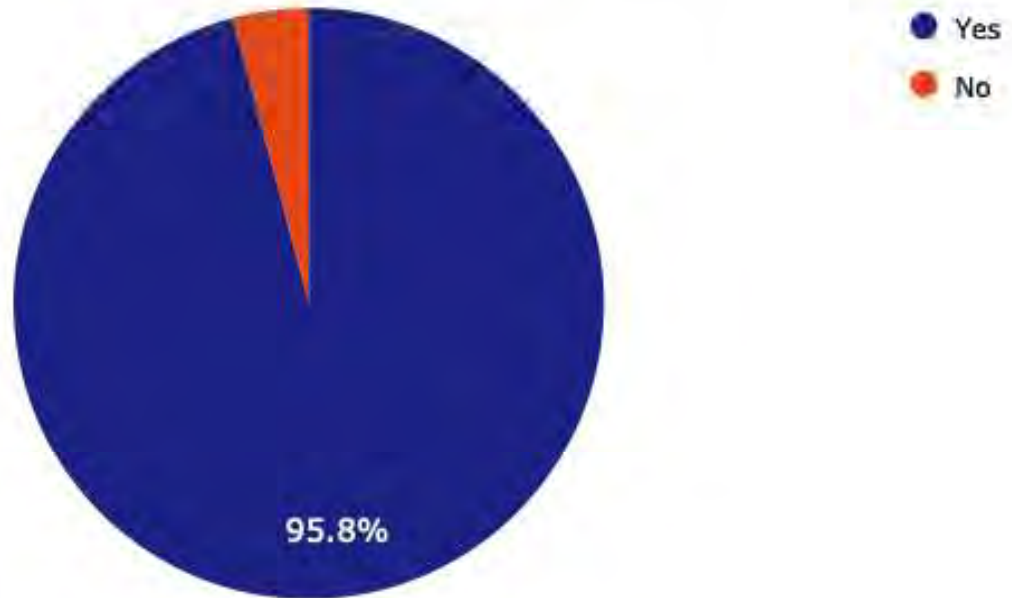
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

24 responses



Based on your experience, would you like to return as a mentee in the next academic year?

24 responses



We gave mentees the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- Having a safe space to connect and also with others that have some of the same experiences as me.
- Having a sense of belonging and connecting with teachers of color. Yes, this program met this need.
- I gained a support system and friend through partnering with my mentor. This was extremely beneficial to have while going through the highs and the lows of the school year.
- Mentorship, friendship, etc.
- Resources, connections, and support.
- I have met a great bunch of people that I am learning so much from and have asked many questions from.
- The biggest thing for me was the networking piece, and this program helped me connect with other teachers of color and share our experiences.
- In previous years the book choices were better. I liked the networking and being part of the network of BIPOC teachers.
- I was hoping to gain a sense of belonging and affirmation that I made the correct decision to become a teacher and pick this district to be a part of.
- Connection with other teachers of color.
- More PDs for learning social justice or social emotional learning

- Something to help retain me. I am not retained.
- I was hoping to connect with other mentees, and not just with my mentor.
- More strategies for teaching as an educator of color.
- I was able to connect to some teachers.
- Sense of belonging.
- Resources.
- Accountability, solidarity, community - yes!
- I was hoping to gain a greater sense of community within the district and the program definitely met those needs.
- Collaboration, friendship, togetherness.
- Connection with people of color in the district, yes
- It was great having someone to lean on and count on this year.
- I honestly was just hoping to meet and connect with other teachers of color in the district. I went from a school in another district that was predominantly teachers of color, to one where I was one of two, which was undeniably a different experience.
- The connection, support and understanding of where I am coming from, in a safe space.

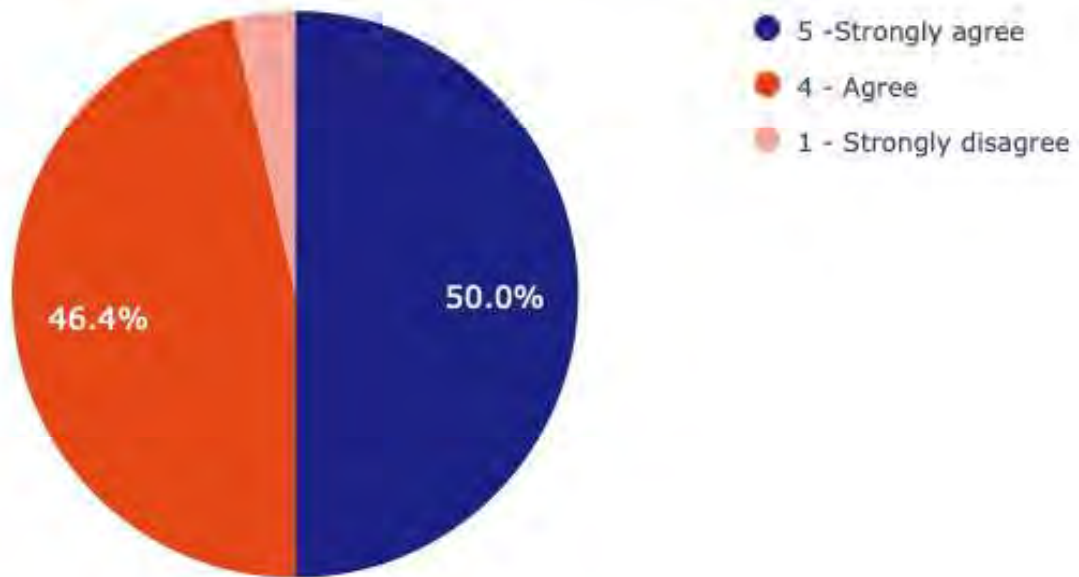
We gave the mentees an opportunity to share any positive comments or constructive feedback to help improve the program.

- Just grateful for this group and program. I have met some incredible teachers. Thank you for all you do for us. Especially finding opportunities for us to grow.
- I had a GREAT experience with my mentor, Tamara! She was awesome.
- Nothing. Great leaderships and support.
- I love being a part of this group and hope that it continues to grow and grow!
- Great program and I am happy that I am apart of it!
- I love the food! I think it's great having time to meet in person.
- You guys did a fantastic job, keeping teachers of color connected and creating a safe community. I appreciate your work!
- Keep up the great work!
- Great program that is much needed. The sense of isolation is real and having this program on turn to is extremely beneficial to those of us in the minority.
- I enjoyed being a part of this program
- This program has been one of the most positive experiences I have had being new to Anoka-Hennepin. They provided a safe space to ask questions, provided opportunities to connect & socialize, and provided us with a free book in order to further our own growth. This program surpassed what I anticipated. THANK YOU!!!

Mentor Responses

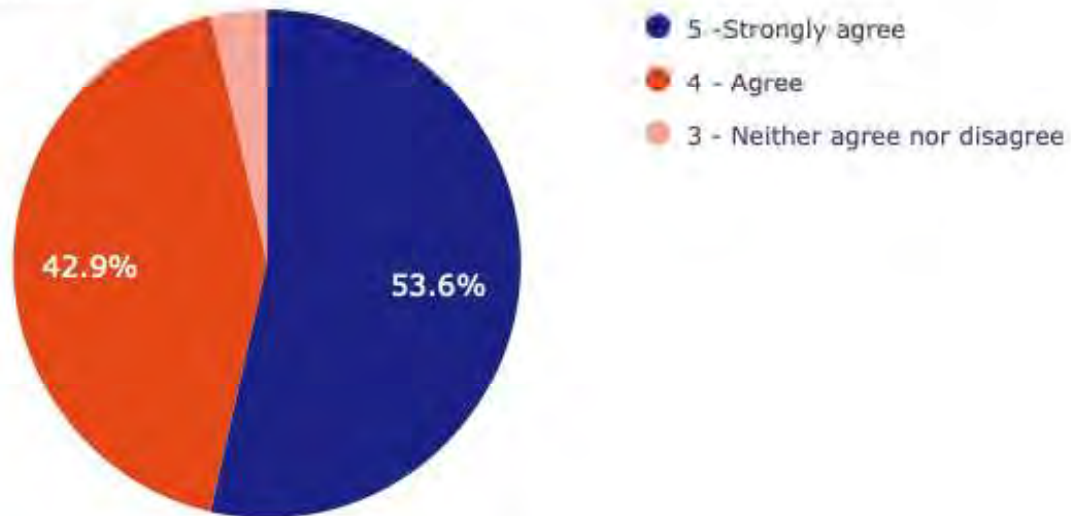
Did you feel that the program gave you a sense of belonging to network with teachers of color members?

28 responses



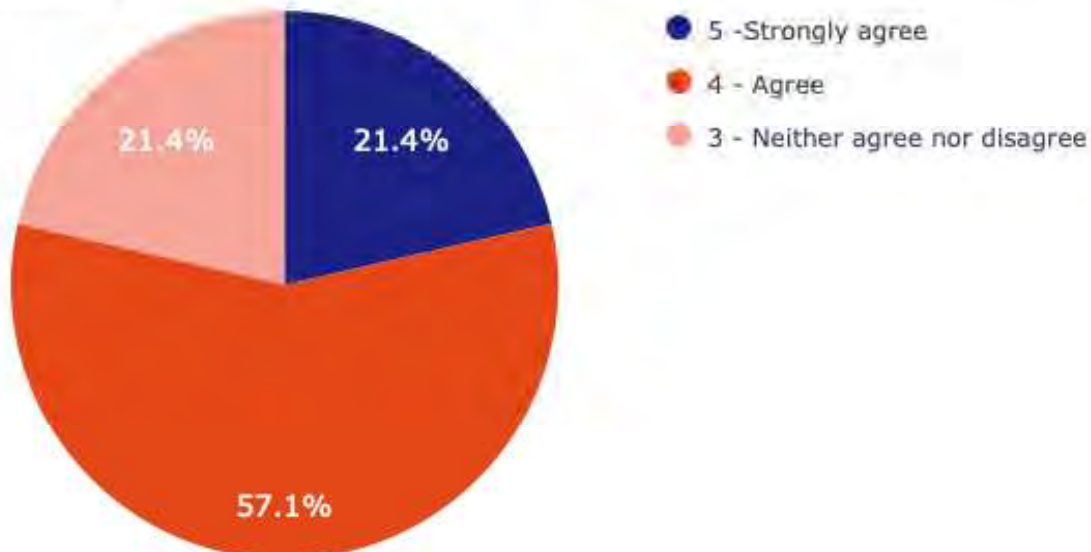
During your mentorship participations were teachers of color members provided a safe space to turn to with questions or concerns? Were you able to give that support to your mentee?

28 responses



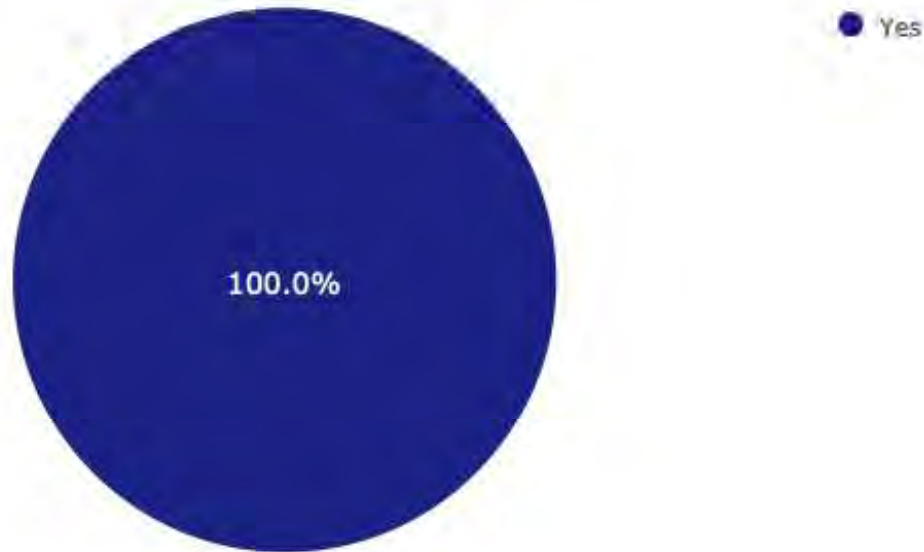
Did the speakers invited to the virtual/in-person provide helpful materials and resources that resonate with you?

28 responses



Based on your experience, would you like to return as a mentor in the next academic year?

28 responses



We gave mentors the opportunity to list some of the things you were hoping to gain from the program and if it met those needs.

- I was hoping to connect with other staff of color - this goal was met. I think it's a nice way to get us all together in a common space and focus on things that are meaningful for us.
- Having a safe place to communicate thoughts and situations I may have had. Continuing and building on our friendship.
- I would have liked to make more of a connection with my mentee. I made attempts to be supportive and make connections that were not reciprocated.
- I was hoping to gain more insights on retention for new teachers. Although I was the mentor, it was tough not being in the same building with my mentee. Is it possible to shift this so that there's a mentor in each building and they have a few mentees to work with?
- I was hoping to connect with other teachers of color to share experiences.
- Connection with teachers of color is special education.
- A sense of community and connection.
- I was hoping for more community building activities and received so much more: networking, collaboration, community building, storytelling, professional development, and help with college.
- This program is amazing. I would like to see mentors and mentees in the same building to build stronger relationships.

- Connection and a sense of belonging in a space - yes, I feel the program has more than achieved that!
- It was nice to meet other Asian American teachers and other teachers of color not from my school
- Being able to connect with other teachers of color
- I was able to learn how to connect with other staff members with weekly/bi-weekly check ins. This is not something that I had a lot of experience in but I thought the slideshow provided near the beginning of the year that provides tips/hints was extremely helpful.
- Colleagues that needed support, while also being able to my ally. There are times when we need the advice and opportunities when we can provide our best judgement. It feels incredible to be able to be a part of this group.
- An opportunity to connect with teachers of color and to encourage teachers of color to continue to feel welcomed, needed and an asset to Anoka-Hennepin. I believe I did gain these things.
- I wanted to provide a safe place my Mentee to talk and ask questions freely, in a safe environment.
- I was hoping to build community with other teachers of color, and the program absolutely met that need for me.
- I was happy to connect with my mentee; that was the most important part for me.
- Time to connect with others. It was wonderful being able to connect. Wish there was more time to meet more people.
- I was hoping to be able to help a new teacher of color to feel a better sense of belonging. I do not think I met that need. I did not get much response from my mentee; I think her year was very stressful based on personal issues.
- I was hoping to get to know more staff of color across the district and yes I made some lovely connections, it has been nice.
- Opportunities to connect with teachers of color in our district (needs met), relationship to a probationary newer teacher to provide support/encouragement (needs met), and inspirational speakers/presentations that directly shared how the district is retaining/recruiting teachers of color in our schools (not completely met).
- A sense of belonging, a place to be yourself, networking.
- Community / Counter space to vent and unpack. I think more large group unpacking might have helped to get to know other people in other buildings.
- I loved the flexibility of this program for those that had difficulty making the outside of school events due to other LIFE obligations - I was able to watch and review the content on my own. I also loved the viewpoints of multiple perspectives to gain even more insight from other's experiences.
- connecting with teacher
- Making connections with other teachers of color and helping new teachers in their first years in the district.

We gave the mentors an opportunity to share any positive comments or constructive feedback to help improve the program.

- Thanks for everything all of the leads have done to make this year successful!
- I like the experiences at Frog Tree Farm. Let's keep doing it.
- I like that you've provided us with a space to connect with other teachers of color on a professional and personal level.
- My own children have lessons on Wednesdays, is it ever possible to have events rotated onto other days so I can participate?
- We always get a questionnaire at the beginning of the year to help with mentor and mentee matching.
- We are all open to anyone, but after many experiences in this mentorship program, I think that my best matches so far has been with those that are in the same field as me (ML/elementary).
- Mentoring this year has really served as a networking and collaborative experience that many of us are not getting in our own buildings. It has fed my hunger for more knowledge and made me inspired and more passionate about teaching. I realize how much I do love teaching when I am around like minded and passionate teachers.
- There are times when we go into this mentorship with expectations in-mind. Our own stories lead us to want to support our mentees in a certain way, but I have learned along the way that this mentorship needs to happen organically. Things blossom and develops along the way.
- I think an end of trimester 1 check-in would be beneficial for partnerships that are not working though. Just an idea.
- Same as above: This program is amazing. I would like to see mentors and mentees in the same building to build stronger relationships.
- It would be really helpful to connect people from the same building or teaching position as possible. I really valued the time I was able to connect with my mentee, but I think it would be more practical to connect with people from the same building and similar position. In doing so, I can provide some day-to-day information.
- More online meetings. But I do LOVE having food at our in person ones! I am excited to go back to the woods location in Brooklyn Park- I can't remember the name of the cabin.
- I appreciate all of the behind the scenes things that the leadership takes care of so we can focus on our mentees.
- I would love to do more outside activities (powwow at Champlain Park HS, Hmong festival, Thai festival....)
- I would like to have more meetings where we do fun things, like go out to eat, mini golf, etc.
- Would be best if we could be more strategic on pairing mentors with mentees. Had a hard time connecting with people at secondary level, when I was in elementary.
- Love the program! It contributed to my success in the district when I was a mentee.
- I really enjoyed being able to converse with other staff of color across the district and have an opportunity to troubleshoot various incidents that have occurred throughout the year. I would like to have some sort of list of staff members within the district that we could lean on for support with various issues. For example if a mentee is struggling with obtaining tenor or

proficiency or even maintaining their position within their school, who could we contact to help walk them through getting the help they need.

- Could we have some presentations that directly share how the district is retaining/recruiting teachers of color in elementary schools?
- Large group discussion and dialoguing. We organically moved to our building people and did not meet other people in other buildings.
- I enjoy this program and love the connectedness it provides! I am QComp Peer coach, XXX has requested that I remain his mentor next year, which I would love to do so! I am also assigned to Hoover, Mississippi, and Lincoln next school year, so any teachers that request to be part of the program, I would be more than willing to connect and mentor them as well!
- All mentors and mentees should attend at least one retreat.

By the responses listed above, it can be concluded that of the most of the 52 participants who completed the survey (of 78 participants) agreed or strongly agreed the goals and activities of the grant were helpful and they received more than they thought they would by participating in the program. We had success supporting both the mentors/mentees with all but 1 saying they would return to the program. Our program offered support through check-in, monthly in-person or virtual meetings, professional and personal development, strong external and internal partners, along with much more. In relation to the grant, it was sometimes difficult to know which bucket of funds the goal fit into. Our staff is very appreciative of the funds and proud work that was done.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Grant funds expenditure for remaining FY23 grant \$91,143.55 + FY24 grant \$94,035.13 (of \$206,921.14) with a total of \$185,178.68 spent. FY25 funds have yet to be spent and will be reported during the next reporting period.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for | Method of Progress Monitoring | Data |
|--|-----------------------------|---|---|---|
| \$46,556.99 (FY23) \$31,855.78 (FY24) Total - \$78,412.77 (FY23 + FY24) | 35 mentor stipends | X Mentorship X Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | -Reflection surveying -Check in with lead mentors -Bi-weekly check in with mentee -Attendance in virtual and in-person sessions -Participation in Google Classroom professional development | -35 Mentors - All tenured teachers of color (includes 4 lead mentors) completed Google Forms. -Calls and emails from leads and then reviewing information. |

| | | | | |
|--|--|--|--|---|
| <p>\$1,607.21 (FY23)</p> <p>\$7,124.02 (FY24)</p> <p>Total - \$8,731.23 (FY23 + FY24)</p> | <p>Guest speakers, food for in-person events, books and supplies</p> | <p><input type="checkbox"/> Mentorship</p> <p>X Retention</p> <p><input type="checkbox"/> Induction</p> <p>X Affinity Group</p> <p><input type="checkbox"/> PD</p> | <p>-Attendance</p> <p>-Participation in virtual and in-person setting</p> <p>-Surveying</p> <p>-Collaboration on book titles (optional book studies)</p> | <p>-Five guest speakers that came to talk to the affinity meetings to all mentor and mentees</p> <p>-78 mentor/mentees selected and were given books to read. A spreadsheet was sent of those in groups and had the option to create a book club</p> <p>-Exit surveys</p> |
| <p>\$42,979.35 (FY23)</p> <p>\$16,672.63 (FY24)</p> <p>Total - \$59,651.98 (FY23 + FY24)</p> | <p>Induction stipends for mentees, monthly PD from the U of M supporting mentors</p> | <p><input type="checkbox"/> Mentorship</p> <p>X Retention</p> <p>X Induction</p> <p><input type="checkbox"/> Affinity Group</p> <p><input type="checkbox"/> PD</p> | <p>-Bi-weekly check in with mentee</p> <p>-Attendance in virtual and in-person sessions</p> <p>- Participation in Google Classroom professional development</p> <p>-Surveys provided by U of M</p> <p>-Year-end program survey to participants</p> | <p>-43 mentors had the opportunity to receive a stipend</p> <p>-35 mentors were had the opportunity to utilize a Google Classroom supported by the U of M to provide extra support for being a mentor/teacher of color</p> |

| | | | | |
|---|---|--|--|--|
| <p>\$16,500.97 (FY24)</p> <p>Total - \$16,500.97 (FY24)</p> | <p>Professional development focused on ways to close opportunity and achievement gaps with professional development offered from Tree Farm. They provided two offsite retreats and one professional development session for mentors and mentees</p> | <p><input type="checkbox"/> Mentorship</p> <p>X Retention</p> <p><input type="checkbox"/> Induction</p> <p><input type="checkbox"/> Affinity Group</p> <p>X PD</p> | <p>-Surveys provided by Frog Tree and the yearend program survey to participants</p> | <p>-78 mentor/mentees were offered a PD session from Frog Tree Staff in December</p> <p>-78 mentor/mentees were offered the opportunity to attend an offsite retreat focusing on ways to close the achievement gap/equity and to provide additional support to our teachers of color that opted into the mentorship program. Seven mentors/mentees attended the retreat</p> <p>-Feedback was provided by program surveys</p> |
|---|---|--|--|--|

Aurora Charter School

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|-----------------------|
| Legal Name of Applicant Organization | Aurora Charter School |
| Total Grant Amount | \$11,286.00 |

Identified Official with Authority

| | |
|--|----------------------|
| Name of Official with Authority to Sign | Matthew Cisewski |
| Title | Executive Director |
| Address | 2103 E 26th St |
| City, State and Zip Code | Minneapolis MN 55404 |
| Phone Number and Email | (612) 200-9585 |

Primary Program Contact

| | |
|---------------------------------|----------------------|
| Name of Program Contact | Ana Soria |
| Title | Associate Director |
| Address | 2103 E 26th St |
| City, State and Zip Code | Minneapolis MN 55404 |
| Phone Number and Email | (612) 200-9590 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Aurora Charter School (ACS), a dual-language charter school located in South Minneapolis, provides education for 426 students in Pre-Kindergarten through 8th grade. The primary objective, as a dual-language school, is to equip our students with full bilingualism, biliteracy, and biculturalism in both Spanish and English by the time they complete 8th grade.

The following impact goal has been developed and adopted through the ACS Strategic Plan:

By 2026, Aurora Charter School will provide the staff leadership and professional development to equip Aurora students with the bilingual/biliterate, cultural, and academic skills to embrace the rich diversity of Minneapolis communities and lead for positive change.

The whole student body identifies as Hispanic/Latino, with 76.9 % of them being English Learners (EL). To achieve our mission and impact statement, ACS is committed to recruiting teachers who not only reflect the diversity of our students but also possess strong cultural competencies. This diverse and culturally competent staff is essential in order for the school to nurture students to become bilingual/biliterate leaders, critical thinkers, and individuals who serve as environmental stewards.

ACS in the 2023-2024 school year employed 34 licensed teachers, with 52.9% of them from underrepresented racial and ethnic backgrounds, 38.2% of the total number of licensed teachers holding Tier 1 or Tier 2 license. ACS, like many educational institutions in Minnesota, have encountered challenges brought on by teacher shortages and overall competitiveness in the field.

Considering data gathered from previous recruitment efforts, teacher licensure records, education, and employment background collected by the Human Resources of ACS, Aurora identified the following barriers that could pose a challenge for Aurora's pipeline and retention of teachers:

- Of the total 34 licensed teachers at ACS, 29% held a Tier 1.
 - Meaning a significant portion of the teaching staff have an educational background other than teaching.
 - Thus, creating a need for:
 - acclamation support
 - cultural competency training
- Limited funding availability made it challenging to provide additional resources such as mentor training and time compensation needed to serve as a mentor.
- Experienced Tier 3 and 4 teachers needed not only tools on how to be a mentor but also an incentive to serve as a mentor as the responsibilities of a mentor can vary on demand from mentee to mentee depending on the needs of that individual mentee.

ACS through the mentorship program made possible through the Teacher Mentorship and Retention Grant, was able to support 12 teachers all in different pathways in education to find stability while

easing into a new school or role. Teachers who had already been teaching in the district but held a Tier 1 or 2 license, or higher but still needed support also benefited by this grant, furthering their growth in the profession.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|---|--------------------------------|------------------------|------------------------|---------------------------|---|------------------------------------|--|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | 1 | | 3 | | 4 | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | 2 | | 2 | | |
| Total | 1 | 0 | 5 | 0 | 6 | 0 | |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | 2 | 3 | | 5 | | | 9 |
| Black | | 1 | | | 1 | | 1 | 1 |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | | | | | | | | 2 |
| Total | 0 | 3 | 3 | 0 | 6 | 0 | 0 | 12 |

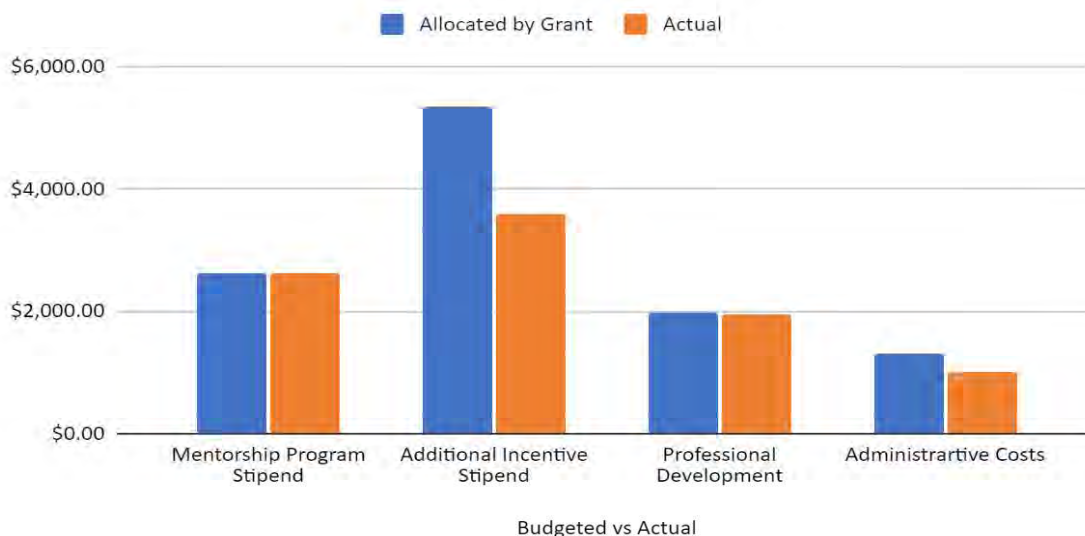
Analysis of Data

The program served a total of 12 teachers of whom 83% identified as a teacher of color and/or indigenous, of which 92% were licensed in shortage areas. There were a total of 66% of teachers who held a Tier 1 license, of which 83% of the T1 licensed teachers were new to teaching or new to the district.

For the 2023-2024 school year, the program consisted of 10 mentors and 12 mentees. Due to the grant, the school was able to increase the number of teachers of color serving as mentors for FY24 in comparison to past year. 81% of the funds allocated to incentivize teachers of color were used. This in part was due to a lower number of mentors who were teachers of color who due to personal reasons were unable to serve as mentors as planned. ACS was still able to recruit additional mentors but they did not meet the criteria for the additional stipend, therefore a remaining amount of \$1,746 remained untouched.

Additionally, Administrative Costs was another area where actual funds used came below funds allocated by the grant in the amount of \$320. This was due to the school having available resources to cover items needed by mentors and mentees that did not come at additional cost to the school or applicable to the grant. Funds allocated by the grant for the Mentorship Program Stipend and Opportunity/Achievement for SOCAIS-Focused PD were fully expended. Although the mentorship program consisted of 10 mentors and 12 mentees, ACS recognizes that it would need to request a higher allocation of funds for the Mentorship Program Stipend as well as work on strategy to recruit additional mentors of color within the school.

FY24 Teacher Mentorship and Retention of Effective Teachers Grant



Goal #1 of the FY24 TMRG: Increase % of participant attendance of the mentorship program, with a minimum 80% of mentor/mentee program session attendance required.

The attendance rate to sessions was excellent, with the mentorship program and participants reaching the goal. Between the ten mentors and 12 mentees, the mentorship program was designed to have mentors and mentees meet 1x to 2x a month for a minimum of 30 min. This was exceeded by half the mentors who met up to 2x a week for 20 min with their mentee. This was a pattern that presented itself with half of the mentees in the group, particularly those new to teaching or in the district. Topics in their Mentee/Mentor log ranged from lesson planning, differentiated instruction, building relationships with families, creating relevant and engaging atmosphere in the classroom, classroom routines, etc.

Within the mentees, there were two new to special education. This also served as a learning opportunity for ACS, as special education is not only in the licensure shortage area but due to the language demographic of the students and parents, it can pose an additional challenge to new teachers. The one comment consistent throughout the program and notes, was the request for additional time.

“Having a mentor for me was of great help, especially since it was my first year working in the field of special education. I had many concerns, questions, and found it at times confusing. I could not have gone through it, without the help of my mentor teacher Candace. I think I will note that there were times I felt uncomfortable because many times I had questions on the spot and had to knock on her door frequently. Additional time was needed to cover topics related to due process. A new teacher such as myself will need more than 1 to 2 times a month to meet with a mentor. Overall, I am very thankful for the program”

- Lady Montoya, Special Education Teacher (Mentee/First Year)

Goal #2 of the FY24 TMRG: Increase # of teacher mentors from underrepresented racial or ethnic groups participating in the program.

Of the total number of mentors, 40% were teacher mentors from underrepresented racial or ethnic groups. The original goal was to have 60% of TOC mentors, however due to personal reasons beyond the schools control, two of the mentor candidates decided they would not serve this year. ACS would like to increase the number from 40% to 60% if not more, but recognizes it will need to strategize how to provide additional time to those serving in mentor roles as that seems to be the common denominator in feedback received. Grant work did begin later in the year, if ACS were to apply once again for the grant, it would aim to begin it much sooner in the year to facilitate teachers serving as mentor's time to prepare themselves for this assignment.

"I loved my experience in the mentorship program. I had a mentor that not only had similarities to me, but they spoke my language! I had been a preschool teacher in a day care center. Being a teacher in an actual school educational setting was a whole different experience. The support I was given, the empathy, and non-critical and non-judgmental feedback made me feel comfortable. I had not been in a mentorship program before. I didn't know what to expect. I was scared I'd be told everything I was doing wrong. Instead, it was the complete opposite. Thank you for having this program, I survived my first year."

-Adriana Hoffman, Kindergarten Teacher (Mentee/First Year)

"Regarding my experience and reflections on the benefits of having a mentor, I would do it again. I can highlight that it has been totally profitable. Under the support and guidance of my mentor, I was able to adapt and make constant improvements in the development of my classes. Applying the observations and best practices suggested by his observations. In addition to that, my biggest take away was the emotional support. I was told the first couple of years in teaching were hard. They didn't lie. I'm glad I wasn't in it alone."

-Jose Graterol, Math Teacher 6th-8th Grade (Mentee/First Year)

Goal #3 of the FY24 TMRG: Promote effectiveness of program by creating at minimum 3 opportunities during the program for mentees to provide feedback on the program effectiveness/satisfaction.

Coordinators of the program were able to meet with each mentee and mentors 2x in person during the duration of the program to collect feedback and complete check-ins with each member. As well as, completed a survey to fulfill the 3 total opportunities to collect feedback on the program effectiveness/satisfaction. ACS is happy to report there was 100% satisfaction with the program, with feedback collected referencing to requesting additional time to meet, more in-person opportunities for

all mentees & mentors to meet each other and share knowledge learned with peers, as well as request to provide an opportunity to meet and greet with mentor much earlier in the year.

Of the FY24 participants, 10 requested to continue with a mentor for the FY25 school year, that is 83% of the mentees desiring to continue in their path of growth within the school.

Goal #4 of the FY24 TMRG: Provide structured programs with clear expectations and consistent communication of current/upcoming activities.

The grant work started a bit later in the year, however, to ensure all participants both mentors and mentees felt supported and in the know what the program consisted of, there were three in-person whole group meetings scheduled. Which included the Mentors Meet & Greet (mentors only presentation to review program, expectations and seek topics mentors may need support in), Mentorship Program Kick-Off (mentors and mentees met to plan and schedule meetings for the upcoming months), and End of Year. These in person sessions were completed to provide opportunities to see how mentors were doing, what mentees needed, and for those coordinating the program review what needed to be improved. These sessions were helpful in determining types of PD need members participating in the group.

Goal #5 of the FY24 TMRG: Provide at minimum 3 professional development sessions specifically focused on cultural competency, and equitable and rigorous classroom practices.

ACS is glad to report that funds allocated to professional development were fully expended. A topic covered in the professional development under the grant was *Enhancing Writing Proficiency through Literacy Learning Cycle*, this was a series of interactive workshops, where participants explored an apprenticeship approach to writing instruction known as the Teaching and Learning Cycle, focused on enabling multilingual learners to become more effective and informed writers across genres and disciplines.

Another training provided through the grant was *Cultural Competency* training. This training was selected to teach its participants how to deepen their understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school communities.

In addition to these goals, as part of the program mentors would observe their mentee up to 2x in the school year, and the mentee would also have the opportunity to observe their mentor. Coverage would be coordinated to facilitate this learning experience. It was non evaluative, but was designed with the purpose of allowing those who are new to the profession have a visual learning experience if there were a strategy they were interested in seeing how it was modeled in the classroom. In turn, the mentor would have the opportunity to be with the mentee in the classroom and provide feedback on how well the teacher was doing or progressing.

“I studied to be a teacher, the knowledge is there, and although I was a bit nervous at first, it was helpful to have someone there showing me in person how I can organize my class and set routines. It was much easier for me to see it being shown and demonstrated versus being told. I would be open to having more opportunities where I can observe others and have others observe me.”

- Corey Miller (Mentee/experienced teacher)

Although ACS did not apply for the FY25 TMRG due to time limitations at the time of the application window, it is glad to confirm that it has chosen to continue with the program. Of the 10 mentors, all but two are serving as a mentor again for the 2024-2025 school year. One teacher has moved on to another district and another has retired. The experience, value and support these mentors have provided the mentees in the program are worth gold. The school is thankful for having been a grant recipient in the FY24 school year and would certainly recommend this opportunity to other school districts.

ACS was also a recipient of the FY24 Preparation Pathway Grant in the amount of \$3, 546.00. Unfortunately, the teachers we had applied for when completing the application, did not continue on with the school. Although we attempted to find other teachers who would be willing to participate in the program, it was too last minute for them and we were unable to find someone who could take advantage of the grant awarded. We will work on ensuring enough candidates are available in case we were to apply for a similar grant, as we want to ensure funds are used and not left unused. As this could be an opportunity for someone else who is a great candidate.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|--|--|
| \$1,000 | Administrative costs were related to compensating time in coordinating, preparing, planning session meetings for mentors/mentees, as well as schedule coverage for mentee observations completed by their mentors, or schedule coverage if mentor teachers need any time to prepare any material for mentee, etc. As well as overseeing the program and complying with grant related duties such as completing reports and keeping track of grant expenditures. | <input type="checkbox"/> Mentorship <ul style="list-style-type: none"> ● Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Log of activities completed, check ins with mentors and mentees, as well as calendar of events schedule for the group | All data has been compiled into a single spreadsheet where items were logged month by month. |
| \$2,640 | These stipends were intended for teachers serving as mentors during the program. | <ul style="list-style-type: none"> ● Mentors ● Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Mentorship log kept by every mentor, detailing time, dates, duration and notes on topics covered with mentee for every session they met. | Mentorship Log & Surveys |
| \$3,600 | These stipends were intended to incentivize the participation of teachers of color or underrepresented ethnic backgrounds to serve as mentors throughout the program. | <ul style="list-style-type: none"> ● Mentors ● Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | Mentorship Log & Surveys |
| \$1,940 | PD purchased for participants that was chosen based on feedback from participants on what would be most helpful to support them in the role. | <ul style="list-style-type: none"> ● Mentors <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <ul style="list-style-type: none"> ● PD | Attendance sheet | Attendance sheet and proof of completion from training |

Black Educator Alliance (BEA) Coalition

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|---|
| Legal Name of Applicant Organization | New World Learning Solutions (Fiscal Agent) Black Educators' Coalition (Teacher Coalition) |
| Total Grant Amount | \$60,306.00 |

Identified Official with Authority

| | |
|--|------------------------------------|
| Name of Official with Authority to Sign | Alexis Mann |
| Title | President |
| Address | 370 N. Wabasha, Suite 370 |
| City, State and Zip Code | St. Paul, MN 55102 |
| Phone Number and Email | 507.338.8132 amann@nwslsllc.com |

Primary Program Contact

| | |
|---------------------------------|--|
| Name of Program Contact | Alexis Mann |
| Title | Lead Mentor/ Teacher |
| Address | 370 N Wabasha, Suite 370 |
| City, State and Zip Code | St. Paul, MN 55102 |
| Phone Number and Email | 651.248.5635 Alexismann.amg@gmail.com |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

First, we'd like to open with a deep and sincere thank you. Thank you for thinking of Black and Brown educators. Thank you for your willingness to support Black and Brown educators and thank you for giving us an opportunity to have a positive impact on the lives of Black and Brown educators. We are so very thankful for the funding we received to expand our support for Black and Brown educators.

Please know that this was our first continuous funding stream, and we were excited to immediately begin the showcasing our support for the most underrepresented and often underappreciated educators in schools and classrooms across the Twin Cities Metro area. The demand for support was extremely high as Black educators were consistently reaching out for support, which prompted us to immediately begin our grant-funded work.

We initially started out with ambitious goals; however, our plans needed to be modified to reflect the funding we received. Because we had an established reputation for our affinity group networking mixers, our priority was to make a clear distinction between our affinity group spaces and our mentorship activities.

We decided that we would host our affinity group spaces using the same strategy we had been using prior to our grant-funded work, which was centered around the full-service restaurant space. However, because this was our first experience with engaging in mentorship work, we decided that we needed to secure a location that was conducive to bringing mentors and mentees together that allowed for a more private experience.

We were able to leverage our relationships with one of our community partners within our network to host our first mentorship event in a beautiful office space equipped with all the tools we needed to host prospective mentors and mentees in a meaningful way. We now have unrestricted access to that space, which is currently our official mentorship headquarters.

With respect to our affinity group work, we prioritized using locations that are owned and operated by Black and Brown entrepreneurs. This was not an easy task because of the limited variety of businesses that met our criteria. One of the major thresholds that needed to be met was the price of the space. Vendors who assessed a fee to host our events were not considered. We decided to prioritize spending money on people instead of space. This commitment allowed us to offer more incentives for attendees. We also prioritized spaces where parking would not be much of a challenge, and we alternated the location of our events to attract people from both sides of the river.

The following section presents a series of data tables that summarize our grant-funded activities. Each table is designed to provide a clear and concise representation of how the funding was used. The tables highlight participation and attendance trends, and the metrics used to calculate our conclusions.

These tables also illustrate our progress and the impact of our initiatives, offering valuable insights and supports our findings.

Data Tables

2024 Affinity Group Events

| Month | No. | Location | Attendance |
|-----------|-----|-----------------------|------------|
| January | 1 | Breakfast Bar | 31 |
| February | 2 | Graze, WHS | 33 |
| March | 0 | NA | NA |
| April | 1 | Osborn Building | 18 |
| May | 1 | HQB | 19 |
| June | 4 | RMS, HQB, W, Harrison | 107 |
| July | 1 | Rondo Days | 48 |
| August | 1 | Osborn Building | 23 |
| September | 1 | Breakfast Bar | 26 |

2024 Mentorship Meeting Attendance

| Month | Meetings |
|----------|----------|
| January | 3 |
| February | 3 |
| March | 7 |
| April | 8 |
| May | 14 |

| Month | Meetings |
|-----------|----------|
| June | 12 |
| July | 11 |
| August | 12 |
| September | 16 |

2024 Networking Meetings

| Month | Meetings |
|----------|----------|
| January | 1 |
| February | 4 |
| March | 1 |

| Month | Meetings |
|-------|----------|
| April | 4 |
| May | 4 |
| June | 12 |

| Month | Meetings |
|-----------|----------|
| July | 11 |
| August | 15 |
| September | 5 |

2024 Professional Development Trainings

| Month | No. |
|-------|-----|
| March | 1 |
| June | 1 |
| July | 1 |

2024 Program Data Totals

| Mentorship Sessions | Networking Sessions | Affinity Group Events | Affinity Group Event Attendance | Coalition Partnerships | Professional Development |
|---------------------|---------------------|-----------------------|---------------------------------|------------------------|--------------------------|
| 70 | 42 | 12 | 204 | 6 | 3 |

Districts Represented

1. Higher Ground Academy
2. Hallie Q. Brown ELC
3. Minneapolis Public Schools
4. Fridley Public Schools
5. St. Paul Public Schools
6. Richfield Public Schools
7. District 196
8. District 191

Mentorship Meeting Topics

| Job Satisfaction/ Mental Health | Children & Families | School Politics & Leadership | Instruction & Training |
|---|---|---|---|
| <ul style="list-style-type: none"> ▪ Discomfort in school sites ▪ Burnout ▪ Increase workload ▪ Microaggressions ▪ gang stalking ▪ Discriminatory and unfair practices ▪ How to survive school ▪ Moral compass issues | <ul style="list-style-type: none"> ▪ Student achievement ▪ Literacy/ reading proficiency ▪ grading ▪ Student engagement ▪ Suffrages of Black children ▪ Classroom management ▪ Discipline ▪ Educational neglect | <ul style="list-style-type: none"> ▪ Interview & select/ hiring protocol ▪ Representation of black teachers in schools and classrooms ▪ Union Actions ▪ Union leadership ▪ Union support challenges ▪ Teacher effectiveness | <ul style="list-style-type: none"> ▪ Licensing/ testing requirements ▪ Professional development ▪ Special education programming and supports ▪ Curriculum needs ▪ Assessment Bias ▪ Opportunity gap |

| Job Satisfaction/ Mental Health | Children & Families | School Politics & Leadership | Instruction & Training |
|--|---|---|---|
| <ul style="list-style-type: none"> ▪ Need for summer opportunities ▪ Compensation inadequacies ▪ Mental health neglect ▪ Family receptiveness toward our experiences ▪ Layoff ▪ Teacher shortages/ Teacher vacancies ▪ Teacher absences ▪ Work ethic ▪ Future planning ▪ Education research ▪ Necessary supports ▪ Work hostilities ▪ Grievance process ▪ Employment options ▪ Maneuvering as a Black woman | <ul style="list-style-type: none"> ▪ Unmet needs ▪ Reporting of district/school failures ▪ Student voice ▪ Parent treatment ▪ Technology needs | <ul style="list-style-type: none"> ▪ standards of effective instruction ▪ School climate ▪ Bullying and harassment ▪ Ineffective behavior interventions ▪ District policies ▪ Leadership strategies ▪ Election | <ul style="list-style-type: none"> ▪ Due process challenges ▪ Teacher training needs ▪ Programming needs ▪ Administrative support needs ▪ Staff meeting conflicts ▪ Early childhood education needs ▪ Budget ▪ READ Act |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | | | | | |
| Black | 1 | | 2 | 1 | 1 | 2 | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | | | | | |
| Total | 1 | 0 | 2 | 1 | 1 | 2 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|---|--------------------------------|------------------------|------------------------|---------------------------|---|------------------------------------|--|---|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | | | | | | | |
| Black | 4 | | 2 | | 4 | 3 | 4 | 29 |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | | | | | | | | |
| Total | 4 | 0 | 2 | 0 | 4 | 3 | 4 | 29 |

Analysis of Data

We originally started out with ambitious goals when we applied for the funding; however, we understood that we would need to scale things back while maximizing the reach of our funding. We held our affinity group first event shortly after the New Year, which we used as an opportunity to celebrate ourselves, each other and the beginning of a new year. Surprisingly, we had a stronger turnout in the winter months and at the beginning of the summer. Looking at our affinity group attendance data, we had a stronger turnout in January, February and June.

We noticed that our Friday affinity group events had a better turnout than our events that are strictly designated for mentorship work, which were held on a Monday and on a Thursday. Our most highly attended affinity group events was Rondo Days. We had a large number of visitors at our booth, and we were able to expand our network of prospective mentors and mentees. If we did not get a booth at that event, we would not have had the access to many of the educators we met that day. While Rondo Days required a higher investment, it was a huge success. We have enclosed a few reflections from participants for your review.

According to the data we collected, our mentorship events had a lower turnout than our affinity group events. We noticed a higher demand for mentorship support after budget tie-out and during the interview & select timeframe. Three of the mentees we worked with were excessed and their stress level was very high during that time as they felt targeted and discriminated against. There was also an uptick in the demand for mentorship support after the new school year started.

Based on the data we collected from our mentorship work, there is a high need for mentors. We also noticed that there were a number of teachers who qualify to be a mentor wanting to work with a mentor. Honestly, it has been a challenge to find teachers who are willing or available to serve as mentors. So far, besides myself, there were approximately 6 educators who initially expressed an interest in being a mentor. However, despite our request to promote the mentorship work in the schools where they work, no one paired up with a mentee. Because of the high demand for mentorship and the work needed to pair up mentors and mentees, I led the mentorship work by default and worked with 7 mentees.

Looking back, we made it our goal to work with everyone who expressed an interest in being a mentor and those who expressed a need for mentorship. Some teachers were not able to find time for mentorship; however, we are keeping them engaged with our emails and text messages inviting them to our events. We hope to be able to connect with them at some point.

Looking ahead, we will be spending more time helping get interested mentors and mentees paired up. We decided that it would be a good idea to partner with other allies and network with other organizations to get our message out to more people. We created a sign-up form and asked people to

share it with educators who may be interested; however, only 8 people filled it out so far. To increase these numbers, we will be reaching out to some of the local colleges and universities to promote our mentorship work. We will also be working with local school districts to grow our list.

One of our greatest challenges was time. We learned that in order to run a successful mentorship program, more time is needed to plan and coordinate. This truth is reflected in the number of professional development trainings we hosted. This number is low because of the planning and coordinating required to accomplish meaningful trainings. While attendance data was not collected, this is something we are committed to capturing in the future. To ensure that opportunities are not missed, we will be working with our community partners and within our coalition to identify leaders and educators who can help in this area.

Overall, we have made good progress toward achieving our goals, and we can honestly say that participants enjoyed and appreciated the space we created and the support we provided. We received a lot of positive feedback from participants, and we were able to gather valuable insight from participants as to how we can improve. We will be meeting as a team to strengthen our approach to achieving our goals and we will be networking with other organizations to create systems that will help us continue providing meaningful support for Black and Brown educators.

Partnership Data

As a result of our grant-funded work, we were able to expand our network outside of our pre-existing circle and we gained valuable new partnerships with the following organizations:

1. HRSA,
2. SHINE
3. Freedom School,
4. Rondo Inc,
5. Twin Cities Rise,
6. Wayfinder Foundation,
7. Urban Solutions
8. Youth Lens 360

Here are some of the quotes we collected from participants and attendees:

| Compliments | Complaints |
|--|--|
| "I've been looking for a group like this." | "Many educators have lost their moral compass." |
| "You're giving me hope" | "I almost quit after my first year." |
| "You give me purpose." | "It is not a benefit when white teachers teach our children to read. They get paid when our kids don't learn." |
| "If we had mentors all the time holding our hands and guiding us, telling us what's right and wrong, we'd be in a better position." | "Black students are not affirmed by their teachers." |
| "A good day is when everyone comes to school feeling safe and goes home feeling safe." | "Students are often reluctant to share." |
| "We need to equip black and brown educators with defenses and tools." | There is a shortage of opportunities for Black teachers." |
| "I noticed that I am the only black adult in the building. I'm surprised to still be seeing this at my age. I have self-confidence so I don't feel intimidated but sometimes I feel like an outsider. I have to be extra and put myself out there to be accepted." | I'm tired of doing the same thing. It's not working." |
| "You are helping me so much." | "I'm overwhelmed with due process paperwork!" |

| Compliments | Complaints |
|---|---|
| "It always a pleasure interacting with fellow teachers, as we've much work to do contribute to the development of future generations, thus building village capacity, thank you." | Behaviors are interfering with my workload." |
| "I wouldn't have known about this if you weren't at Rondo Days." | "I am not motivated to participate in the interview and select process." |
| "The booth was busy, very busy." | "Politics is dominating the interview and hiring process." |
| "I was there when people needed breaks." | "Schools are not effective in keeping non-white teachers on staff." |
| "There was a lot of visitor engagement." | "Black teachers are frequently exposed to targeted stalking and triggering behaviors." |
| "Many people were interested whether they were educators or not." | "Some teachers are not invested in student growth." |
| "It's time for retreats!" | "Recruiting black teachers is a problem when they're constantly subject to work hostility." |
| "I'm getting benefits for being a black teacher" | "District leadership is not responsive to our concerns." |
| "I'm getting all of my questions answered and I'm getting paid for it." | "Poor leadership is a big problem" |
| "I'm so thankful for this information." | "They [administration] don't support good teachers." |

| Compliments | Complaints |
|---|---|
| I don't know how I would have known this without you." | "I feel like walking off my job today." |
| "I'm on sabbatical but I am an educator." | "I'm ready to quit today" |
| "Meeting more Educator is very rewarding to me.. thanks. 😊" | "A lot of kids are addicted to breaks." |
| "My thing is education so I'm glad for this (mentorship)" | "Kids can't make progress toward their goals because of their behaviors." |
| I'm normally am the one helping with resources but right now I need a mentor" | "Meetings are often complaining sessions instead of being building spaces." |
| "I was so close to going back to the streets and saying fuck it" | "Teachers are leaving because of mental health." |
| "You're making me pull out all of these ideas." | Schools are failing largely because of teacher attrition and job satisfaction." |
| "When I feel stuck, you're the first person that comes to mind. I don't know where else I would get this information" | "We are way behind in many aspects of education" |

Rondo Days Reflection

Rondo Days is an exhibition of the Saint Paul community. It is a celebratory event I have attended since my childhood. A festival infused with love, creativity, and energy. On this day Rondo is not a fleeing street you pass on your daily commute to work. On the third Saturday of July Rondo is transformed into a destination for thousands of people. A journey's end. A gathering that hosts countless community natives and their descendants. Shouts of endearments escape the mouths of reunited families and friends. Pleasant cries and overdue greetings travel from the corners of Marshall to Shelby. Fortified with love this annual event is defended against trivial conflicts and rivalries.

This year my participation in Rondo Days was reshaped. I was a booth attendant as opposed to a young girl scouting the festival grounds for sugar and amusement. A change in assignment I assumed would hinder and confine my experience. As a booth attendant I expected to maintain light conversation sporadically with passing inquirers, brief encounters removed of overwhelming excitement and interest. However, these predictions went unsupported. The majority of people I conversed with demonstrated genuine interest in my campaign, though I did witness the occasional performer who displayed manufactured interest in an effort to collect candy. Nevertheless, I overwhelmingly received scores of people who embraced our agenda and wanted to participate.

During these interactions I was able to leave a positive impression and share the story I was hired to deliver. However, more importantly I was able to listen. Devoting a delicate ear to their experiences. Listening as they shared their greatest triumphs and divulged their painful defeats. Showcasing my absolute support in my thoughtful responses allowed me to intimately connect with principals, retired colonels, teachers, interventionists, and consultants. I was able to encourage participation in the upcoming mentorship pairing event. However, more impactfully, I was able to encourage them, reminding them of their greatness and potential. On the third Saturday of July I was able to nurture and celebrate the individuals of the Rondo community. I was able to put a face to the Black Educators Alliance.

RONDO FESTIVAL REPORT.

Introduction

I was briefed about the Rondo Days Festival, but I didn't know it would be this exciting. New World Learning Solution never ceases to excite me with unbelievable events, that specially celebrates Teachers of Color. This year's festival was my first and I am told it has grown to be the largest African American sponsored festival in Minnesota, it not only commemorates the past but also fosters a sense of community and cultural pride. The 2024 edition marked the 40th anniversary of this significant event and I am very grateful to New World Learning Solution for providing me the opportunity to attend.

Participation and Experience

I had the honor of participating in the Rondo Days Festival, an experience that was both personally and professionally enriching. My role involved working in the booth dedicated to New World Learning Solutions, an organization making its debut at the festival this year. This opportunity allowed me to engage with a diverse group of educators, both retired and active, which was particularly significant to me as an aspiring educator.

Engagement with Educators

One of my primary responsibilities was to share my experiences and encourage aspiring teachers to persist in their profession. Engaging in conversations with educators who shared similar experiences was profoundly rewarding. These discussions often revolved around the mentorship I received, which resonated with many attendees. Also, I had the privilege of listening to seasoned teachers share their insights on navigating the educational system. Their experiences were invaluable, and I extended invitations to some to join our team as mentors, enriching our program with their expertise.

Community Interaction

The festival also provided a delightful interaction with the younger attendees. Children were particularly drawn to the candies at our booth, which served as an effective tool to engage their accompanying adults. This interaction allowed us to share our work and mission with a broader audience, contributing to a lively and engaging atmosphere.

Organizational Highlights

New World Learning Solution featured a variety of activities that highlighted the goals and missions of the organization including posters, photos, and flyers, which significantly enhanced the booth's appeal. The director of our organization also had the opportunity to address the public, through a media interview highlighting our efforts and contributions. This exposure was instrumental in raising awareness and fostering community support for our initiatives.

Areas for Improvement

Despite the overall success, there were some challenges, particularly in communication. There was a noticeable lack of coordination, which led to some members feeling left out or undervalued. Moving forward, it is crucial that all staff members are adequately informed and involved in the planning process to ensure a cohesive and inclusive experience for everyone. Regular briefings and transparent communication about any changes in plans are essential to avoid any feelings of exclusion.

Conclusion

Overall, the New World Learning Solution's participation at the Rondo Days Festival was a signature outing that successfully celebrated the teachers of color within and outside the Rondo community. My participation in this festival was a transformative experience, solidifying my interest in the field of education and reinforcing the importance of community engagement and mentorship in fostering future generations of educators.

By addressing the communication gaps and enhancing coordination among staff, future iterations of the festival can continue to grow in inclusivity and impact, further honoring Today's Teachers.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|---|-------------------------------|----------------------------|
| FY 24 \$60,000 | Funding was used for event coordinating, hosting & facilitation, paying mentorship stipends and paying for professional development workshops. | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Surveys and testimonials. | Qualitative & Quantitative |

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Burnsville ISD 191

No report; award was accepted after the report was due

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Columbia Heights ISD 13

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--|
| Legal Name of Applicant Organization | Columbia Heights Public Schools #13 |
| Total Grant Amount | Original Grant Award Amounts: FY23 \$47, 444.90 FY24 \$25,828.45 FY25 \$22,459.52 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | Zena Stenvik |
| Title | Superintendent |
| Address | 1440 49th Ave NE |
| City, State and Zip Code | Columbia Heights, MN 55421 |
| Phone Number and Email | 763-528-4503, stenvikz@colheights.k12.mn.us |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | Tara Thukral |
| Title | Director of Teaching and Learning |
| Address | 1440 49th Ave NE |
| City, State and Zip Code | Columbia Heights, MN 55421 |
| Phone Number and Email | 763-528-4533, thukralt@colheights.k12.mn.us |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

In FY23, Columbia Heights Public Schools received the Teacher Mentorship and Retention of Effective Teachers grant to support three main areas. These areas included affinity groups, mentorship for first year teachers, and professional development for non-licensed staff focused on increasing achievement for students of color and American Indian students.

In FY24 and FY25 Columbia Heights Public Schools focused the grant on supporting mentorship for first year teachers, affinity groups, and creating opportunities to provide additional mentorship for second and third year teachers. The focus of the additional mentorship funding is to support teachers of color and/or American Indian.

Affinity groups were started in Columbia Heights Public Schools through the support of this grant. This grant allowed staff of color and/or American Indian to meet monthly. Meetings are facilitated by a lead teacher of color. The BIPOC Affinity Group has grown in many ways over the past several years. The group set goals in various areas, including recruiting and retaining BIPOC staff and building community and networking within the group. To support the BIPOC Affinity Group's goals, the leader and various members meet regularly with department leads and the Superintendent. The group has been able to influence recruiting practices at the district and building level.

The impact of the Affinity Group for staff of color and/or American Indian has been evaluated both informally and formally. Informally, members have shared the importance of supporting each other and collaborating with the district on goals such as hiring and retaining more staff of color. Formally, all district staff have taken various surveys, including Equimetrics, communications surveys, climate surveys, and surveys to gather input on the strategic plan. Scores on these surveys from participants in the BIPOC Affinity Group were significantly higher than those not participating. Scores of BIPOC staff continued to increase at a greater rate than other staff in the district.

The relationship a new teacher has with their mentor is significant. Columbia Heights Public Schools has seen this impact through stronger growth and retention of new teachers. New teachers meet with their mentors at least monthly, and many meet several times a month. Through the grant, the district has been able to support the meetings between mentees and mentors. It has also supported additional time for the mentor to support with grading, conferences, and starting up the year. Mentorship gives teachers support and opportunities to grow throughout the year.

Mentorship for first year teachers is vital. It focuses on the support an educator needs to start in the field or in a new district. Mentorship in the second and third year of teaching has the ability to transform an educator. It focuses on professional development, leadership, and relationships. Through this grant, Columbia Heights Public Schools has been able to offer opportunities for teachers of color and/or American Indian to receive additional mentorship. The impact from this mentorship is evident in the retention rate and observation of teachers in their second and third year.

This grant has strengthened Columbia Heights Public Schools’ systems for supporting staff in their first three years in the district. It has provided opportunities and growth for the mentorship program to go deeper in support. Funds were carried over from previous years to support using funds for teachers of color and/or American Indian. These funds are being monitored along with the percentages to support the plan for FY25.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24
(includes July 1, 2023 to September 2024)

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 2 | 1 | 1 | 0 | 3 | 0 | 0 |
| Hispanic | 5 | 0 | 0 | 0 | 2 | 0 | 0 |
| Black | 4 | 0 | 1 | 0 | 3 | 0 | 1 |
| Two or More Racial or Ethnic Groups | 2 | 0 | 0 | 0 | 1 | 0 | 0 |
| Other | 51 | 7 | 3 | 0 | 41 | 0 | 6 |
| Total | 64 | 8 | 5 | 0 | 50 | 0 | 7 |

Table 2. Total teachers supported by TMRG funding in FY24
(includes July 1, 2023 to September 2024)

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Asian or Pacific Islander | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 7 |
| Hispanic | 6 | 0 | 0 | 0 | 4 | 0 | 1 | 11 |
| Black | 6 | 0 | 1 | 0 | 4 | 0 | 1 | 12 |
| Two or More Racial or Ethnic Groups | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Other | 63 | 1 | 1 | 0 | 44 | 1 | 2 | 126 |
| Total | 80 | 1 | 2 | 0 | 53 | 1 | 4 | 160 |

Analysis of Data

The grant supported first year mentorship, additional mentorship beyond year one, professional development, and affinity groups. The focus of the grant is retention and support of teachers, especially teachers of color and American Indian. Research shows the importance of mentorship to support retention and growth of teachers.

Mentorship

Mentorship plays a vital role in teacher success, retention, and effectiveness. As many studies have shown, mentorship can impact student achievement as well as support the retention of new teachers. This grant allowed Columbia Heights Public Schools to support mentors and mentees.

To support a strong mentorship program, Columbia Heights Public Schools supports mentors with training, resources, check-ins, and materials. Mentors received at least monthly check-ins to support them with resources, ideas, and requirements. This was important in the program to ensure new teachers received guidance and information.

In addition to mentor check-ins, the grant allowed mentees the opportunity to observe the mentor and other effective educators. The mentee was able to meet with the mentor before and after observations to discuss questions and noticings. This learning was very impactful. Through new teacher check-in meetings, mentees shared the impact of visiting classrooms. The impact was so strong that a leader in the district continued the model with other staff to support learning from colleagues.

Mentees met with mentors at least monthly. They also had the opportunity to meet with district and/or building staff monthly for support and learning. These meetings were new at all sites this year to support building a strong mentorship program that was evident from all areas of the organization.

Professional Development

The district was able to use some grant funding to support non-licensed staff to join the Equity professional development in the district. This was an opportunity that was paid and not required. The number of staff taking part in this increased throughout the year and these staff requested the opportunity to join additional professional development this year.

In addition to supporting the growth of non-licensed educators, having all staff together in the professional development supported consistency for student expectations and support.

Affinity Groups

Through the grant the district has recruited and retained more teachers of color and/or American Indian. Teachers of color and/or American Indian teachers have shared that the support for mentorship and affinity groups has supported their job satisfaction.

The affinity group creates goals each year to support retention and recruitment of staff of color and/or American Indian. Group members meet with district leadership including the Superintendent, Director of Human Resources, and Teaching and Learning to support collaboration and aligned visions and activities.

The impact of this grant is evident through the membership of the affinity group, which has increased greatly over the past year. The grant's impact is also evident through mentorship and professional development. With the current teacher shortage and many leaving the profession, it is and was vital to ensure each and every staff member has the right support and job satisfaction. This is especially important with the focus on diversifying and retaining our BIPOC and/or American Indian staff.

Najarro, I. (2023, December 12). *The role mentors and school leaders play in retaining teachers of color*. Education Week. <https://www.edweek.org/leadership/the-role-mentors-and-school-leaders-play-in-retaining-teachers-of-color/2023/12>

FY23, 24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|--------------------------------|--|--|---|---|
| FY23 Carryover: \$21,992.66 | Funds were focused on supporting affinity groups, induction, mentorship, and professional development for non-licensed staff. | X Mentorship <input type="checkbox"/> Retention X Induction X Affinity Group X PD | Mentorship Check-Ins, Surveys, Affinity Group check-ins, Professional Development Attendance and Reflection | <p>Data showed the impact of inviting non-licensed educators to Equity was positive for both the staff member and students.</p> <p>Mentorship check-ins revealed the importance of differentiating mentorship support.</p> |
| FY24 \$25,828.45 | Funds were focused on mentorship for new teachers, additional mentorship focused on teachers of color and/or American Indian, and affinity groups. | X Mentorship <input type="checkbox"/> Retention X Induction X Affinity Group <input type="checkbox"/> PD | Mentorship and Affinity Group check-ins | <p>Affinity group check-ins supported the impact of the grant through the membership and retention.</p> <p>Additional mentorship was provided to staff in their second and third year. The data showed high retention rates with those staff receiving additional mentorship.</p> |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|-----------------------------|
| Legal Name of Applicant Organization | Eden Prairie Public Schools |
| Total Grant Amount | \$260,636.00 |

Identified Official with Authority

| | |
|---|---|
| Name of Official with Authority to Sign | Dr. Josh Swanson |
| Title | Superintendent of Eden Prairie Schools |
| Address | 8100 School Road |
| City, State and Zip Code | Eden Prairie MN 55344 |
| Phone Number and Email | 952-975-7000 Email: josh_swanson@edenpr.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Lisa Birno |
| Title | Director of Learning, Teaching, & Curriculum |
| Address | 8100 School Road |
| City, State and Zip Code | Eden Prairie MN 55344-2292 |
| Phone Number and Email | Phone: 952-975-7152 Email: lisa_birno@edenpr.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Our comprehensive plan to ensure the retention and support of teachers who are of color or are American Indian during their initial years of employment included strategies centered on creating a supportive work environment that acknowledges the unique challenges these educators may face. To reduce isolation and promote a sense of belonging, we will implement the following strategies:

- **Affinity Groups:** We facilitated affinity groups for educators of color and American Indian educators, creating safe spaces for them to connect, share experiences, and provide mutual support. These groups fostered a sense of belonging and helped combat feelings of isolation.
- **Mentorship Programs:** We established mentorship programs that pair teachers of color and Indigenous teachers with experienced educators from similar backgrounds whenever possible. Our mentorship relationships provided guidance, encouragement, and professional development opportunities.
- **Protection from Automatic Probationary Release:** To strengthen our retention efforts, we committed to ensuring that staff of color and American Indian staff are not automatically subjected to probationary release. We actively reviewed and modified our evaluation and tenure policies to eliminate any systemic biases that may disproportionately affect teachers from underrepresented backgrounds. This ensures that decisions regarding employment status are made based on fair and equitable criteria.

In addition, activities were aligned with Eden Prairie Schools' strategic plan and commitments to staff, students, and the community. Our district's mission and strategic plan guided us to create equitable, inclusive environments that inspire every individual within our system. We recognize that realizing these goals requires proactive efforts to remove historical barriers that have marginalized some staff and students. This grant report represents our commitment to addressing disparities within our system. Funds from the Teacher Mentorship and Retention grant allowed Eden Prairie School district to continue to:

- provide additional stipends as incentives to mentors who are of color or who are American Indian.
- provide space and paid time for affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to build affinity throughout the school year. This includes opportunities to engage in staff of color and American Indian teachers networking sessions, ongoing racial affinity group meetings, and ongoing professional development for mentors of color and American Indian mentors.
- provide an induction program that includes both an onboarding week and ongoing learning induction aligned with the district, mission, core values, and strategic plan and/or specific school mentorship program during the first three years of teaching.
- provide additional spaces designed for teachers from underrepresented racial and ethnic groups to network, learn, and build community.
- provide professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students.

In addition to these components, grant funds also included an expansion of opportunities that provides:

- teachers of color and American Indian teachers with support for graduate courses toward a first master’s degree in a field related to their licensure or toward an additional license.
- expanded learning opportunities for mentors to grow capacity in mentorship practices and participate in professional development alongside mentees.

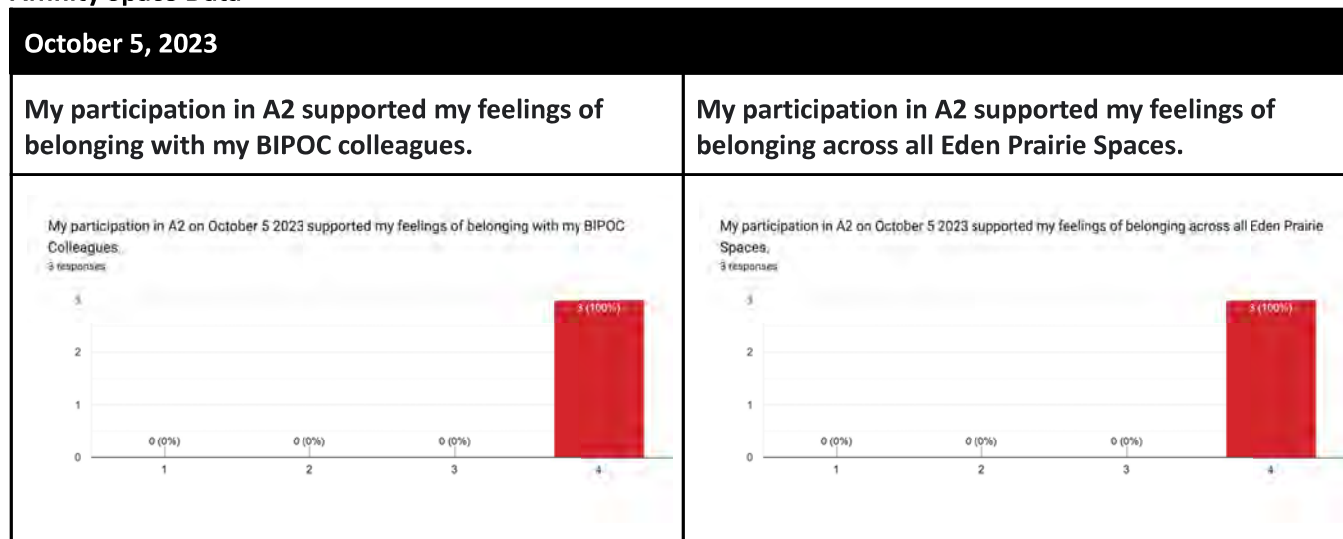
Below you will find a brief description and data related to the programming made possible by the TMRG grant funds. Analysis of this data will follow later in the report.

Affinity space narrative

The Eden Prairie Affinity group met on eight different occasions throughout the 2023-2024 school year. On six of the occasions a guest speaker was provided as part of the programming and community building. Feedback was collected on three different occasions focused on building an understanding of how the affinity space impacted inclusion and belonging in and outside of the affinity space. Members of the Affinity group represent staff district wide spaces and staff. This group is a professional opportunity emphasizing the importance of our focus on inclusion & belonging by intentionally seeking pathways that work to retain and support teachers of color in EPS.

The Vision of this group includes creating a culturally inclusive environment that affirms, honors, and supports staff of color and their allies. We will do this by (1) Cultivating leaders to be empowered to use their voices to make a positive, long-lasting cultural change in their school and community. (2) 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. (3) Creating and promoting sustained safe spaces across all sites so that we foster positive identities and a welcoming environment for all staff. (4) 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 stories and experiences are acknowledged. (5) Continuously communicate our vision with stakeholders to go beyond the celebration of diversity, focusing on the empowerment of staff of color and their allies.

Affinity Space Data



November 15 2023

My participation in A2 supported my wellbeing with my BIPOC colleagues.

My participation in A2 on November 15, 2023 supported my wellbeing with my BIPOC Colleagues.
5 responses

| Rating | Count | Percentage |
|--------|-------|------------|
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 3 | 60% |
| 4 | 2 | 40% |

My participation in A2 supported my well-being to practice mindfulness in work spaces.

My participation in A2 on November 15, 2023 supported my well-being to practice mindfulness in work spaces.
5 responses

| Rating | Count | Percentage |
|--------|-------|------------|
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 3 | 60% |
| 4 | 2 | 40% |

December 13 2023

My participation in A2 supported my feelings of belonging with my BIPOC colleagues.

My participation in A2 on December 13, 2023 supported my feelings of belonging with my BIPOC Colleagues.
16 responses

| Rating | Count | Percentage |
|--------|-------|------------|
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 2 | 12.5% |
| 4 | 14 | 87.5% |

My participation in A2 created space for self reflection regarding advocacy & equity across all Eden Prairie Spaces.

My participation in A2 on December 13, 2023 created space for self reflection regarding advocacy & equity across all Eden Prairie Spaces.
16 responses

| Rating | Count | Percentage |
|--------|-------|------------|
| 1 | 0 | 0% |
| 2 | 0 | 0% |
| 3 | 3 | 18.8% |
| 4 | 13 | 81.3% |

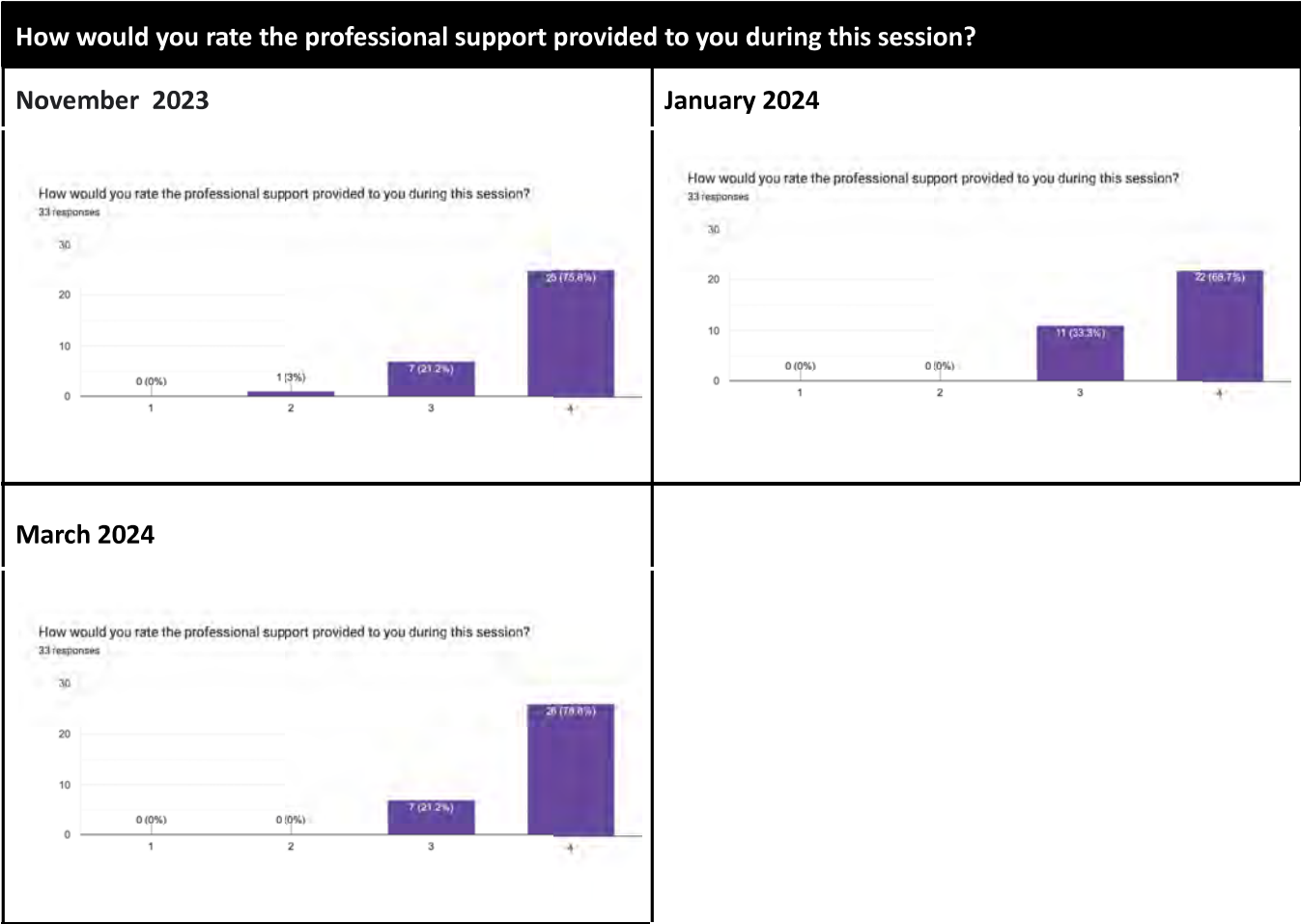
**A portion of the data presented in these tables was collected prior to December 19, 2023, the date the Grant Contract Agreement (GCA) was fully signed. This is provided to reflect the entire scope of the 2023-24 school year, offering a more comprehensive view of growth over time.*

New Staff Induction Continuous Learning Series Narrative

The 23-24 new staff cohort includes staff in years 1, 2 and 3 of employment at Eden Prairie school District. This group met on three different occasions throughout the 2023-2024 school year. On each of the occasions participants were provided a choice in a 75 minute session focused on needs generated by new staff during the induction week and throughout the year as captured by feedback comments. Feedback was collected on three different occasions focused on building an understanding of how the choice learning session supported the new staff person professionally.

Topics included focus for specific teaching groups such as special education services and also highly popular topics for professional learning such as de-escalation strategies, multilingual learning strategies, artificial intelligence, and native american history and culture, educator resilience, and reading instruction.

New staff Induction: Continuous Learning Sessions Data

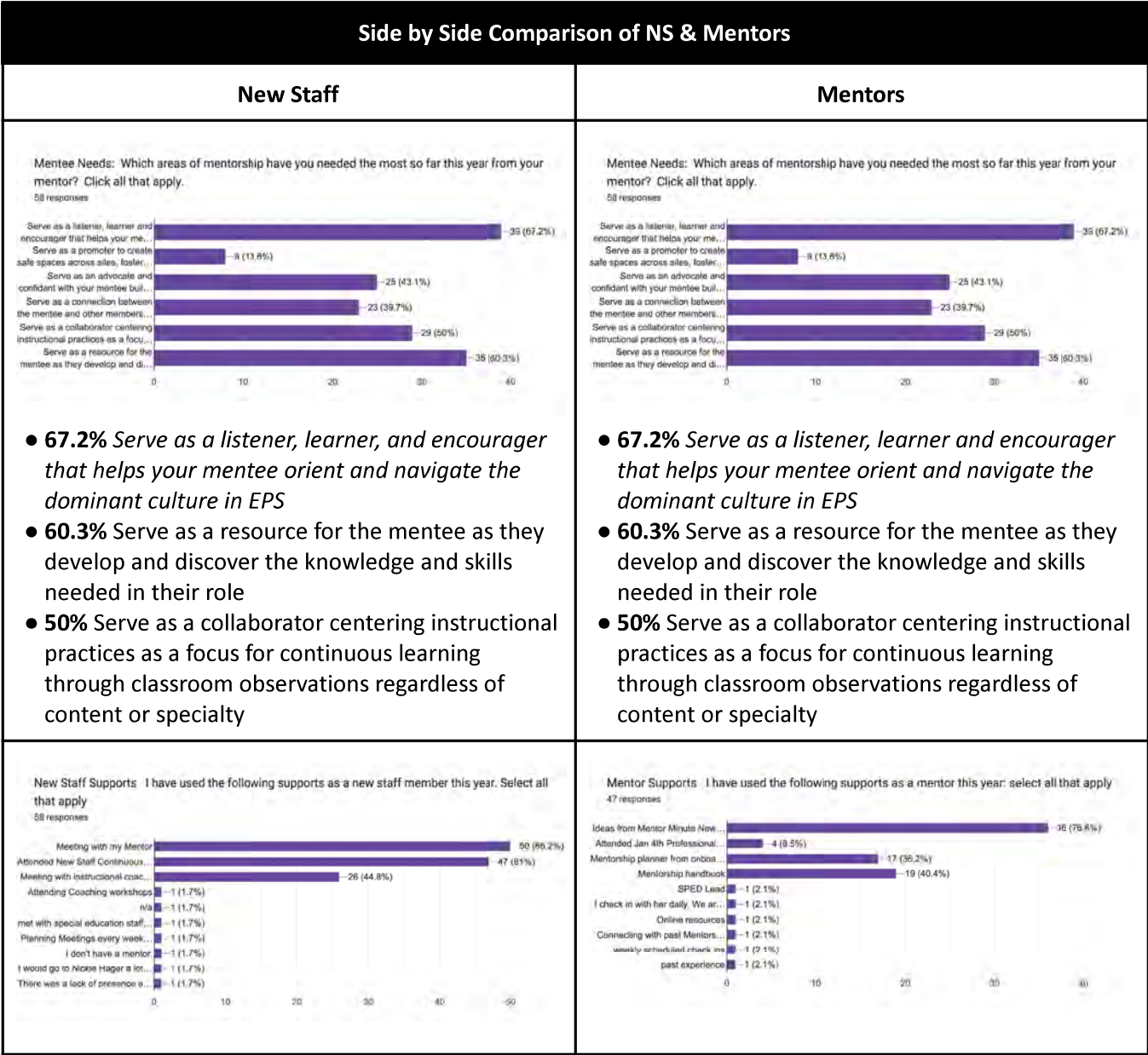


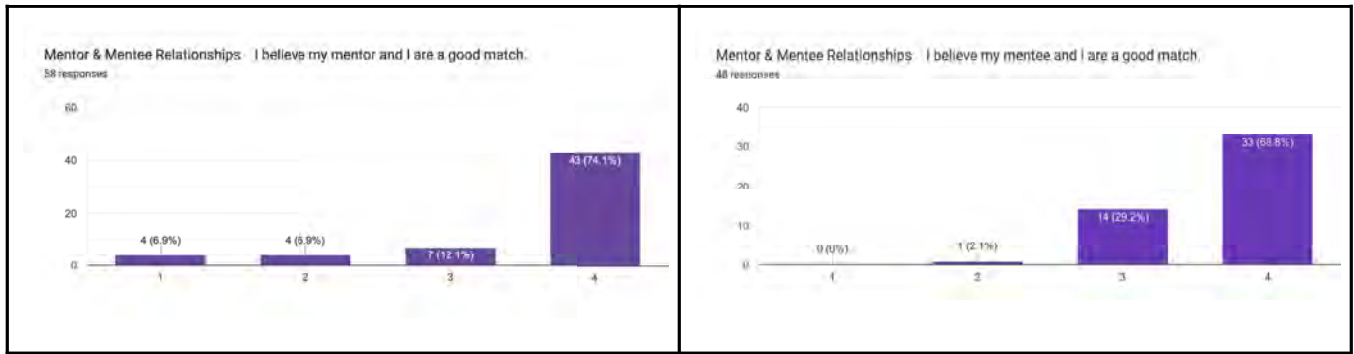
**A portion of the data presented in these tables was collected prior to December 19, 2023, the date the Grant Contract Agreement (GCA) was fully signed. This is provided to reflect the entire scope of the 2023-24 school year, offering a more comprehensive view of growth over time.*

New Staff and Mentorship Narrative

All staff during the first year of employment in Eden Prairie School District are assigned a mentor. During the 23-24 school year, mentors and new staff were surveyed as part of the end of the year data collection for the new staff and mentorship program. Questions focused on the strengths and needs of mentors and new staff, as well as how time was how time as a mentor was used with new staff during the school year. The mentorship program requires mentors to meet with new staff on a regular basis, the amount of time should be guided by the specific needs of the new staff and experience the new staff brings to the classroom. Mentors were also provided monthly reminders and ideas for mentorship best practice and wellbeing.

The data below shows a side by side comparison of how new staff identified the highest areas of need that they requested from their mentor and how mentors perceived the highest level of needs presented to them by their mentee. The data also captures how time was spent within the mentor / mentee relationship as well as how positive or negative mentors and mentees perceived them to be matched.





March 2024

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| Asian or Pacific Islander | 22 | 1 | 0 | 0 | 8 | 0 | 0 |
| Hispanic | 24 | 2 | 1 | 0 | 10 | 0 | 0 |
| Black | 12 | 2 | 0 | 0 | 9 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 23 | 3 | 0 | 0 | 9 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 83 | 8 | 1 | 0 | 38 | 0 | 0 |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 3 |
| Asian or Pacific Islander | 24 | 3 | 0 | 0 | 8 | 0 | 0 | 27 |
| Hispanic | 27 | 3 | 1 | 0 | 12 | 0 | 0 | 31 |
| Black | 11 | 4 | 0 | 0 | 10 | 0 | 0 | 15 |
| Two or More Racial or Ethnic Groups | 27 | 3 | 0 | 0 | 9 | 0 | 0 | 30 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 92 | 13 | 1 | 0 | 41 | 0 | 0 | 106 |

Analysis of Data

Based on our data analysis, we are successfully meeting our goals of expanding and maintaining inclusive environments, particularly within our affinity spaces. When comparing data from previous years to 2023-2024, there is a notable increase in the preservation of inclusion and belonging, both within affinity spaces and across all district areas. The 2023-2024 data for inclusive spaces and feelings of belonging, both inside and outside of affinity spaces, consistently reflect similar data points, with ratings of 3 and 4. This marks a significant improvement from previous years and highlights the critical importance of maintaining a consistent, ongoing commitment to fostering spaces where staff of color and American Indian teachers can build a strong sense of community.

Attending new staff continuous learning sessions was the second highest support utilized by new staff during the 23-24 school year, with data showing 81.4% of new staff utilized this as a support during the 2023-2024 school

year. Our New Staff Induction Continuous Learning Series has shown an increase in positive outcomes. While feedback on new staff programming has consistently been favorable, we attribute the rise in positive responses during the 2023-2024 school year to offering session choices that aligned with the interests and needs of our new staff cohort. Notably, Eden Prairie hired a significant number of special education staff during this time. As a result, each continuous learning session featured options tailored to this group's interests and essential knowledge. Incorporating choice into our professional development played a key role in supporting the professional well-being of our new staff, as reflected in the high engagement and usage of our learning services. This serves as a strong indicator of its impact.

Data collected over the past five years has shown a consistent trend of mentors and mentees valuing their time together and requesting more opportunities for paid learning and collaboration. In response, the January and March Continuous Learning Sessions extended an invitation for mentors to participate alongside their mentees or select sessions tailored to their specific interests and needs as mentors. This was a new addition to our past practice, where only new staff were invited to these sessions. Although mentor attendance was lower than anticipated, we are optimistic that future sessions will see increased participation. Ongoing data collection will be essential to ensure that paid time adequately supports the request for more opportunities for mentor-mentee collaboration.

2023-2024 new staff and mentor data comparison shows mentors and mentees were attuned to what new staff needed from the mentor and what was provided by the mentor. Both new staff and mentors identified the same or similar percentages of what they needed from their mentors and what the mentor provided. The top three areas are listed below by both mentors and mentees.

- 67.2% Serve as a listener, learner and encourager that helps your mentee orient and navigate the dominant culture in EPS
- 60.3% Serve as a resource for the mentee as they develop and discover the knowledge and skills needed in their role
- 50% Serve as a collaborator centering instructional practices as a focus for continuous learning through classroom observations regardless of content or specialty

Two key areas for continued growth are the recruitment of staff of color and providing ongoing support for mentors. Our demographic data shows that progress in hiring staff of color is promising but continued focus is needed. While we have successfully retained the staff of color we have hired, the overall number of staff of color and American Indian teachers needs to continue to increase in order to reflect the demographics of our student population. Additionally, although more support for mentors were offered during the 2023-2024 school year, participation in these resources was lower than expected. In the 2024-2025 school year, our goal is to increase engagement by offering a greater variety of mentor support options. Additional data and feedback is needed to meet the needs of mentors.

The data analysis from the 2023-2024 school year demonstrates significant progress in fostering inclusive environments, particularly within affinity spaces, and providing impactful support to new staff. We have observed an increase in positive outcomes related to feelings of inclusion and belonging, with consistent ratings indicating strong improvement from previous years. The success of the New Staff Induction Continuous Learning Series, marked by 81.4% participation, highlights the value of offering tailored, interest-driven professional development options. While our mentorship program has shown promising alignment between mentors' and mentees' needs, there is room for improvement in mentor engagement and support. Furthermore, recruitment efforts for staff of color and American Indian teachers remain a priority, as continued focus is needed to ensure equitable representation and retention.

Looking ahead to the 2024-2025 school year, our goals include expanding mentor support options and increasing engagement, as well as continuing to prioritize the recruitment and retention of diverse staff. Ongoing data collection and feedback will be vital in refining our strategies to meet these objectives and sustain the positive trajectory of growth and inclusion across the district.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|---|--|
| \$74,0080.36 | Mentorship Stipends | <input checked="" type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Beginning, Middle & End of Year Survey Monthly Feedback Requests | 98.0% of mentors feel well matched with their mentee 86.5% of new staff feel well matched with their mentors |
| \$28,344.45 | New Staff Continuous Learning | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Beginning of Year & End of Year Survey Continuous Learning Surveys | Favorable responses by date (3 or 4 out of 4) Nov 2023 97.0% Jan 2024 100% Mar 2024 100% |
| \$0.00 | Affinity Group | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Quarterly feedback Survey Attendance | consistent attendance of 15-25 staff Favorable belonging responses by date (4 out of 4) Nov 2024 40.0% Dec 2024 87.5% |
| \$4,536.89 | Professional Development graduate course work | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention | 1:1 meetings with colleagues of color | Feedback Interviews 100% Satisfaction |

| | | | | |
|--|--|---|--|--|
| | | <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | | |
|--|--|---|--|--|

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Hamline University Coalition

Unreported

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Hmong College Prep Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|--|
| Legal Name of Applicant Organization | Hmong College Prep Academy |
| Total Grant Amount | 2023-24: \$30,693.61 2024-25: \$42,730.50 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Danijela Duvnjak |
| Title | Chief Academic Officer |
| Address | 1515 Brewster St. |
| City, State and Zip Code | St. Paul, MN. 55108 |
| Phone Number and Email | danijela.duvnjak@hcpak12.org 651-205-8002 |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Lisa Berken |
| Title | Teaching and Learning Specialist |
| Address | 1515 Brewster St. |
| City, State and Zip Code | St. Paul, MN. 55108 |
| Phone Number and Email | lisa.berken@hcpak12.org 651-209-8002 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

2023-24 School Year

Teachers engaged in The Catalyst Approach training to foster learning environments that prioritize relationships, student identity, and equitable learning experiences. This school-wide initiative included follow-up sessions with individualized, real-time coaching within classrooms, allowing teachers to immediately see the impact of their actions on students. As a result, HCPA is building internal talent and capacity, reducing reliance on external training and enhancing our mentoring and induction programs. This is particularly important for recruiting and retaining teachers of color, as the use of trauma-informed strategies and a focus on culturally relevant practices create a more inclusive and supportive environment for all educators. The induction and mentorship program also emphasized leadership development with a focus on fostering collaboration and collective teacher efficacy. By centering coaching conversations on student work and data, the program ensures that student voices and experiences—especially those of students of color—are central to instructional decisions. This shift towards student-centered coaching is key to raising achievement for all students and creating a school culture where diverse perspectives are valued and uplifted.

2024-25 School Year

Building on last year's successes, HCPA has expanded its efforts to include training on conducting equity walks, further strengthening the school's induction and mentoring program to address achievement gaps. Regular implementation of learning walks allows us to assess the use of culturally relevant teaching methods and how well the curriculum connects to students' cultural backgrounds and experiences. This process not only enhances student learning but also demonstrates HCPA's commitment to recruiting and supporting teachers of color by creating a school environment that values cultural competence and responsive pedagogy. The mentorship team also conducted a crosswalk between HCPA's instructional rubric and Zaretta Hammond's Ready for Rigor Framework, identifying areas where culturally responsive practices are embedded and where additional support is needed. By aligning our evaluation and coaching systems with culturally responsive teaching frameworks, we are better positioned to attract educators who are committed to equity and excellence. This work, done in collaboration with the Affinity Group, ensures that professional development is tailored to the needs of our teachers and students of color, supporting both recruitment and retention of teachers of color and the academic success of our diverse student body.

HCPA's Affinity Group led two fall trainings for all teachers: Namesakes and Model Minority. These sessions highlighted the importance of student identity and the impact of stereotypes on Asian-

American students. By providing space for reflection and dialogue, these trainings contribute to a school culture that is welcoming and affirming for both students and teachers of color, supporting the recruitment of diverse educators and the academic and social-emotional success of all students.

We anticipate that the grant will strengthen the Affinity Group by providing compensation for our staff's time to engage in support circles, a book study (culturally relevant practices) and leadership development (planning school wide professional development). The group started last school year with our first meeting for this year scheduled for September 30th.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 14 | 5 | 4 | 0 | 11 | 0 | 0 |
| Hispanic | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Black | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 31 | 2 | 5 | 0 | 18 | 0 | 0 |
| Total | 46 | 8 | 9 | 0 | 31 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| Asian or Pacific Islander | 18 | 6 | 1 | 0 | 13 | 0 | 26 | 49 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 2 | 0 | 0 | 0 | 1 | 0 | 2 | 4 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 94 | 4 | 1 | | 36 | 1 | 98 | 136 |
| Total | 115 | 10 | 2 | 0 | 51 | 1 | 127 | 190 |

Analysis of Data

Qualitative Survey Results for The Catalyst Approach (creating learning environments that prioritize equitable learning experiences)

Teachers and mentors shared the following feedback about the training:

- It has helped me to see how important teacher regulation is. When I am regulated I'm making a more positive impact on student learning.
- In order to close the achievement gap we must build independent learners. I gained skills in not "over" intervening; making sure that kids have an opportunity to feel independence and develop critical thinking skills.
- Having clear visuals and agendas with clear expectations creates a way for students to be successful, especially for students who are coming in not yet at grade level.
- Catalyst has given teachers the tools to plan for different learning styles, for neurodiversity in the classroom, and for meeting students where they are emotionally.

Qualitative Survey Results for NIET Training:

Mentors have shared the following:

- The training helped me know how to include teacher voice in the coaching process.
- I've done observations both at HCPA and at other schools. At HCPA everyone speaks the same language. At other schools, leaders and teachers did not speak the same thing. Here at HCPA it is about looking at the student evidence in the classroom, and measuring how impactful teacher instruction is on students.
- NIET is focused on making sure that mentors work with teachers on student work and curriculum and to make sure that learning is meaningful and relevant to students and that it connects to their lives and experiences.
- Coaching needs to include success criteria just like learning objectives do to. NIET gives us the descriptors and best practices to support colleagues in making learning more student centered, and to connect with cultures, backgrounds, and interests.

Qualitative Survey Results for Training Led by HCPA's Affinity Group:

Teachers and mentors shared the following feedback about the training:

- I didn't know what I didn't know. The training helped me see how model minority looks in the Twin Cities with data from the department of ed. Wow.
- I think people are sometimes stereotyping students in our building, like "all Hmong girls are quiet", and it helps me to know that I need to address mindsets that are unintentional but harmful.

-The training on being culturally responsive was very powerful.

Quantitative Data on how HCPA's Activities are Impacting the Recruitment of Teachers of Color:

In the past three years, HCPA has increased its percentage of teachers of color has increased from 21% to 28% as a result of the activities that this grant has allowed HCPA to pursue.

Quantitative Student Data:

Quantitative data is showing a trend of increased proficiency, showing the achievement gap is decreasing.

| | 2021 | 2022 | 2023 | 2024 |
|-------------|-------|-------|-------|-------|
| Math MCA | 6.6% | 11.4% | 13.6% | 15.3% |
| Reading MCA | 17.2% | 24.5% | 21.4% | 23.3% |
| Science MCA | 6.1% | 11.9% | 10.7% | 12.3% |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|--|-------------------------------|----------------------|
| FY'24 \$19,688.11 | Leadership Training (Catalyst, NIET) | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | Qualitative Feedback |
| FY'24 \$11,005.50 | Catalyst training for teachers, targeting stronger relationships with students to decrease the achievement gap | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Survey | Qualitative Feedback |

FY24 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) Report Instructions

Please use this template to create a report on the use of Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) funding during state fiscal year 2024 (July 1, 2023 – June 30, 2024) and send an electronic copy in MS Word format **by September 30, 2024** to Laura Dyer, Grant Specialist at **Laura.Dyer@state.mn.us**.

PELSB monitors progress on administered grant awards, requiring written progress reports at least annually until all grant funds have been expended and all terms in the grant contract agreement have been met. Payments will not be made on grants with past due progress reports. Please note that, although grant work for two active and overlapping awards may be conducted at the same time, new award funds are not available for reimbursement until all older awarded funds have been depleted. Reports on the use of all active grant funds are required at least annually until the award expires. An annual report on the use of two active awards may be combined into one report.

Report components:

- I. Coversheet**
- II. TMRG Program Narrative** – How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work. RE FY23 awards > please list highlights and examples of best practices to share with other teacher education institutions pertaining to the use of grant funds. If grant outcomes were not met, please provide background/narrative on contributing factors and the context.
- III. TMRG Program Data** – Prompted data measuring legislative grant objectives in: Table 1, Teachers new to the profession or district served by grant funds in FY24 (and part of FY25, if applicable); and Table 2, the Total number of teachers served by grant funds in FY24 (and part of FY25, if applicable). You are welcome to include supporting graphs, photographs, and/or participant testimony.
- IV. Analysis of Data** – Qualitative and/or quantitative conclusions drawn from grant work conducted and an assessment of the data provided in Section III. Were intended goals achieved? What were the challenges and successes in conducting this grant-funded work?
- V. TMRG Fund Expenditure** – Table 3 identifies funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), (and part of FY25, if applicable); differentiating between second-year FY23 and FY24 award funds, if applicable in terms of fund use for Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Information provided for “Method of Progress Monitoring” and “Data” refers to Section 6 of the grant application.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|------------------------|
| Legal Name of Applicant Organization | Hopkins Public Schools |
| Total Grant Amount | 90,320 |

Identified Official with Authority

| | |
|---|--------------------------|
| Name of Official with Authority to Sign | Dr. Nik Lightfoot |
| Title | Assistant Superintendent |
| Address | 1001 Hwy 7 |
| City, State and Zip Code | Hopkins, MN 55305 |
| Phone Number and Email | 952-988-4028 |

Primary Program Contact

| | |
|--------------------------|---|
| Name of Program Contact | Paris Timmons |
| Title | Assistant Director of Extended & Experiential Learning and Academic Recovery |
| Address | 1001 Hwy 7 |
| City, State and Zip Code | Hopkins, MN 55305 |
| Phone Number and Email | 952-988-4843 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

Supportive grant funding will facilitate the continued development of a coalition among Hamline University, Hopkins Public School District, Hopkins Education Association, Thrive Ed (Teacher Institution – Non Profit), and individual schools throughout the Metro area. The coalition will not only support beginning teachers of color and those that are Indigenous American, but also teachers in critical shortage areas and those that are isolated from colleagues with a similar background. Grant funds will allow for the continuance of two learning communities, one serving participants working in the Hopkins Schools and the other serving participants who are isolated teachers. These communities meet both in-person and virtually. This project anticipates working with 50 teachers from these backgrounds over the project period. This proposed mentoring project will broadly focus on the following: • Maintaining a community of strength and support of Indigenous American teachers and BIPOC teachers in Hopkins Public Schools and Hamline University program completers who are working in isolated learning settings throughout the metropolitan area; • Supporting participants' well-being and mental health to protect against the increased impact of systemic racism and white supremacy culture that are endemic in our system, such as through hearing and sharing experiences both positive and challenging; • Helping develop solutions and responses to challenges within the learning environment; • Engaging in professional development opportunities reflecting best practices; • Framing and supporting instructional delivery development that is culturally responsive; • Enhancing district induction mentorship programs; and • Improving retention and job satisfaction of Indigenous American and BIPOC isolated teachers. 6 Minnesota Professional Educators Licensing and Standards Board document Proposed activities of the project will offer support to BIPOC and Indigenous American teachers that address current teaching challenges. The project will provide consistent mentoring support to educators of the target populations during their first three years in the classroom. Key programming components include: A. Surveying teachers to assess needs and their desires regarding provision of meaningful support; B. Maintaining a supportive professional affinity group of BIPOC and Indigenous American educators; C. Providing stipends to participants who are licensed and non-licensed educators to engage in professional development workshops related to increasing student academic and social achievement; and D. Continuing innovative one-to-one, group, and online mentoring. The continuance of Mentoring and Affinity Group Gatherings within the Teacher Mentoring Program brings Hopkins staff and isolated teachers of color working throughout the Metropolitan area together on a quarterly basis with a structured format that models a restorative approach. The engagement sessions bring out teachers' voices and experiences to develop a deeper shared sense of belonging and support. Our previous experiences with this format and participant feedback indicate that there is also an ability and desire to include professional development in this process. With this iteration of our mentorship program, we plan to evolve the mentorship gathering to include co-experienced professional development that involves mentors, mentees, and the voices of scholars of color, many of whom are Hopkins scholars. One- to-one and small group mentoring sessions will continue, in addition to whole affinity group gatherings. Inviting guest speakers to the affinity group will provide additional learning and professional development opportunities. Our previous efforts included the Minnesota Writing Project within professional development, and further reflection from participants in that work emphasized the possibilities for engaging new teachers of color, not only with mentors of color, but also with the perspectives and experiences of students of color. We are excited about the potential that this new component brings to the professional growth of all involved, including the positive impact that we anticipate on teacher retention. Reflection journals will generally be electronic, but paper reflection journal will also be available. We have laid the foundation of a new partnership with Thrive Ed to provide added value to this professional learning component. Thrive Ed is a nonprofit dedicated to transforming education by powering educators, leadership teams, students, and families – individually and collectively-- to thrive. Thrive Ed believes that if we harness the

power, imagination and insights of students, educators and the community, we can reinvent an education system that is equitable, inclusive, powerful and engaging for every learner. Research suggests that when teachers feel that their work is personally valued and respected that there is a greater attachment to the profession and the organization where the work occurs. In addition, mentoring models like ours have been shown to be effective in addressing the multifaceted needs of first year teachers. Mentor teachers observe and provide critical feedback to mentees during their early teaching experiences (Henning, 2015). Mentoring programs can help reduce isolation felt by some new teachers and provide them with opportunities for on-going inquiry, self-reflection, and professional development (Callahan, 2016, Hobson 2012). A significant goal of the affinity groups will be the development of a network of support for each participating teacher of color that further reduces isolation and builds a sense of community and shared purpose. Hamline University graduates who identify as individuals of color will have the opportunity to join the affinity group and participate in professional development. This unique partnership among 7 Minnesota Professional Educators Licensing and Standards Board document disparate groups of teachers allows for networking and support to extend beyond the local experience and include individuals who are potentially isolated within their own instructional spaces/organizations. All mentors will be selected based upon their successful experience working with people who are of color or Indigenous American. They will participate in training that has been designed through the integration of a collection of broadly embraced research based publications focused on mentoring new teachers of color, including Leading the Teacher Induction and Mentoring Program (Sweeny, 2008), and Mentoring Matters --A Practical Guide to Learning-Focused Relationship (Lipton & Wellman, 2018). In addition, the program lead mentors will meet regularly with our frontline mentors to discuss relationships and communication experiences with mentees, needed improvements or tweaks in the mentoring structure, and offer support for professional development opportunities. Hopkins Schools' mentors will consult with the district's Coordinator of Equity and Inclusion whose time is provided to this project as in-kind for supervision and training of all mentors. Mentoring training in Hopkins Schools also uses research based practices. The Coordinator of Equity and Inclusion is a leader in the district and is highly trained in best practices in diversity, equity, and inclusion. This project's Professional Learning Opportunities with K-12 Students will allow for early career educators in Hopkins Public Schools and isolated BIPOC and Indigenous American teachers to engage in classroom learning with their students as they explore the process of co-designing and developing a restorative community, rooted in Indigenous practices. By shifting the classroom teacher's role to that of guide, coach, and partner, students have more power and agency in the classroom, which in turn leads to deeper and more enriching learning experiences. New teachers, their students, and mentors with specific experience in creating restorative practices and co-designed classrooms will facilitate four sessions with new teachers and engage in coaching sessions to support them as they experience working with their students in this powerful way. Project funds will compensate new teachers and their students for their time investment in these learning experiences, as well as the coaching they will receive. Project funds will also underwrite the cost of facilitators (engagement guides and student interns) from Thrive Ed, who have designed and guided learning opportunities for teachers and their students in many settings. Thrive Ed facilitators will work with mentor teachers to ensure that participating new teachers are supported in the school community to engage in these new practices. Thrive Ed facilitators will assist mentor teachers to ensure that there is knowledge, awareness, reflection and strategy integrated into their work with participating new teachers. Student voice and the student experience are central to the Design2Thrive process and the work of Thrive Ed. Design2Thrive sessions have been co-created, tested, developed, and facilitated by students in order to assure that experiences meet student needs. Students and their educators (teachers, administrators, coaches, other adults) participate together in these shared experiences. A Further description of co-design and restorative practices are as follows:

- Co-design: Educators, alongside students, learn practical methods and approaches to co- designing curriculum and policies while addressing issues and solving problems with students. When students are given voice and choice in what they learn, how they learn it, and how they show what they've learned, they become more engaged and invested in their learning. By shifting educators' roles from teacher to mentor, guide, coach, and partner, we give our

students more power and agency in the classroom, which in turn leads to deeper and more enriching learning experiences. • Restorative practices: Educators and their students learn about and build on their current knowledge and experience the indigenous roots, historical backgrounds, and philosophies of restorative practices, and we examine how these practices are being implemented in schools and communities across the country. Participants also experience the foundational practice of 8 Minnesota Professional Educators Licensing and Standards Board document youth-led community circles and learn practical skills for how to begin or strengthen restorative practices in their classrooms and schools. In addition to collaborating with Hamline University and Thrive Ed, Hopkins Public Schools partners with Metropolitan State University (Metro) to offer support to three interns who are pre-service teachers from that university. The interns were included in previous mentoring groups and appreciated the opportunity to discuss and ultimately adopt some suggestions from their mentors. Additionally, the student interns were able to better understand the purposes and benefits of a mentorship program through that experience. Consequently, the retention of these Metro interns has been valuable to the Hopkins Schools, where we ultimately aim to employ them. Likewise, Hamline University student teachers have participated in mentoring in previous years and that practice will be continued. Research supports the notion that new

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | 1 | | | | | | |
| Hispanic | | | | | | | |
| Black | 2 | 2 | 1 | | | | |
| Two or More Racial or Ethnic Groups | 1 | | 1 | | 1 | | |
| Other | | | | | | | |
| Total | | | | | | | |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | 10 | 1 | | | | | | |
| Hispanic | 6 | 1 | | | 1 | | | |
| Black | 14 | | 2 | | 1 | | | |
| Two or More Racial or Ethnic Groups | 3 | | | | | | | |
| Other | | | | | | | | |
| Total | 33 | 2 | 2 | | 2 | | | |

Analysis of Data

The following information is a summary analysis of the end-of-the-year survey given to all participants of the Hopkins Mentorship of Color Program. When asked if the participants felt supported by the Hopkins of Color Network this year, 93.9% of staff said strongly agree/agree. When asked if they felt connected to other teachers/staff of color in Hopkins because of the Hopkins Educator of Color Network 86.7% strongly agreed/agreed. When asked if they have learned useful information and helpful information through the Hopkins of Color Network, 100% strongly agreed/agreed. When asked if the network helped them grow as an educator 93.3% strongly agreed/agreed. When asked if being part of the Hopkins Educator of color network has helped them be more effective with their scholars, 86.7% strongly agreed/agreed. Participants were asked if participating in this network further deepened their commitment to being an educator 86.7% strongly agreed/agreed. When asked if the educator of color network has helped develop their leadership skills 86.7% strongly agreed/agreed. We asked participants what has been the most supportive to them as a participant, here are some responses," we have a safe space to listen and share. I always know that our network supports teachers of color in many ways and they help us walk through challenges", "the validation of feelings around difficult topics and hearing everyone share ideas and problem solve", "The most supportive aspect of being part has been being in a space with people of color, sharing ideas and tips", " knowing that other educators of color, learn how to navigate and recognize tough topics", " Having the student panel was impactful", "The connection to other educators of color and having the opportunity to be part of the group or team within the greater Hopkins Community". We asked participants how we could have supported them better this year and the following were the responses, "meeting every 3 weeks instead of 4", " having participants share more personal stories in meetings and have discussions on how to help, hearing more about the leaders climb up to the top in leadership would be helpful too", " Create times during PD days to connect as a group instead of afterschool". When asked if they will participate in the program if offered next year, everyone responses" yes".

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|-------------------------------|------|
| 8,750 | Per contract, Hopkins District employees must be paid \$50 per hour beyond the duty day. We plan for 35 BIPOC teachers mentees and 7 mentors to participate in five 1 hour Affinity Group gatherings. 35 people x \$50/hour x 5 hours = \$8,750 | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| 4,500 | 2 lead Hopkins BIPOC mentor will invest 45 hours throughout the year to plan and coordinate training and gatherings, match mentors and mentees, support mentors, and disseminate program information. 1 person x \$50/hour x 45 hours = \$2,250 x 2 people = \$4,500 | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| 20,000 | 20 BIPOC mentees and mentors will participate in 16 hours of training and 4 hours of coaching. 20 people x \$50/hours x 20 hours = \$20,000 | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

| | | | | |
|-------|---|---|--|--|
| 7,280 | <p>7 veteran or retired BIPOC educators will mentor BIPOC or American Indian teachers newer to the profession. Stipends of \$1,040 will be paid to each mentor for mentoring and recordkeeping.</p> <p>7 people x \$1,040 = \$7,280</p> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| 500 | <p>Additional stipends of \$250 will be offered to 2 mentees who are American Indian.</p> <p>2 people x \$250 = \$500</p> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| 5200 | <p>Food incentives for mentees and mentors will be offered at Affinity Group gatherings, professional development sessions and 1:1 mentoring sessions.</p> <p>8 Affinity Group gatherings x \$350 per gathering = \$2,800 4 Professional Learning Opportunities x \$350 per gathering = \$1,400 Estimate 100 1:1 mentoring sessions x \$10 per session = \$1,000</p> <p>\$2,800 + \$1,400 + \$1,000 = \$5,200</p> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

Indigo Education Charter School Coalition

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|------------------|
| Legal Name of Applicant Organization | INDIGO Education |
| Total Grant Amount | \$27,563.25 |

Identified Official with Authority

| | |
|---|---|
| Name of Official with Authority to Sign | Erin Lavery |
| Title | Executive Director |
| Address | 451 Lexington Parkway North, Suite 1700 |
| City, State and Zip Code | St. Paul, MN 55104 |
| Phone Number and Email | 651-278-2307 elavery@indigoed.org |

Primary Program Contact

| | |
|--------------------------|---|
| Name of Program Contact | Erin Lavery |
| Title | Executive Director |
| Address | 451 Lexington Parkway North, Suite 1700 |
| City, State and Zip Code | St. Paul, MN 55104 |
| Phone Number and Email | 651-278-2307 elavery@indigoed.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work:

INDIGO Education, in partnership with LDA Minnesota, focused FY24 Teacher Mentorship & Retention of Effective Teachers Grant funding for the mentorship of teacher candidates who are currently enrolled in LDA's alternative teacher preparation program for the ABS special education license. Grant funding was used to pay mentors stipends during FY24.

Mentors were recruited from within the charter school network of leaders and within the INDIGO Education team. Each of the 15 teacher candidates enrolled in LDA's program was assigned a mentor to support them through the program. Candidates for licensure began coursework in January 2024.

To better support teacher candidates, mentors received monthly professional development on topics related to mentoring including:

- building relationship and trust with mentees
- observations and providing feedback
- intercultural development and discovering identity
- coaching and learning

Mentees (teacher candidates) and mentors met weekly during the Spring Semester (January 2024 - June 2024) and discussed a wide range of topics including:

- Teacher mental health, wellness, and self-care
- Student needs and concerns and applying new knowledge to current teaching experiences
- Coursework and assignments
- Observation feedback
- Special education within charter schools
- Parent communication and building relationships

Oftentimes, mentors reported active listening was a required skill when working with mentees.

Mentees, while being in LDA's teacher preparation program, also work full-time in schools, most often as Tier 2 teachers in special education.

All mentors and mentees completed the Intercultural Development Inventory (IDI) as a means to explore their own intercultural competence and bring about conversations around culturally responsive and sustaining teaching and pedagogy. These conversations continue as they move into

their second year of programming at LDA. Both the mentor and mentee groups will complete the IDI again upon completion of LDA’s program.

Of the 15 teacher candidates receiving mentoring, two completed the program after completing 18 months of coursework and fulfilling requirements, and one has discontinued the program. All of the mentors have also continued in their role and are working with mentees in the current 2024-2025 academic year.

**FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)
Program Data**

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | 4 | | | 4 | | |
| Hispanic | | 1 | | | 1 | | |
| Black | | 3 | | | 3 | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | 7 | | | 7 | 1 | |
| Total | 0 | 15 | 0 | 0 | 15 | 1 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | 1 | 4 | | | 5 | | | 5 |
| Hispanic | | 1 | | | 1 | | | 1 |
| Black | 1 | 3 | | | 4 | | | 4 |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 9 | 7 | | | 16 | 1 | | 16 |
| Total | 11 | 15 | 0 | 0 | 26 | 0 | 0 | 26 |

Analysis of Data

Eleven mentors supported 15 teacher candidates enrolled in LDA’s ABS licensure and preparation program. Of the mentors, three are teachers who identify in one of the racial categories listed above; the remainder being White. All mentors hold Tier 4 licensure in special education and have a license in a shortage area. Several mentors supported more than one teacher candidate (mentee) during the Spring semester of 2024.

LDA’s program had 15 teacher candidates enrolled during the grant time period. Of this group, 8 candidates identify in the specific racial categories listed with the remaining 7 identifying as White. All of the candidates are in training for a special education license, a shortage area. One candidate identified as having a disability or having special needs. Of the 15 who participated in 2024, two completed the program. One student withdrew from the program after an intensive improvement plan with faculty, staff and their mentor.

A total of 26 mentors and mentees (teacher candidates) participated in the program during FY24.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|---|--|
| FY24 \$17,105 | Funding was used to pay for mentor stipends. Mentors are expected to meet weekly with mentees, provide resources and support to mentees, and attend monthly professional development. Each mentor is compensated \$1,200 for their time from January - May. | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Mentors meet weekly and log interactions. | Weekly interactions logged with details about conversations |
| | Mentors participate in monthly PLC and respond that the PLC was useful to their coaching/mentoring. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Survey and qualitative data collection. | Monthly meetings and recordings. |
| | Goal: 80% of mentors are retained in their position. 100% of mentors were retained from FY24 to FY25. | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Employee retention. | 100% retained |
| | Mentors take the IDI and receive follow-up coaching. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Scheduled IDI Debrief sessions | 100% of mentors took the IDI and met with an IDI qualified administrator for debrief |

Lakes Country Service Cooperative

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|-----------------------------------|
| Legal Name of Applicant Organization | Lakes Country Service Cooperative |
| Total Grant Amount | \$173,880.00 |

Identified Official with Authority

| | |
|--|--------------------------------|
| Name of Official with Authority to Sign | Mr. Jeremy Kovash (he/him/his) |
| Title | Executive Director |
| Address | 1001 E Mount Faith |
| City, State and Zip Code | Fergus Falls, MN 56537-2375 |
| Phone Number and Email | 218-737-6504, jkovash@lcsc.org |

Primary Program Contact

| | |
|---------------------------------|------------------------------------|
| Name of Program Contact | Lavyne Rada |
| Title | Program Leader |
| Address | 1001 E Mount Faith |
| City, State and Zip Code | Fergus Falls, MN 56537-2375 |
| Phone Number and Email | (605) 695 – 1861 lrada@lcsc.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

This project is a teacher retention program for early-career Career and Technical Education (CTE) and work-based learning (WBL) teachers, with emphasis on those with Tier 1, Tier 2, or Out of Field Permission (OFP) licenses and those in their first three years of teaching. CTE teachers may teach in:

AFNR: agriculture, food, and natural resources (i.e., licensure field code 100100)

B&M: business (i.e., 140050) and marketing (i.e., 040800),

FCS: family and consumer sciences (i.e., 090100) and human services (i.e., cosmetology 300400 or 092602, early childhood 300500, hospitality 300600, law enforcement 092603)

HSE: health sciences education (i.e., 300300),

T&I: trade and industry, (i.e., construction 300100, manufacturing 300200, transportation 300700, communication 300000), and

WBL: work-based learning (i.e., a licensure endorsement applied to a full license, to direct student internships, entrepreneurship, and simulated work-experiences; 160000).

Teachers in CTE content areas consistently share with MDE that they need a mentoring program that is larger in scope than what they receive at the district level. District mentoring programs may work well for academic content areas like mathematics or science—where there are competent and experienced mentors within the local district—but CTE teachers are often the only licensed teacher in their content area at the school. District-level mentoring programs simply do not provide teachers that are the only teacher at their school with their license (e.g., CTE, the arts, world languages) sufficient mentoring and resources they need to ensure success and student achievement. CTE teachers need a program that pairs them with regional mentors, statewide content experts, and other teachers who can share resources, curricula, and best practices that are relevant to their specific teaching assignment, in addition to a mentor at the local level for site level onboarding and induction.

Minnesota's most successful CTE mentoring program, based upon more than 20 years of research and one that has been replicated throughout the country in several other states and content areas, is the Teacher Induction Program (TIP/ AFNR TIP) at the University of Minnesota (UMN) Twin Cities. TIP is a statewide, year-long mentorship program for new teachers, though Tier 1, 2, and OFP teachers are allowed to participate more than one year, dependent upon funding. TIP is a professional learning community for first year teachers, providing a positive influence in their development, efficacy, resilience, success, and retention (Appendix A). Multi-year longitudinal studies since the program was

first established in the late 1990s show a 93% retention rate between year one and two of teaching for participants. Based on legislative statute tied to the program, TIP is only available to teachers within AFNR education. With support of previous grant cycle's Teacher Mentorship and Retention Grant (TMRG), the CTE Teacher Induction Program (CTE TIP) was piloted in the spring of 2022 with 26 early career CTE teachers. The CTE Induction Program expanded access to professional development and support to early-career CTE teachers following the model of AFNR TIP, particularly supporting teachers of color, and Tiers 1, 2, and OFP teachers.

Recruitment: Throughout the program launch, program staff have collaborated with partners and school districts to develop a job posting site, supplementing Ed Post and Minnesota School Jobs, focused on CTE positions available. The [tracking website](#) records open positions, but also which teacher accepted a position and who left, which aids in teacher mentoring and providing support to new hires for funding and curriculum. District administrators are contacted as positions are filled to have their new hires participate in CTE TIP. Additionally, we distributed applications to more than 2,000 CTE teachers within 350 schools that teach CTE to participate in the program. According to PELSB data, there are more than 600 current CTE teachers with Tier 1, Tier 2, or OFP licenses and more than 500 Tier 3 teachers with fewer than three years teaching experience.

During the 2022-2023 academic year, our tracking revealed almost 400 changes in CTE teacher positions across more than 200 school districts. We estimate more than half, if not two-thirds of Minnesota districts have a CTE program with a new teacher. Teachers within the professional organization, teacher educators, and state leaders within CTE education also nominated participants. Based on the success of the pilot program, we expanded the program in the 2022-2023 and 2023-2024 school years. Annually, 30-60 AFNR teachers participate in TIP. In the pilot, we accepted 26 teachers across B&M, FCS, HSE, and T&I. We expanded the program to 89 participants in 2022-2023 and 82 participants in 2023-2024 with a total of 157 unduplicated participants. We selected 157 participants based on licensure tier, years of teaching, and quality of their application, with special emphasis for teachers of color and teachers who are Indigenous.

The program began with an induction conference in August. Following the conference, teachers formed collaborative inquiry groups for continued individualized development. Support included mentoring meetings by licensure field, face-to-face mentoring, and development. An End of Year Seminar concluded the program in June.

Induction Seminar: The program began virtual orientations followed with an in-person induction seminar focusing on the foundational components of CTE including professional development in subject-specific teaching methods, pedagogy, classroom management, work-based learning management and supervision, and facilitation of a career and technical student organization. As a result of the conference, teachers were able to: (1) engage and support all students in learning, (2) create and maintain effective environments for student learning, (3) understand and organize subject

matter for student learning, (4) plan instruction and design learning experiences for all students, (5) assess students for learning, and (6) develop as a professional educator. We split participants into groups of five or fewer, paired with a content mentor in their licensure field. Following the Induction Seminar, participants continued to develop their skills through professional development and mentoring experiences.

Bi-Monthly Calls with Mentor: We selected mentors based on their teaching experience, reputation as an effective mentor, and their ability to foster supportive relationships with teachers. Each mentor provided assistance and support for up to five teachers in their CTE licensure area. Mentors were available and willing to meet virtually with their teachers during the school year. Mentors participated in the Collaborative Inquiry Groups as group participants. Mentors also attended conferences and seminars and participated in annual training.

Monthly Meetings: We maximize teachers' travel budget and limit missed instructional time with students by meeting in-person twice during the beginning (Induction Seminar) and conclusion of the project (End of Year Seminar) and virtually after school for the remaining monthly meetings October through May. Modeling the practices of the TIP, teachers participated in reflective conversations and activities conducted during the meetings to identify successes and challenges using a Learn, Plan, Do model. At the conclusion of each professional development experience, teachers identified one to three items they learned through the monthly meeting and created a plan to incorporate that learning into their teaching. Teachers reflected on that learning at the next meeting by sharing what they did with their learning. Experienced teachers, educators, and other professionals served as presenters and panel members to share and discuss teaching and curriculum development, strategies to increase student achievement for students of color and American Indian students, youth leadership development (e.g., BPA, FCCLA), WBL, and other program management topics. In addition, teachers shared successful instructional plans, activities, labs, etc. with each other as part of a professional learning community.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 1 | 1 | | | 2 | | |
| Asian or Pacific Islander | 1 | 1 | | | 2 | | |
| Hispanic | | | 1 | | 1 | | |
| Black | 1 | 1 | 2 | | 4 | | |
| Two or More Racial or Ethnic Groups | | 1 | | | 1 | | |
| Other | 65 | 23 | 46 | | 134 | | |
| Total | 68 | 27 | 49 | 0 | 144 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

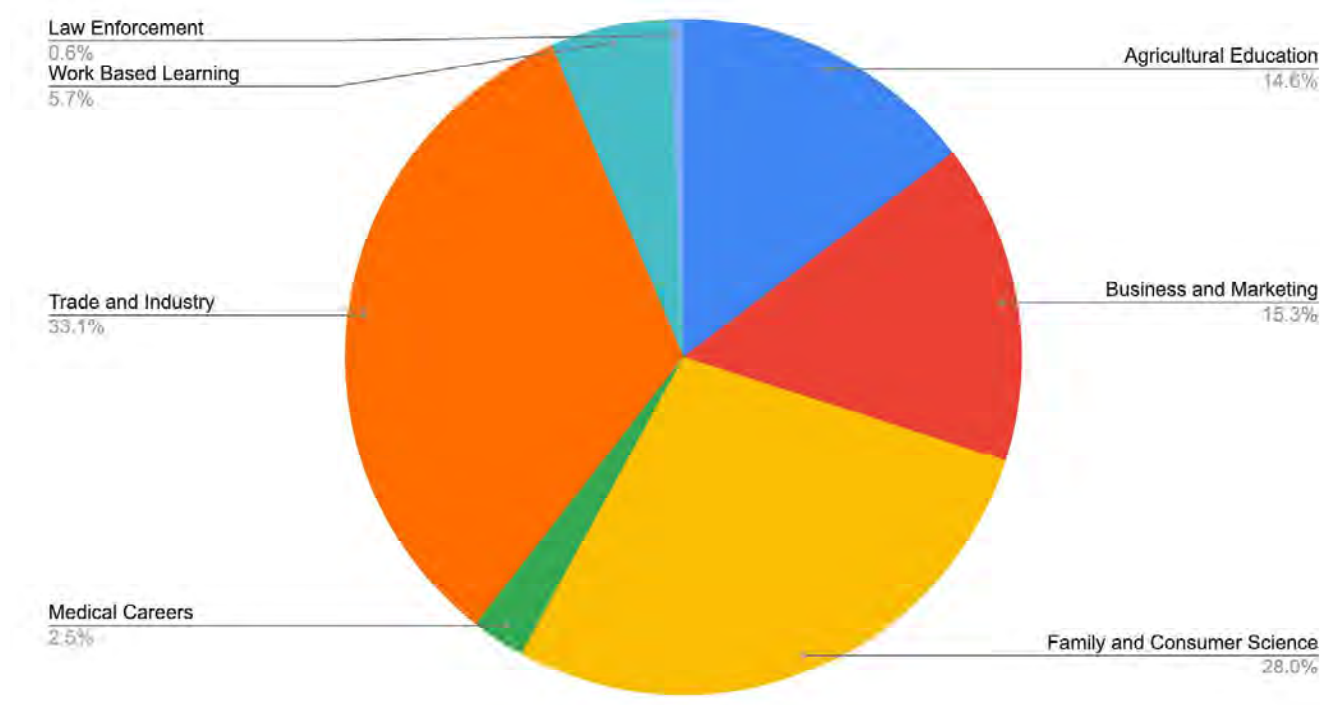
| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | 1 | | | 1 | | | 3 |
| Asian or Pacific Islander | | | | | | | | 2 |
| Hispanic | | | | | | | | 1 |
| Black | 1 | | | | 1 | | | 5 |
| Two or More Racial or Ethnic Groups | | | | | | | | 1 |
| Other | 3 | 4 | 4 | | 11 | | | 145 |
| Total | 4 | 5 | 4 | 0 | 13 | 0 | 0 | 157 |

Analysis of Data

We distributed applications to more than 2,000 Career and Technical Education (CTE) teachers within 350 schools that have CTE programs inviting them to participate in the program. There were more than 600 current CTE teachers with Tier 1, Tier 2, or Out of Field Permission licenses. Teachers within the CTE professional organizations, teacher educators, and state leaders within CTE also nominated participants. Additionally, school district administrators were directly contacted to request they recommend early-career CTE teachers in their district participate in the program.

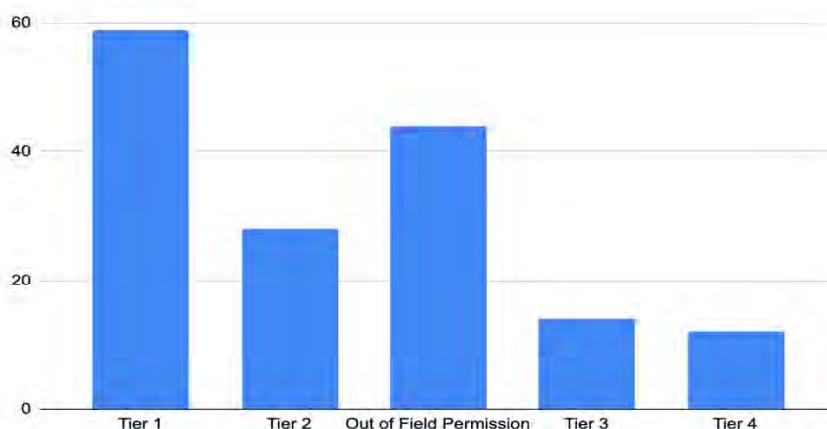
We selected 157 participants based on licensure tier, years of teaching, and quality of their application, with special emphasis for teachers of color and teachers who are American Indian. Of the 157 teachers (see Figure 1), 7.7 % were teachers of color and teachers who are American Indian. Twenty-three were licensed in Agricultural Education, 24 in Business and Marketing, 44 were licensed in FCS or had a related Creative Design or Hospitality Careers license, one was licensed in Law Enforcement, four with Medical Careers, 52 held Trade and Industry Careers licenses (i.e., Communication Technology, Construction, Manufacturing, or Transportation Careers licenses), and nine held a Work-Based Learning endorsement in addition to a non-CTE license. Additionally, 86.6% of participants had not completed a teacher preparation program related to their license prior to teaching.

Figure 1. Teaching License by Content Area of TIP participants



At the beginning of their participation in the program, 59 held Tier 1 licenses, 28 held Tier 2 licenses, 44 were teaching with an Out of Field Permission (OFP), and 26 held Tier 3 or 4 licenses but had not previously taught in Minnesota and had been out of a classroom recently and needed mentorship (see Figure 2).

Figure 2. Teaching License by Tier of TIP participants



Participants were selected and participated in CTE TIP from September to June. During their participation in the induction program, 21% of the participants applied for the next tier of their license or moved from an OFP to a permanent license. Further, 84% of the participants plan to return to teach in their CTE licensure area at the same school district next year with 93% plan to return to a CTE classroom in a Minnesota school district.

TIP participants responded to questionnaires throughout their participation to guide the professional development and mentoring support provided to each cohort of early-career teachers. TIP participants completed a pre-test and post-test about their perceived problems as a teacher in September and June. The pre-test for all respondents identified the top five perceived problems as 1) lack of spare time; 2) heaving teaching load resulting in insufficient preparation time; 3) motivating students; 4) inadequate school equipment; and 5) burden of clerical work. We used the perceived problems identified each fall at the beginning of the program to identify and guide the monthly professional development topics. The post-test identified the same top five perceived problems, but overall mean scores decreased for 87.5% of the perceived problems. We determined that there were three items as having been a higher perceived problem at the end of the year than the beginning of the year: 1) motivating students; 2) classroom management; and 3) relations with principals and administrators. Knowing which perceived problems need support is important to guide the mentoring and professional development we provide.

We used the MOAQ Job Satisfaction Subscale (MOAQ-JSS) to determine teachers' professional commitment as measured by turnover intention. Of the 157 participants, 127 responded to this questionnaire with a response rate of 80.9%. The minimum score regarding professional commitment measured by turnover intention was 1.00 (low turnover intention), the maximum score was 7.00 (high turnover intention), and the mean score was 2.65 (see Table 1). Of the 127 respondents, 78 respondents have a score interpreted as low turnover intention (61.4%), 36 as neutral turnover intention (28.3.0%), and 10 as high turnover intention (7.9%). Most respondents had high professional commitment with a turnover intention below 3.0 (61.4%).

Table 1. Frequency Counts of Turnover Intention by Mean Score

| | Turnover Intention | |
|-----------|--------------------|------|
| | f | % |
| 0-.99 | 0 | - |
| 1.00-1.99 | 74 | 58.3 |
| 2.00-2.99 | 18 | 14.2 |
| 3.00-3.99 | 14 | 11.0 |
| 4.00-4.99 | 14 | 11.0 |
| 5.00-5.99 | 8 | 6.3 |
| 6.00-6.99 | 6 | 4.7 |
| 7.00 | 4 | 3.1 |

Note. A respondent scale score between 1 and 2 was interpreted as low turnover intention, 3 and 5 as neutral turnover intention, and 6 and 7 as high turnover intention (Cammann et al., 1983).

Participant Testimony

The most useful thing about TIP was...

"Finding out there were many in the same situation."

"Being able to talk and be in touch with other FCS teachers. I do not have anyone else in my building at school to talk through and share ideas with."

"The sense of community with others in the same position. Modeling best practices, learning the practical aspects of successful CTE teaching."

"The mentors help so much! As a brand new teacher, there are almost too many amazing resources available through CTE TIP for me to prioritize which ones I should use first, the mentors provide fantastic direction in this area."

“The ability to connect and share experiences, thoughts, and ideas with other CTE teachers was helpful both for program development and because it was a relief to see others teachers across the state struggling with the same things we do.”

“Being able to ask questions about anything CTE., whether about the grant monies, or classroom instruction. I knew that if I didn't know the answer I could ask on Monday. The learn plan do was a great way to attain focus on a particular matter/subject.”

“Having people that know CTE and care about retaining out of field CTE instructors due to the fact, they have the most knowledge in the fields of which they are teaching.”

“Being able to reach out for help when needed. And receiving TRUSTED advice.”
“helped me to not feel alone.”

“Knowing that there is organization that not only wants the kids to excel but also the teachers in this profession and that they are willing to help whenever possible.”

“Valuable information I wouldn't have found elsewhere, from pioneers of the profession.”

“Hearing from others how they have managed wandering through the convoluted, or at least seemingly so, process of becoming certified in a teaching license.”

“The most helpful aspect of CTE TIP was having a mentor to turn to when I had questions.”

Mentor Testimony

“The in-person time to get to work with new CTE teachers was the most beneficial. It is more real-time, personal, question and answer support that I feel like a lot of new CTE teachers need. As a mentor teacher, it is imperative to be able to connect with the new teachers, establish relationships and be able to be more than a name on a screen when offering support.”

“I thoroughly enjoyed my time as a mentor. I hope I was able to lend some of my experiences and knowledge to those just starting out.”

“I liked being able to mentor because it took me back to my roots. It required me to take a new look at my own techniques.”

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------------------|---|--|---|---|
| FY24: \$5,243.42 | Mileage for Program Participants | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and participant tracking | 41 participants attended the End of Year Seminar in June 2024 |
| FY24: \$36,250.00 | Participant stipends and honorariums | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Participation at monthly seminars 3 participant surveys to provide feedback on Teacher History, Courses taught, Perceived Problems, and Turnover Intention | 61.4% of participants had low turnover intention More than 2400 hours of mentoring and professional development. |
| FY24: \$2,169.46 | Mileage for Mentors | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and mentor tracking | 17 mentors attended the End of Year Seminar in June 2024 |
| FY24: \$17,500.00 | Stipends for Mentors | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Participation at monthly seminars Surveys to provide feedback on Teacher History, Courses taught, Perceived Problems, and Turnover Intention | 18 mentors provided teachers with monthly mentorship in the content area |
| FY24: \$6,095.00 | Facility Rental for End of Year Seminar | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and participant tracking | Facility rental for End of Year Seminar |
| FY24: \$8,778.32 | Hotel Rooms for End of Year Seminar | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and participant tracking | Hotel rooms for participants, mentors, facilitators. |
| FY24: \$8,409.96 | Catering for End of Year Seminar | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and tracking | 3 meals for participants, mentors, facilitators, and staff; 1 meal mentors/staff only |
| FY24 Total: \$84,446.16 | | | | |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet for extended FY23 Awards

Grantee Information

| | |
|---|---|
| Legal Name of Applicant Organization | Minnesota Association of Agricultural Educators |
| Total Grant Amount | \$68,735.00 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | Mrs. Jessica Daberkow |
| Title | Professional Development Coordinator |
| Address | 44331 860 th Street |
| City, State and Zip Code | Lakefield, MN 56150 |
| Phone Number and Email | 651-356-5543; Jessica.daberkow@staff.isd330.org |

Primary Program Contact

| | |
|---------------------------------|--|
| Name of Program Contact | Ms. Lavyne Rada |
| Title | Director, MN Teacher Induction Program |
| Address | 146 Ruttan Hall; 1994 Buford Ave |
| City, State and Zip Code | Saint Paul, MN 55108 |
| Phone Number and Email | 605-695-1861; rada@umn.edu |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative for extended FY23 Awards

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching , and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

This grant is a reflection of the completed FY23 grant.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data for extended FY23 Awards

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | 1 | | 1 | | | | |
| Black | | 1 | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | 22 | 2 | 2 | | 29 | | |
| Total | 23 | 3 | 3 | | 29 | | |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | | | | | | | 2 |
| Black | | | | | | | | 1 |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 40 | 2 | 1 | | 54 | | 11 | 83 |
| Total | 40 | 2 | 1 | | 54 | | 11 | 83 |

Analysis of Data

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School-Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for more than 25 years and has a high retention rate. A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2021 (Smith et al., 2022). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job-related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith et al., 2022). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray et al., 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages. The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year four of the program, 74 teachers participated in the program and 100% of them were retained in the program to completion and for the 2022-2023 school year. Five percent were Tier 1 teachers, 7% of the participating teachers were Tier 2 teachers, 27% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 100% are being retained for the 2022-2023 school year and 96% plan to return to the classroom for the 2023-2024 school year. This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by: implementing differentiated instruction and learning methods, using concepts of Context, setting/environment, closure, and assessment to better student learning, sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and learn methods of planning that are more efficient and effective. All participants participated in professional development programming as well. Collaborative Inquiry Groups shared their findings through Minnesota Association of Agricultural Educators conferences.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure for extended FY23 Awards

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024). Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY23 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-----------------------------|--|---|---|
| \$5,795.01 | Participant Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense and participant tracking | Stipends for 31 teachers to cover mileage |
| \$9,000 | Mentor Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Stipends for 8 mentors |
| \$7,596.75 | Facilitator Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Stipends for 14 Facilitators |
| \$1,495.45 | Printing and Texts | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Printing and Text purchased for RPL programming |
| \$19,453.23 | Supplies and Materials | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Materials for participants, mentors, facilitators and staff |

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-------------------------------------|--|-------------------------------|--|
| \$1,104.84 | Lodging and Facilities | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Hotel rooms for participants, mentors, facilitators and staff |
| \$9,100 | Content Specific Workshops | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Stipends for 26 teachers to cover mileage |
| \$3,675 | Winter Meeting- Facilitator Stipend | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Stipends for 5 facilitators |
| \$2,923.32 | Winter Meeting Lodging | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Hotel rooms for Winter Meeting participants, mentors, facilitators and staff |
| \$2,966.10 | Winter Meeting- Meals | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | Meals for participants, mentors, facilitators, and staff |
| \$2,594.21 | Winter Meeting- Substitute Teachers | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of expense tracking | 13 Substitute Reimbursements |
| \$3,031.16 | In-direct Costs | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|---|
| Legal Name of Applicant Organization | Minnesota Association of Agricultural Educators |
| Total Grant Amount | \$56,873.25 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Mrs. Jessica Daberkow |
| Title | Professional Development Coordinator |
| Address | 44331 860 th Street |
| City, State and Zip Code | Lakefield, MN 56150 |
| Phone Number and Email | 651-356-5543; Jessica.daberkow@staff.isd330.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Jessica Daberkow |
| Title | Professional Development Coordinator- MAAE |
| Address | PO Box 145 |
| City, State and Zip Code | Mt. Lake, MN 56159 |
| Phone Number and Email | 651-356-5543; Jessica.daberkow@staff.isd330.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching, and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

This grant is a reflection of the work that has been done in the FY24 grant round thus far and will be continued.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | | | | | |
| Total | | | | | | | |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | | | | | | | |
| Black | | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 15 | | | | | | | 15 |
| Total | 15 | | | | | | | 15 |

Analysis of Data

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School-Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for more than 25 years and has a high retention rate. A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2021 (Smith et al., 2022). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job-related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith et al., 2022). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray et al., 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages. The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year four of the program, 74 teachers participated in the program and 100% of them were retained in the program to completion and for the 2022-2023 school year. Five percent were Tier 1 teachers, 7% of the participating teachers were Tier 2 teachers, 27% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 100% are being retained for the 2022-2023 school year and 96% plan to return to the classroom for the 2023-2024 school year. This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by: implementing differentiated instruction and learning methods, using concepts of Context, setting/environment, closure, and assessment to better student learning, sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and learn methods of planning that are more efficient and effective. All participants participated in professional development programming as well. Collaborative Inquiry Groups shared their findings through Minnesota Association of Agricultural Educators conferences.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|---|---|
| \$2,400 | Mentorship Program Stipends Participant Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense and Participant Tracking | Stipends for 12 teachers to cover mileage |
| \$1,000 | Mentorship Program Stipends Mentor Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense Tracking | Stipends for 2 Mentors |
| \$2,500 | Mentorship Program Stipends Facilitator Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense Tracking | Stipend for a Facilitator Group |
| \$25.92 | Induction Program Support Supplies and Materials | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense Tracking | Materials for Participants, mentors, facilitators and staff |
| \$2,141.81 | Induction Program Support Retreat Lodging | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense Tracking | Lodging Rooms for Participants, mentors, facilitators and staff |

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---------------------------------|--|-------------------------------|---|
| \$1,151.27 | Induction Program Support Meals | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Receipt of Expense Tracking | Meals for Participants, mentors, facilitators and staff |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

Remaining grant funds will be used and reports on prior to June 30, 2025

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|-----------------------------------|
| Legal Name of Applicant Organization | MN Council of Teachers of English |
| Total Grant Amount | \$27,324 |

Identified Official with Authority

| | |
|---|---------------------------|
| Name of Official with Authority to Sign | Lee Fisher |
| Title | Board Member |
| Address | 5047 Nokomis Ave S |
| City, State and Zip Code | Minneapolis, MN 55417 |
| Phone Number and Email | 651-492-4247, lcf@umn.edu |

Primary Program Contact

| | |
|--------------------------|---------------------------|
| Name of Program Contact | Lee Fisher |
| Title | Board Member |
| Address | 5047 Nokomis Ave S |
| City, State and Zip Code | Minneapolis, MN 55417 |
| Phone Number and Email | 651-492-4247, lcf@umn.edu |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

On a warm morning in late July 2024, 10 teachers from the Twin Cities metro and Greater MN gathered in a classroom at the University for the kick off of our program. They had never met each other; most of them came from different districts. By the time lunch arrived, the room was loud with talk, chairs materials were strewn around the tables, poster paper filled with writing hung on the walls, and the low beat of music provided a grounding atmosphere. This was the Minnesota Council of Teachers of English's first program designed specifically to support teachers of color, providing mentorship and retention as an entry point into a wider professional home that can hopefully support participating teachers beyond the scope of the grant project.

The grant project has provided an ongoing opportunity for teachers to connect beyond the two primary events the MCTE organizes each year. Further, it provides a space specifically for teachers of color to process professional learning and growth without needing to explain things to a white audience. This is not to say that the 10 participating teachers make up a monolithic group. On the contrary, they each bring a wide range of perspectives and represent a wide range of geographical and community backgrounds. That complexity has been able to surface more explicitly in the kick off and subsequent monthly meetings because of the skilled facilitation of the program leader and the absence of white people.

The grant has also allowed MCTE to invite in new leadership by asking a teacher who was not on the Board to design and lead the program. Offering leadership positions that meet teachers' interests and capacity is an important strategy that MCTE hopes to continue to leverage to bring in new perspectives and strengthen its offerings to serve all teachers.

One example of the work this grant has allowed MCTE to offer is our annual fall workshop. The teacher running the program coordinated with the participating teachers to secure 80% attendance at the workshop (both mentees and mentors). Grant funds paid the registration cost for everyone and provided a hotel room for those driving more than one hour to attend the workshop. The lead teacher was able to make sure that all of the attending participants could sit together at the workshop and share a collective experience. This meant that the workshop was able to *build onto* their group experience that had started three months earlier and continue on past the workshop as they continue to meet. Participants said they felt welcomed and supported at the event, which none of them had ever attended prior to this year. The teacher leading our grant project said being at the workshop with the group, including the early career teacher that she is mentoring, was more meaningful than expected. She was excited about the content of the workshop, but knowing that there would be other teachers of color in attendance that she knew and was tasked with connecting with meant that she wasn't on her own.

Additionally, the monthly meetings held on Zoom have been an important place where the mentees and mentors have a chance to direct the conversation towards issues that are pressing for them, within a context of mentorship and disciplinary knowledge that doesn't involve colleagues. This, participants have said, has made the experience feel like a place that is safer to be vulnerable and ask for help which they feel might put them at risk if they did so at their school. Grant funds have provided a space for these teachers to ask for the help they need. Because of these reflections and more, we are excited to continue the work of this project.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 1 | | | | | | |
| Asian or Pacific Islander | 1 | | | | | | |
| Hispanic | 1 | | | | | | |
| Black | 1 | | | | | | |
| Two or More Racial or Ethnic Groups | 1 | | | | | | |
| Other | | | | | | | |
| Total | 5 | | | | | | |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | 2 | | | | | | | |
| Asian or Pacific Islander | 1 | | | | | | | |
| Hispanic | 1 | | | | | | | |
| Black | 3 | | | | | | | |
| Two or More Racial or Ethnic Groups | 1 | | | | | | | |
| Other | 1 | | | | | | | |
| Total | 10 | | | | | | | |

Analysis of Data

Qualitatively, the response from participants—both mentees and mentors—has been extremely positive. Everyone is engaged during the monthly meetings, the first workshop (a sort of field trip for the group) received positive reviews from attendees and they reported feeling welcome, and teachers continue to talk about new ideas for what they might address in their large-group and mentorship pairs. These data points evidence an investment in the program currently and presumably in the future.

Quantitatively, attendance is high at all meetings. Everyone was able to attend all of the meetings. While we hoped to recruit more teachers from outside of the metro, we are excited by the responses we did get and wonder about ways we can tap into or create new avenues for communication with teachers of color around the state.

We feel it is worth noting that many early career teachers shared that they wanted to participate in programming like this but felt unable to because they were being asked to take on more preps than more experienced teachers or felt unofficially required to work extracurricular programs in order to stay in good standing with their school. While this is far from a scientific review of the ways new teachers are inducted into the profession and supported by their schools, this suggests to us that early-career teachers may be experiencing unintentionally high-stress situations in which they are asked to be a catch-all for a building as part of their induction. We fear that this can work against goals of retention of early-career teachers.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-----------------------------------|---|-------------------------------|------|
| | *Programming began July 30, 2024. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

Metro State University Coalition

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet for extended FY23 Awards

Grantee Information

| | |
|--------------------------------------|-------------------------------|
| Legal Name of Applicant Organization | Metropolitan State University |
| Total Grant Amount | \$70,370.40 |

Identified Official with Authority

| | |
|---|-----------------------------------|
| Name of Official with Authority to Sign | Paul Spies |
| Title | Dean, School of Urban Education |
| Address | 1501 Hennepin Avenue, Suite H2300 |
| City, State and Zip Code | Minneapolis, MN 55403 |
| Phone Number and Email | 612-659-7129 |

Primary Program Contact

| | |
|-------------------------|------|
| Name of Program Contact | same |
|-------------------------|------|

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative for extended FY23 Awards

The Intermediate District 917-MN Humanities Center-Metro State University Coalition had \$11,764.97 left to spend from its FY23 Teacher Mentorship and Retention Grant award. After consultation with PELSB, the grant award contract was amended in March 2024 for a budget re-allocation to provide scholarships ranging from \$572 to \$1,492 for 10 BIPOC educators taking 1-2 graduate classes in Special Education (SPED) focused on education equity during spring semester 2024. All FY23 grant funds are now expended.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data for extended FY23 Awards

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | 1 | | | | | | 1 |
| Hispanic | | 2 | | | | | | 2 |
| Black | 1 | 4 | | | | | | 5 |
| Two or More Racial or Ethnic Groups | 1 | 1 | | | | | | 2 |
| Other | | | | | | | | |
| Total | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 10 |

Analysis of Data

Ten (10) BIPOC educators from various racial or ethnic backgrounds took 1-2 graduate classes in Special Education (SPED) focused on education equity for professional development during spring semester 2024 and received scholarships ranging from \$572 to \$1,492 to defray their cost of attendance.

Of the 17 course registrations by these ten teachers, 16 passing grades were earned demonstrating they had developed in their knowledge and skills.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure for extended FY23 Awards

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024). Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY23 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|-------------------------------|---|
| FY24 \$11,764.97 | Scholarships for BIPOC educators taking graduate courses in Special Education | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Transcript Analysis | 16 of 17 courses taken were passed these teachers |

CLTAMN Teacher Mentorship & Retention of Effective Teachers 2023-2024 Grant Report



FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|--|
| Legal Name of Applicant Organization | Chinese Language Teachers Association of Minnesota |
| Total Grant Amount | \$157,080.00 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Yue Cheng |
| Title | Director |
| Address | 3701 Van Dyke St |
| City, State and Zip Code | White bear lake, MN, 55110 |
| Phone Number and Email | 6124021565 yuec@clta-mn.org ; yuepearlcheng@gmail.com |

Primary Program Contact

| | |
|--------------------------|---------------------------------------|
| Name of Program Contact | Peng Nelson |
| Title | Vice-Director |
| Address | 14530 38 th Ave N, |
| City, State and Zip Code | Plymouth, MN, 55446 |
| Phone Number and Email | 408-606-1477, thisispengliu@gmail.com |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

The CLTAMN Teacher Mentoring program was available to all the Chinese language teachers in Minnesota because of the PELSB Teacher Mentorship & Retention of effective Teachers Program grant since 2020. In many cases, Chinese language teachers in non-immersion settings are isolated and lack resources, as they often serve both as program leaders and the sole instructors of the subject within their schools or districts. These educators play a vital role in supporting students with Asian cultural backgrounds, making their presence especially valuable to the school community. In 2024-2025, The grant continues to support teachers of color retaining in Minnesota.

Challenges

Teachers often lack sufficient support within their school districts, especially those new to the profession or the school, who are expected to serve as both program leaders and the sole instructors of their subject. Professional development opportunities in content areas are limited. Additionally, schools face challenges in finding qualified world language teachers due to a shortage of licensed educators in this field, leading some programs to close. In the past five years, many Chinese language programs are closing/shrinking, including West St Paul school district, ISD 624 White bear lake North and South High School, ISD 833 Woodbury public school, Minneapolis South high school, Benilde-St. Margaret's high school and Minnehaha Academy. As for Chinese language teachers, many are on temporary teaching licenses because there are limited teacher prep colleges that offer world language Chinese licenses in Minnesota. Many teachers are on temporary T1 or T2 licenses including St Paul Public Schools and Yinghua Academy. According to the 2021 Biennial Report Supply and Demand of Teachers in Minnesota written by PELSB, 32.26% of teachers in Yinghua Academy holding a Tier 2 license which makes it one of the districts with the highest proportion of teachers holding a Tier 2 License.

Opportunities

Our organization has a unique cross-district teacher mentoring program that allows a new teacher to work with a veteran teacher in the similar student age group and type of school, to be successful in instruction, professional development and/or obtaining teaching licensures. 15 mentors and mentees participated in the program in 2024.

One of the experienced teachers Meng Liu who was searching for advice in pursuing an additional teaching license participated in the program in 2024.

"I am incredibly grateful for my mentor, Hui Xu. She has World Language, ESL and special education licensures. She is instrumental in helping me explore different teaching career pathways beyond my current role as a Chinese language teacher. Through her wealth of experience and numerous examples, she provided invaluable insights that illuminated various possibilities for my future. My mentor's guidance broadened my vision and encouraged me to consider opportunities I had not previously

thought about. Her emphasis on work ethics and performance in the workplace was particularly enlightening, and I appreciated how our shared experiences fostered a strong connection between us. This mentorship program has truly enriched my understanding of my potential, and I hope it continues to thrive. I aspire to contribute back to this program one day, sharing my experiences to help other teachers as Ms. Xu has helped me. Thank you for this incredible opportunity!"

Meng Liu, a mentee of 2024 CLTAMN Mentoring program

1. Chinese Language Mentorship and Retention of Effective Teacher Program

CLTAMN Mentorship and Retention of Effective Teachers Program is fully funded by PELSB FY24 TMRG which creates professional development opportunities for the following teachers:

- A teacher new to the profession (including substitute teachers)
- A teacher new to holding a full license
- An experienced teacher in need of peer coaching
- A new hire for a public or private school if the teacher had not taught in that control of school in the previous year (A teacher who moves from a public to private or a private to public school is considered a new hire).

Information of the participants of 2024 CLTAMN Mentoring Program

| Name | Mentor/Mentee | School/District | Licenses |
|------------------|---------------|---|------------------|
| Rong Zhan | Mentor | Hopkins | T4 |
| Hui Xu | Mentor | ISD 624 | T4 |
| Yue Cheng | Mentor | ISD 12 | T4 |
| Peng Nelson | Mentor | University of Minnesota | T4 |
| Changying Lawton | Mentor | Hmong College Prep Academy | T4 |
| Xinyue Zong | Mentor | St Paul Public School | T4 |
| He Huang | Mentor | Visitation School | T4 |
| Haiying Yuan | Mentee | New to the profession | T3 |
| Meng Liu | Mentee | Cathedral Middle & High School (New to school) | T3 |
| Mengying Zhao | Mentee | Visitation School (New to school) | T4 |
| Zhuo Li | Mentee | Henry High School (New to school/content area) | T3 |
| Meng Sun | Mentee | LILA(New to school) | Teacher resident |

| | | | |
|-------------|--------|-----------------------|-------------------|
| Yiting Wang | Mentee | New to the profession | Sub Teacher |
| Cong Jiao | Mentee | New to the profession | Teacher candidate |
| Lihong Liu | Mentee | New to the profession | Early childhood |

2. Affinity Group Events:

Professional learning community affinity group events play a crucial role in reaching out to and supporting more teachers. In January, we hosted a free Lunar New Year celebration dinner, featuring icebreaker games, program highlights, networking opportunities, and the distribution of 2024 Year of the Dragon teaching resources. In March, CLTAMN hosted a booth at the Central States Languages for All Conference. In April, we participated in the Twin Cities West Metro Asia Fair, connecting with more Chinese language teachers in the Twin Cities area. In July, CLTAMN board members held an outdoor strategic planning meeting. On August 26, we hosted another Affinity Group event: “Ready, Set, Go Group Lesson Prep Workshop for the New School Year—AI Tools for Chinese Language Teachers & Discussion on Retaining Student Enrollment.”

3. Professional Development Graduate Coursework toward a first master’s degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers.

This is a newly added program. We need more time and resources to help teachers select additional licenses options and graduate coursework. Teachers are more interested in pursuing graduate studies than in sacrificing their jobs or reducing their workload to do so.





Photo 1 & 2. In January, we hosted a free admission Lunar New Year celebration dinner featuring icebreaker games, program highlights, networking opportunities, and the distribution of 2024 year of the dragon teaching resources.



Photo 3. Past and Current CLTAMN Mentoring Program Participants (May 11, 2024)



Photo 4&5. Central States Languages for All Conference



Photo 6. Affinity Group Event: Twin Cities West Metro Asia Fair in April



Photo 7. Affinity Group Event Planning: CLTAMN Strategic planning meeting in July



Photo 8. Affinity Group Event: Ready, Set, Go Group Lesson Prep Workshop for a new school year--AI Tools for Chinese Language Teachers & Discussion on How to Retain Student Enrollment (August 26, 2024)

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | 4 | | | 1 | 8 | | 3 |
| 5Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | | | | | |
| Total | 4 | 0 | 0 | 1 | 8 | 0 | 3 |

Table 2. Total teachers supported by TMRG funding in FY24

[illegible]

Analysis of Data

In 2020-2021, six teachers were new to the profession or district. All 18 mentors and mentees were teachers of color, and all were in licensure shortage areas. Three of the teachers were experienced educators in need of peer coaching.

In the 2022-2023 school year, 19 mentors and mentees participated in the program. Among them were eight teachers new to the profession or district. All mentors and mentees were teachers of color in Minnesota, and all were in licensure shortage areas. Four teachers were experienced educators in need of peer coaching.

In the 2024-2025 mentoring program, there were 15 participants, including eight teachers new to the profession or district, all working in licensure shortage areas.

Over the past five years, we have reached 140 educators across Minnesota through our social network pool, starting with 40 teachers in 2020. Thirty-two of our members hold a T3/T4 license in Minnesota.

Four out of the six teachers participated in 2020-2021 mentoring program are experienced teachers now. One of them received her master's degree and T4 license. She is a mentor now.

"CLTAMN Mentoring program helps me to grow from a T2 license teacher to a T4 license teacher, from a mentee to a mentor in the past five years. I feel a sense of belonging in this group. I hope I can continue to support more teachers through this mentoring program in the future."

Xinyue Zong

2020-2021 mentee and 2024-2025 mentor

Thanks to the grant, four affinity group events and workshops were held in 2022-2023. Teachers expressed gratitude for the workshops, as well as the textbooks, classroom decorations, character learning cards, and games provided. These events offered them unique opportunities to come together. Four affinity group events and workshops were held in 2024 with more participants ever before.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|--|--|---|--|--|
| December 20 th , 2023- June 30 th , 2024 \$4970.07 | <p>In January, we hosted a free admission Lunar New Year celebration dinner featuring icebreaker games, program highlights, networking opportunities, and the distribution of 2024 year of the dragon teaching resources.</p> <p>In March, we hosted an information booth at Central State Languages for All Professional Teacher conference in downtown Minneapolis for three days. https://www.csctfl.org/</p> <p>In April, we hosted an information booth at Twin Cities West Metro Asian Fair, Plymouth, MN. https://tcasianfair.org/</p> | <input checked="" type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input type="checkbox"/> PD | <p>Photos, surveys, emails, interviews, phone calls number and feedback from participants</p> | <p>See photo 1, 2, 3, 4, 5, 6 Receipts sent to Laura</p> |
| July 1 st , 2024- September 30 th , 2024 \$7461.2 | <p>The funds were used for mentoring stipends, affinity group strategic planning meeting in July, teacher workshop in August.</p> <p>Professional Development Graduate Coursework toward a first master's degree in a field related to teaching licensure or an additional teaching license for teachers of color and indigenous teachers</p> | <input checked="" type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | <p>Photos, surveys, emails, interviews, phone calls number and feedback from participants. Proof of enrollment, paid tuition receipt and transcript were sent.</p> | <p>See photo 7, 8 Receipts sent to Laura</p> |

MN Zej Zog Coalition

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|--------------|
| Legal Name of Applicant Organization | MN Zej Zog |
| Total Grant Amount | \$199,291.95 |

Identified Official with Authority

| | |
|---|-------------------------------|
| Name of official with authority to sign | Pang Yang |
| Title | Executive Director |
| Address | 8940 29th Ave N |
| City, State and Zip code + 4 | New Hope, MN 55427 |
| Phone Number and Email | 763-910-5505; ED@mnzejzog.org |

Primary Program Contact

| | |
|------------------------------|---------------|
| Name of program contact | Same as above |
| Title | |
| Address | |
| City, State and Zip code + 4 | |
| Phone Number and Email | |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Initial Masters Degree/Additional Licensure Cohort:

MN Zej Zog partnered with Concordia University at Moorhead to support a cohort of Hmong language and culture teachers to earn a combination of K-12 World Language & Cultures teaching licenses and initial Masters of Education (M.Ed.) degrees. This cohort included close collaboration between MN Zej Zog and Concordia University to offer cohort-specific courses that were designed to reflect Hmong language and culture content and applied linguistic knowledge, and offer coursework that is inclusive of less commonly taught language teacher needs in terms of language teaching and learning, literacy, curriculum design, and intercultural/intracultural knowledge necessary for heritage language reclamation teaching in the context of U.S. and diaspora communities. Cohort members participated in a variety of in person, synchronous online, and asynchronous online coursework. This allowed the cohort licensure and Master's degree teachers to be taught by a combination of Concordia University faculty and nationally recognized heritage language and Hmong language faculty instructors. Twenty Hmong language teachers participated in the initial Masters degree cohort course and fifteen completed the accredited licensure program, earning an additional K-12 Minnesota teaching license for Modern Languages & Cultures with an emphasis in Hmong Language. Six teachers earned a Masters Degree in Education, with an emphasis in World Languages Teaching. Program work was completed in October 2023 and June 2024.



Summer of 2025, we started cohort 2 of the World Language emphasis on Less Commonly Taught Languages which include 10 teachers who teach: Somali, Hmong, Arabic and Karen. These teachers spent two weeks at an intensive cultural immersion program at Concordia Village as a part of the summer kick-off class.

Read more about the accomplishments of this MN Zej Zog Hmong language & culture teacher licensure cohort, funded by 2021-2024 legislative funding, through a PELSB TMRG grant here:

- <https://www.mprnews.org/episode/2024/07/09/15-hmong-language-teachers-become-first-to-get-accredited-karen-and-somali-language-next>
- <https://www.minnpost.com/education/2024/06/first-cohort-of-hmong-language-teachers-accredited-in-minnesota/>

MN Hmong Educators Coalition Affinity Spaces & Mentorship

Vision

Minnesota Hmong Educators Coalition (MNHEC) serves to unite all Hmong educators to provide affinity spaces for professional growth, collective healing, collaborative learning, strategizing tools for advocacy, and closing opportunity gaps.

Mission



The Minnesota Hmong Educators Coalition (MNHEC) serves to network Hmong support groups to improve educational opportunities, develop and sustain collaborations, collective advocacy voices, and focuses on issues relating to educational concerns in the Elementary to Post Secondary Education. This ensures that dialogue at the state and local level regarding educational issues are reflective of the educational priorities of the Hmong MN

community at large.

Through MZZ's network and our leaders, we were able to build the capacity of MN Hmong Educators to over 350 people in the last four years. We continually network and share the work of the coalition, so others can join the affinity spaces we provide. In the winter of 2024, a group of 30+ Hmong educators shared space at Charlson Meadows to rejuvenate from secondary trauma educators carry with them, had conversations around equity, and dug deeper into what it means to be Hmong educators through LEGO building and more fun group activities lead by co-directors, Mai Chang Vue and Sue Vang.

Furthermore, on June 2nd, 2024, over 75+ Hmong educators from across the Twin Cities, charter and district schools, participated in the 4th annual MN Hmong Educators Coalition convening where Hmong educators network to recruit, build new and existing relationships, and celebrate their

accomplishment finishing off the school year strong through identity activities and lots of courageous conversations and laughter. The full day retreat included donated time for massages,

In 2025, the coalition will be gearing up for the biennial 50th Year Celebration of MN Hmong Educators Gala on Friday, April 25h, 2024 @ Keystone Weddings & Events Center and equity coalition conversations.

Spring 2024 MN Hmong Educators Coalition Mentorship Program



RhinoBeetle Thao

Chivouayi and I met yesterday. We talked about the importance of inclusivity, equity, the need to let go of our fears of failure in order to not miss the opportunities that come our way, the SCL lesson we taught on creating values in the classroom, in our home, and in the community, among others. It was fun sharing each of our experiences in the classroom. 🍌🍌🍌

3w Like Reply

2 🍌🍌

The Spring 2024 MHEC Mentorship program consisted of 16 educators from across the Twin Cities. The Goals of the Mentorship Program are:

- Participants will share foundational knowledge with each other
- Participants will examine educational justice using the lens of equity with each other
- Participants will question and create their own personal balance system with each other
- Participants will support each other in building courage and call to action steps with each other



This fall, we will begin another cohort of teachers - not just Hmong language teachers, but being intentionally inclusive of Hmong language teachers supporting one another through mentorship.

We hope to continue this mentorship journey and continue to be a platform for BIPOC educators. We aim to increase the level of context and content that will be delivered to future participants in the mentorship program. We understand that it is not easy being an educator and doing the things we do every day so it's critical that we continue to bring HOPE to educators, especially less commonly taught languages and BIPOC communities as a whole. Overall, mentorship programs such as this are crucial to the sustaining of BIPOC-less commonly taught language professionals and to build global competencies for the students. This work is much needed and should continue to be a part of the journey into building a healthier, brighter, and culture of change agents for the future of education.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data:
******Please note that there were multiple grants supporting the various mentorship programs at MN Zej Zog. The data below show just the individuals who were funded by this mentorship grant.**

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | 6 | 1 | | | | | |
| Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | | | | | |
| Total | 6 | 1 | 0 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

*** Please note that there were more in attendance for MZZ's educators affinity spaces; however, these are only numbers for teachers in the classroom attending affinity events hosted by the coalition.

| Identified racial and/or ethnic group | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|---------------------------------------|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | 42 | 3 | 6 | | 9 | 2 | | 62 + 7 = 69 teachers total for table 1 AND 2 |
| Hispanic | | | | | | | | |
| Black | | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Total | 42 | 3 | 6 | 0 | 9 | 2 | 0 | 69 |

Analysis of Data

Our section of the MHEC Mentorship program consisted of 8 mentors and 8 mentees. These educators are from across the metro area and from both public and charter sectors. All 8 affinity/mentorship program mentors are tier 4 educators while the affinity/mentorship program mentees were Tier 1 teachers, except for 1 individual who is a tier 4 but would like to be a mentee. Six out of eight mentors are female and so this also indicates that we need to continue to advocate, promote, and be more intentional about recruiting male educators into the field of teaching and being a part of the mentorship program. Also, we noticed that 75% of the educators in the mentorship program are new to the opportunity. This is a great strive for the organization and we hope to continue to serve educators.

The outcome of the mentorship program is that we are able to reach across 7 different districts with multiple scopes of teaching fields and experiences that meet and support the goals and criteria intended. Participants were excited and honored to be a part of a program that builds inclusivity, cultural relationship, and both professional and personal growth.

Participants were eager to share best practices and collaborate on ways to improve instruction as well as ways to balance work life. When we posted about the experiences of the mentors and mentees in the program, this post was able to reach 242 people with 36 post engagements within hours of posting.

From this post, here is an outcome from this program:

- “Mentor/ Mentee final meet before the Agape event. Bittersweet. Nhia Chang thank you for allowing me to be your mentor. You're so patient, understanding, ambitious, intelligent, humorous, I can go on and on. I'm glad we're learning and growing from each other. I hope we can continue to work and uplift one another in the future. Thank you to MHEC for giving me this opportunity to mentor young leaders to strive for a better future.”

Here is an action outcome from one of the participants:

- “In equity, I will make sure I provide my scholars the opportunities to share their thoughts and feelings about their why. I wanted to make an impact in other lives because I understand how it takes to be out there to advocate ourselves.”

In looking ahead, we hope to continue this mentorship journey and continue to be a platform for BIPOC educators. We aim to increase the level of context and content that will be delivered to future participants in the mentorship program. We understand that it is not easy being an educator and doing the things we do everyday so it's critical that we continue to bring HOPE to educators, especially less commonly taught languages and BIPOC communities as a whole.

Overall, mentorship programs such as this are crucial to the sustaining of BIPOC-less commonly taught language professionals and to build global competencies for the students. This work is much needed and should continue to be a part of the journey into building a healthier, brighter, and culture of change agents for the future of education.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|---------------------------|---|---|--|------------|
| 2023-2024: \$65,806.00 | Mentorship stipends, affinity group events, graduate coursework | X Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction X Affinity Group X PD - graduate course work | surveys, check-ins, emails, social media postings, etc.... | See above. |

Monticello ISD 882

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--------------------------------|
| Legal Name of Applicant Organization | Monticello Public Schools #882 |
| Total Grant Amount | \$114, 273.20 |

Identified Official with Authority

| | |
|--|----------------------|
| Name of Official with Authority to Sign | Eric Olson |
| Title | Superintendent |
| Address | 302 Washington St. |
| City, State and Zip Code | Monticello, MN 55362 |
| Phone Number and Email | 763-272-2001 |

Primary Program Contact

| | |
|---------------------------------|-----------------------------------|
| Name of Program Contact | Cindy Fasching |
| Title | Director of Teaching and Learning |
| Address | 302 Washington St. |
| City, State and Zip Code | Monticello, MN 55362 |
| Phone Number and Email | 763-272-2017 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

The grant funds have strengthened Monticello's induction and mentorship program for all new teachers, mentors, and other educational leaders. We utilized instructional coaches to lead a day of induction sessions with mentors and new teachers in August and will provide five recurring sessions throughout the year. The new teacher workshop/induction program aims to prepare and train teachers new to the district about current PD topics provided to certified staff, such as essential teaching and learning strategies (see topics below), best practice reading instruction, curriculum, SEL resources, etc. We use instructional coaches, and this year, we added two SPED facilitators, a mindfulness coach, and a behavior analyst to facilitate new teacher induction sessions in our initial training workshops and throughout the year. Two of the facilitators are teachers of color. The themes of our collaborative sessions are Learning Environment, Positive Behavior Strategies, Assessments, Gradual Release of Responsibility, Reflective Practice, Physical Transitions, Behavior Prevention and Management Strategies, and Technology Integration.

Funding from this grant provided our entire staff with sessions focusing on culturally and linguistically responsive (CLR) practices as research-based instructional tools. Seema G. Pothini from Equity Elephant Consulting worked with our teachers, administrators, and coaches on creating equitable classrooms and schools. Her extensive experience improving student success in historically underperforming schools and improving student outcomes by creating family, school, and community partnerships and providing staff development. Working with Seema G. Pothini through Equity Elephant Consulting can significantly strengthen teacher retention efforts by fostering more inclusive and equitable educational environments. Pothini focuses on helping educators navigate challenges related to diversity, equity, and inclusion, particularly in racially and socioeconomically diverse schools. By equipping teachers with strategies to create supportive, culturally responsive classrooms, her work addresses some critical factors contributing to teacher burnout, such as feelings of isolation, inadequate support for diverse student needs, and inequitable school cultures. Pothini's approach includes training teachers to recognize and combat inequities within the educational system, empowering them to foster a more just and inclusive learning environment. This helps reduce teacher attrition, as educators feel more competent, supported, and aligned with their professional values, ultimately improving job satisfaction and retention. Grant funds will provide for continued district-wide work with Seema.

Funding from this grant has supported our New Teacher Induction Program, which has three main components: mentorship, instructional coaching, and new-to-district workshops. All of the components are critical to the success and retention of every new teacher. The mentor, instructional

coach, and after-school sessions support new teachers' growth in different ways. The mentor provides more social/emotional guidance and support, whereas the instructional coach and workshops support the instructional components of their job. Mentors and instructional coaches collaborate to ensure alignment of high-quality programming and support.

Grant funds have paid for two mentor trainings and the first two months of mentor stipends. Monticello currently has one mentor assigned to one to two new-to-district staff. Mentors meet with teachers bi-weekly to assist and support them. In the summer of 2019, two of our instructional coaches attended the mentorship training provided by MDE (PELSB training August 2019). Grant funds have allowed us to restructure our mentorship program around the elements of this training.

Funding from this grant has paid for ongoing instructional coaching. In addition to working with mentors, new staff to our district receive support from Instructional Coaches throughout the school year. Monticello currently has 1.7 FTEs dedicated for instructional coaches across the district. With this grant, the District funded an additional .5 FTE Instructional Coach to reduce the caseload and increase the time and availability of the coaches to work closely with building administrators as well as new and veteran teachers in our District. Instructional coaches work one-on-one with new certified staff. Instructional coaches work with new staff for at least five coaching cycles in their first year. Each cycle consists of goal setting, data collection through classroom observations, study surveys, observing a peer teacher, recording and watching a lesson, reflection, and post-data collection conferences. Second and third-year teachers also have the option to work with instructional coaches. In addition to observations and other data collection strategies, coaches set instructional goals with assigned staff and follow up throughout the year to monitor progress.

In addition, this grant has funded a stipend for our Mentor Program Leader, who has coordinated and aligned the Teacher Mentorship and Induction Program. This person has designed comprehensive mentorship materials and training workshops and ensured a purposeful and comprehensive onboarding process for new educators, instructional coaches, and mentors. Collaborating closely with program directors and building administration, this person has coordinated and overseen all mentorship and induction activities, fostering a supportive and inclusive environment. The Mentor Program Leader has connected new teachers, coaches, and mentors with vital resources and support systems and has assisted with recruitment efforts of workshop facilitators of color.

With this grant, we have continued to fund a teacher mentorship committee to improve our mentorship program. We have designated time for researching and implementing best-practice mentor strategies, improved the mentorship recruitment, application, and selection process, and made support materials easily accessible on our Learning Management System (LMS). We trained our mentors on how to use the LMS to access support materials and have continued to reflect on and implement our fully aligned, high-quality mentorship program. We have enhanced accountability and

ease of material access by publishing materials on our LMS. The continuous improvement of the program is an ongoing process, engaging instructional coaches, teacher leaders, administrators, and new certified staff. This grant has paid mentors \$7170 this year to engage in this critical work.

This grant has strengthened our current induction and mentorship program by:

- focusing on and adding depth to the understanding of cultural impacts of instruction and learning environments using resources through the Equity Elephant Consulting (Seema Pothini)
- providing additional opportunities for networking, collaborating, and professional learning
- providing high-quality, targeted PD for teacher leaders and administrators
- improving the skills of District mentors and how they interact and support new to-district staff
- providing incentives for teacher leaders to invest their time and expertise in collaboration, learning, and implementing stronger mentorship of new staff.
- Expanding our workshop facilitators to include more teachers of color

Future Funding

As we continue to use the grant funds to strengthen our awareness of culturally responsive strategies, Seema Pothini of Equity Elephant Consulting will train all instructional coaches in CLR techniques. CLR will be emphasized through our instructional coaches throughout the year. Instructional coaches will be key teacher leaders in continuously improving our mentorship program and culturally responsive techniques.

In addition, this grant will provide a PLC affinity group experience for our teachers of color. A current Monticello teacher of color will lead this group. The District will work with districts in our multi-district collaborative to expand resources and provide additional opportunities for participants of color to engage in professional dialogue and partner with other teachers of color across the region. Our target goal would be to have five teachers of color participate in the affinity group. Teachers in a PLC affinity group will meet in November, February, and April for FY25 and receive a \$200 per session stipend. The District will provide resources to use in between and in preparation for sessions. Resources that we will evaluate for possible inclusion in the program are the Learning for Justice, Urban Education Mixtape, EduColor, and Surviving & Resisting Hate: A Toolkit For People of Color from #ICRaceLab in the PLC sessions including self-reflection, teacher evaluation tools, and school climate surveys.

Finally, in the future, grant resources will help pay for an Affinity Group PLC facilitator whose role is to prepare affinity group meeting agendas, collaborate with MDCC member districts, develop reflections and action steps using the selected resources, communicate with participants in off months, and

provide resources and/or PD for administrators and other staff on culturally relevant instruction and other DEI topics. The Affinity Group PLC leaders will receive \$500 to lead this.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 36 | 3 | 2 | 1 | 26 | 1 | 0 |
| Total | 37 | 3 | 3 | 1 | 27 | 1 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 16 | 0 | 0 | 0 | 9 | 0 | 0 | 58 |
| Total | 17 | 0 | 0 | 0 | 10 | 0 | 0 | 61 |

Analysis of Data

Qualitative and/or quantitative conclusions drawn from grant work conducted and an assessment of the data provided in Section III. Were intended goals achieved? What were the challenges and successes in conducting this grant-funded work?

Data collected and analyzed includes:

- New teacher and mentor discussion agendas
- Attendance of mentor for training
- Attendance of new-to-district meetings
- New teacher meeting agendas
- Mentor and mentee surveys
- New teacher retention data
- Principal feedback of new teachers regarding instruction and professionalism

We are on track to meet the intended goals and outcomes of our TMRG. The data collected from our end-of-the year surveys indicate that teachers felt supported through the Monticello Instructional Coaching Program by receiving personalized guidance and collaborative opportunities focused on improving instructional practices. Coaches offered ongoing feedback, helped teachers reflect on their teaching strategies, and provided resources tailored to their specific classroom needs. This continuous, job-embedded support helped teachers feel more confident in implementing new approaches and addressing student learning challenges, ultimately enhancing their effectiveness and reducing the stress that often leads to burnout. We had 100% retention of teachers of color and 94.5% retention of new teachers (35/37) in 2023-2024. Our mentor workshops had a 90% attendance rate, while our new-to-district workshops saw 85% attendance during the 2023-2024 year.

In addition, the data collected from our end-of-the-year surveys demonstrated that teachers in the Mentor Program felt supported in several vital aspects. Mentors and mentees appreciated a streamlined, less stressful process for pairing, such as matching by prep times or proximity. They appreciated the tailored support as differentiating expectations for new teachers versus seasoned teachers new to the district was crucial. New teachers appreciated the resource-sharing their mentors did with them. Overall, the mentor program was seen as strong but needed further specialization for different teaching roles, especially in special education.

One challenge we faced with the 2023-2024 TMRG was the timing of the award in December. It was difficult to plan for the year without knowing if we had enough funding for all the activities we felt were important to the program. Therefore, most of the budget in this grant was set aside to use in 2024-2025 for a .5 Instructional Coach who will work with new teachers in grades K-8. We will also have money for a full year of mentor stipends and training in 2024-2025.

Another challenge has been establishing affinity groups due to the limited availability of teachers outside of contract time. The job-embedded Read Act training this year will limit the time teachers can participate during their work day. However, we are committed to beginning affinity support groups

that will meet virtually outside of school hours on a quarterly basis. We hope to recruit one of our veteran teachers, who is also a teacher of color, to lead this group.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|-------------------------------|---|
| FY23 = \$7685 | Mentor stipends and training sessions; Mentor program leadership stipend | x Mentorship x Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group x PD | Mentor/mentee surveys | <u>F'22 Mentor Survey (August 2022)</u> <u>F'22 Mentor Survey (August 2022)</u> <u>Secondary Mentor Survey (October 2022)</u> <u>Primary Mentor Survey (October 2022)</u> <u>Secondary Mentor Survey (December 2022)</u> <u>Primary Mentor Survey (December 2022)</u> <u>Secondary Mentor Survey (February 2023)</u> <u>Primary Mentor Survey (February 2023)</u> <u>Secondary Mentor Survey (April 2023)</u> |

| | | | | |
|-----------------|---|--|-----------------------|--|
| | | | | <u>Primary Mentor Survey (April 2023)</u> <u>New-to-district survey (August 2022)</u> <u>New-to-district survey (September 2022)</u> <u>New-to-district survey (October 2022)</u> <u>New-to-district survey (December 2023)</u> <u>New-to-district survey (February 2023)</u> <u>New-to-district survey (March 2023)</u> |
| FY24 = \$18,190 | Mentor stipends and training sessions; Mentor program leadership stipend | x Mentorship x Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group x PD | Mentor/mentee surveys | <u>PK/Elementary Mentor Feedback Survey</u> <u>Secondary Mentor Feedback Survey</u> <u>SPED Support Survey</u> |

Nawayee Center School

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|---|-----------------------|
| Legal Name of Applicant Organization | Nawayee Center School |
| Total Grant Amount | \$28,655.19 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | George Spears |
| Title | Executive Director |
| Address | 2421 Bloomington Ave |
| City, State and Zip Code | Minneapolis, Minnesota & 55404 |
| Phone Number and Email | 612-203-1745 & george.spears@centerschool.org |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | George Spears |
| Title | Executive Director |
| Address | 2421 Bloomington Ave |
| City, State and Zip Code | Minneapolis, Minnesota 55404 |
| Phone Number and Email | 612-203-1745 george.spears@centerschool.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

Revised program goals:

- Retain teachers for the school year
- Provide teacher support coaching
- Pay for Teacher licensing fees

Nawayee Center School hired an Ojibwe Art Teacher in November, of 2023. This teacher had not taught in a school setting but is a well-known local American Indian artist. In January, of 2024 the school acquired a substitute teacher to provide teacher coverage. The substitute teacher also professionally had not worked in a school. Both teachers hired provided a much-needed boost for the school's overall stability. The ability for the school to offer an art class to students and for teachers to know that some of their classes would be covered this school year, improved teacher morale.

Mentorship/Induction: During the school year the principal offered coaching support to all teachers including the new hires. Each teacher scheduled regular meetings with the principal to do goal setting and to develop on-going assessment processes for examining the connections between their own learning, student learning, and school improvement goals.

Program Note: Nawayee Center School was given less than 25% of its original proposal amount from the TMRG grant. Nawayee has not been able to provide retention incentives due to lack of funding and in order to remain competitive and attract native and teachers of color the school needs to be able to provide financial and professional development incentives to ensure faculty is retained.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | 1 | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | | 1 | | | |
| Total | 0 | 0 | 0 | 2 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | 1 | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | | | | | | | |
| Black | 1 | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 1 | | | | | | | |
| Total | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |

Analysis of Data

SPECIFIC PROGRAM EXPECTATIONS: Nawayee Center School will use grant funds for induction program expenses and mentorship program stipends for mentoring and substitute teachers. At least \$3,017.61 of the award is reserved for teachers of color and indigenous teachers.

- Induction program expenses for Art Teacher & Substitute Teacher hired
- Six hours of teaching support/mentorship coaching per month

Nawayee Center School struggled to find a building substitute teacher and wasn't able to secure the position in the format proposed in our grant submission. Some factors that contributed to not hiring for allotted hours included no benefits and the pay rate.

NCS was able to hire a weekly substitute teacher that was scheduled every Thursday.

Strategies to improve the substitute teacher candidate pool for the remaining funds include:

- Changing the pay rate
- Offering benefits
- Applying for additional funds to help subsidize this position for the school
- Posting the position on additional job seeking sites

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|---|--|---|--|---|
| <p>School year 2023-24 and \$11,416.25</p> <p>Total \$28,655.19 - \$11,416.25 = \$17,238.94 remaining funds</p> | <p>Mentorship/Induction: The funds allowed for the school to partially subsidize a new Ojibwe Art Teacher and Substitute Teacher positions. The Ojibwe Art Teacher and substitute were offered coaching teacher support throughout their employment by the school Principal. The Substitute Teacher pay has not been invoiced yet.</p> <p>Retention: PELSB Licensing Fees for three teachers were paid.</p> | <p>X Mentorship</p> <p>X Retention</p> <p>X Induction</p> <p><input type="checkbox"/> Affinity Group</p> <p><input type="checkbox"/> PD</p> | <p>The Ojibwe Art teacher and Substitute Teacher were retained for the remainder of school year.</p> | <p>Two Participants. (Two Teachers) Six hours of teacher support coaching each month.</p> |

NE Metro ISD 916

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|---|--|
| Legal Name of Applicant Organization | Northeast Metro Intermediate School District 916 |
| Total Grant Amount | \$ 150,851.00 |

Identified Official with Authority

| | |
|--|-----------------------------------|
| Name of Official with Authority to Sign | Dr. Val Rae Boe |
| Title | Superintendent |
| Address | 2540 County Road F East |
| City, State and Zip Code | White Bear Lake, MN 55110 |
| Phone Number and Email | 651-415-5656; vboe@916schools.org |

Primary Program Contact

| | |
|---------------------------------|---------------------------------------|
| Name of Program Contact | Theresa Wallace |
| Title | Manager of Special Projects |
| Address | 70 W County Rd. B2 |
| City, State and Zip Code | Little Canada, MN 55117 |
| Phone Number and Email | 651-415-5602; twallace@916schools.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant funds allowed Northeast Metro 916 to continue to provide the *Thriving at 916 Professional Development Series* throughout the 23-24 school year and into the beginning of the 24-25 school year. The “Thriving at 916” professional development series started in the 21-22 school year and has continued to grow throughout the last two school years. We currently host four “Thriving at 916” events per school year. The “Thriving at 916” Professional Development Series events are intentionally shaped for an audience of licensed staff in their first three years with the district. Tenured staff who serve as mentors are encouraged to attend these events to share perspectives and experiences that benefit new staff. In 23-24, our district also hosted two *Thriving at 916* BIPOC Affinity Cultural Community Building events and two more are planned for the 24-25 school year. These Cultural Community Building events were well attended and will continue to be built upon in the 24/25 SY to build affinity, connection and retention specifically for our BIPOC and Indigenous staff. Our Cultural Community Building events are open to all BIPOC and Indigenous 916 staff.

As an intermediate district with many programs throughout the Northeast Metro, both the “Thriving at 916” and the BIPOC and Indigenous staff Cultural Community Building events provide a crucial opportunity for new staff to connect, collaborate, support one another, and build community around our district’s vision for student learning.

The four school year 23-24 *Thriving at 916* events took place outside of the workday from 4:30-6:30. Our district held these events in October, December, February, and May. Typically, these events include the opportunity to introduce a theme/topic (20-25 minutes) which is followed by time for large and small group discussion and collaboration around the event’s theme (90 minutes).

Our first event’s theme was “Coaching That Promotes Student Achievement and Professional Growth.” During this session, staff were introduced to district licensed staff and educational assistant coaches and had the opportunity to learn more about the coaching opportunities available to them within their programs. Our second event was centered around increasing teaming and collaboration both within district programs and across the district. During this event, staff had the opportunity to participate in a variety of team building activities and skill-building challenges. Our third event had a district-wide “carnival” style theme. A total of twenty-three district resources/groups organized booths that provided information and resources to staff throughout the evening. These experiences/booths ranged from Human Resources to Technology to Low-Incidence Disability Providers to a Deaf/Blind simulation. Our last event of the 23-24 school year had a Restorative Practices theme with presentations by MoveMindfully and our district Restorative Practices and Social Work leads. The purpose of this event was to emphasize the importance of restorative and reflective practices within all of our district programs. As a district, we are making a concerted effort to emphasize restorative practices and the impact these practices have when used in partnership with our students, staff, and families. Current efforts to center these practices take into account our district equity commitments. Our work around

restorative practices intentionally leans into the history of these practices and honors the wisdom and experiences of the Indigenous communities that these practices come from.

Our two district BIPOC and Indigenous Affinity Space events provided an opportunity for both licensed and non-licensed staff to gather together, build connections, discuss experiences, and communicate the needs of BIPOC and Indigenous staff and students to district leadership. We were unable to gain traction with stand-alone events for BIPOC and Indigenous staff in the 22-23 school year and had to embed affinity spaces within our “Thriving at 916” events. The two successful 23-24 school year stand-alone affinity space events represent a step forward in our district’s efforts to support and retain BIPOC and Indigenous staff members across programs and employee groups. Our district intends to use this affinity space model to support members of other groups (using separate funding sources) in the current school year. We also have two BIPOC and Indigenous stand-alone events, which will utilize PELSB TMRG grant funding, planned during the course of the 24-25 school year.

Our last grant report for the FY23 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program identified two areas of growth: (1) increase participation of staff from previously under-represented sites/programs in our “Thriving at 916” and BIPOC/Indigenous staff events, and (2) gather information from staff around the type of community experiences that best foster and support deeper staff-to-staff connections and overall retention. Data indicates that we increased participation in our “Thriving at 916” and BIPOC/Indigenous Affinity Space events for 70% of our district programs/buildings. Three of the programs that saw an increase in staff participation in 23-24 were programs/buildings that had the lowest participation in “Thriving at 916” events in both the 21-22 and 22-23 school years. We also gathered information from staff who participated in both “Thriving at 916” and BIPOC/Indigenous Affinity Space events in 23-24 to identify aspects of these events that have the biggest impact on staff satisfaction and retention. The top three reasons that staff valued these events were to: (1) connect and collaborate with colleagues, (2) build community across district programs/buildings, and (3) to hear about the work that others do in different programs/buildings. We have intentionally crafted our plans for future “Thriving at 916” and BIPOC/Indigenous events to align with these identified values. As our district is an Intermediate district with smaller programs and sites spread across the northeast metro, the *Thriving* opportunities have allowed staff to participate and build a larger community while also continuously providing opportunities for staff to learn about the diverse programs and student population we serve.

Our FY24 Teacher Mentorship and Retention Grant program award allows us to continue to grow our district “Thriving at 916” and BIPOC/Indigenous Affinity space opportunities. We are also excited to have the following three opportunities to support mentorship and retention in the 24-25 school year: (1) additional stipends for BIPOC and Indigenous mentors, (2) professional development opportunities on ways to close opportunity and achievement gaps for students of color and Indigenous students, and (3) financial support for graduate coursework toward a first master’s degree in a field related to teaching licensure or an additional teaching license for teachers of color and Indigenous teachers. In the 24-25 school year, our hope is to continue to build upon the positive experiences that staff have reported as participants in the opportunities supported by the TMRG grant awards.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | N/A |
| Asian or Pacific Islander | 0 | 0 | 1 | 0 | 1 | N/A | N/A |
| Hispanic | 1 | 0 | 0 | 0 | 0 | N/A | N/A |
| Black | 0 | 0 | 1 | 0 | 0 | N/A | N/A |
| Two or More Racial or Ethnic Groups | 1 | 0 | 0 | 0 | 1 | N/A | N/A |
| Other | 35 | 2 | 1 | 0 | 19 | N/A | N/A |
| Total | 37 | 2 | 3 | 0 | 21 | N/A | N/A |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | 0 | 0 | 0 | 1 | N/A | N/A | 1 |
| Asian or Pacific Islander | 1 | 1 | 0 | 0 | 1 | N/A | N/A | 3 |
| Hispanic | 2 | 0 | 0 | 0 | 1 | N/A | N/A | 3 |
| Black | 2 | 0 | 0 | 0 | 1 | N/A | N/A | 3 |
| Two or More Racial or Ethnic Groups | 1 | 0 | 0 | 0 | 0 | N/A | N/A | 2 |
| Other | 80 | 6 | 0 | 0 | 49 | N/A | N/A | 124 |
| Total | 87 | 7 | 0 | 0 | 53 | 0 | 0 | 136 |

Analysis of Data

Licensed staff mentor and mentee participation in our district “Thriving at 916” professional development series has increased across all three of the school years that these opportunities have been available. In the 21-22 school year, we had 60 licensed staff participate in the Thriving opportunities. This participation increased to 111 licensed staff in 22-23 and to 134 licensed staff in the 23-24 school year. Of the 134 licensed staff who participated in 23-24, 67 of these participants were probationary staff and 67 were non-probationary staff serving as mentoring staff. 62% of probationary attendees participated in 1-2 “Thriving at 916” events and 38% participated in 3-4 throughout the 23-24 school year. Our district retention rate for all licensed staff is at 88% for the 23-24 school year. The “Thriving at 916” events are a critical component of both our retention and mentoring efforts and offer multiple opportunities for new staff to engage with district efforts and other professionals.

In the 22-23 school year, we embedded BIPOC and Indigenous staff Affinity Spaces within our Thriving at 916 events as we were unable to gain traction with holding stand-alone events that year. Data indicates that typically these spaces within the Thriving events would draw 6-8 staff (licensed and non-licensed). In the 23-24 school year, we leveraged a variety of district staff and departments to plan and run two BIPOC and Indigenous staff Affinity “Community of Culture” events. One event was in the Fall and the other was in the Spring. We were able to draw 26 BIPOC and/or Indigenous staff for the first event and 20 for the second event. Approximately 20% of district BIPOC and/or Indigenous staff attended these voluntary Community of Culture events outside of the contract day in the 23-24 school year. Overall, 17% of the employees in our district identify as BIPOC. We recognize the importance of continuing to provide opportunities for community building for our BIPOC staff. We plan on continuing to host two BIPOC and Indigenous staff affinity spaces in the 24-25 school year and will team and collaborate with our district Diversity, Equity, and Inclusion Director to plan, recruit and partner on these events.

The overall increase in participation across our Thriving events from the 21-22 school year through the 23-24 school years indicates that our district Thriving events are an impactful way to build community, knowledge, and better define our district culture and vision for our probationary staff and mentees. We recognize that these “Thriving at 916” and BIPOC/Indigenous affinity group spaces have provided crucial support and a sense of belonging for our probationary staff and mentees, particularly for those from underrepresented backgrounds. These spaces have encouraged open dialogue, fostered professional growth, and helped create a more inclusive environment. The increased participation reflects the value our staff places on these opportunities for connection and collaboration. Moving forward, we aim to expand these offerings, incorporating feedback to ensure they continue to meet the evolving needs of our community and support the retention and success of all staff members.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|--|------------------------------------|
| FY23 \$27,173.94 | 10/05/23 Thriving Event Food, Supplies, Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> XPD | Attendance Sheets, Feedback Surveys, Retention of Probationary Staff Monitoring Data | Accounting System's General Ledger |
| FY23 \$20,239.95 | 12/07/23 Thriving Event Food, Supplies, Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> XPD | Attendance Sheets, Feedback Surveys, Retention of Probationary Staff Monitoring Data | Accounting System's General Ledger |
| FY23 \$3,610.75 | 02/29/24 Thriving Event Food, Supplies, Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> XPD | Attendance Sheets, Feedback Surveys, Retention of Probationary Staff Monitoring Data | Accounting System's General Ledger |
| FY23 \$2,433.71 | 05/09/24 Thriving Event Food, Supplies, Stipends | <input type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> X PD | Attendance Sheets, Feedback Surveys, Retention of Probationary Staff Monitoring Data | Accounting System's General Ledger |

New Millennium Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|---|------------------------|
| Legal Name of Applicant Organization | New Millennium Academy |
| Total Grant Amount | \$17,160 |

Identified Official with Authority

| | |
|--|--------------------------------------|
| Name of Official with Authority to Sign | Thomas Thao |
| Title | Executive Director |
| Address | 5105 Brooklyn Blvd |
| City, State and Zip Code | Brooklyn Center, MN 55429 |
| Phone Number and Email | 763-235-7900; thomas.thao@nmaedu.org |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | Christine Reed |
| Title | VP of Operations |
| Address | 5105 Brooklyn Blvd |
| City, State and Zip Code | Brooklyn Center, MN 55429 |
| Phone Number and Email | 763-235-7900; christine.reed@nmaedu.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

At New Millennium Academy (NMA) we always aim to improve teachers in the classroom to help develop global leaders who transform the world (vision) by preparing learners for life, engaging them in high academic achievement, and fostering cultural pride and identity (mission). Through the program, NMA will create mentorship programs to foster diversity among educators and address opportunity and achievement gaps for students of color and American Indian students. This proposal outlines a multifaceted program that will strengthen and supplement our existing mentorship and retention efforts, while also focusing on equipping mentors with the skills and knowledge to support

A significant portion of the grant funds will be used to provide professional development opportunities in order to retain NMA's teaching force. This training will focus on strategies to close opportunity and achievement gaps for students of color and American Indian students. It will address culturally responsive teaching, equity in education, and the development of inclusive classroom practices.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

[illegible]

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |

Analysis of Data

NMA is committed to recruit and retain teachers of color, specifically Asian and Hmong teachers who represent our student population.

We’ve made some huge efforts in retaining our Hmong staff who are in tiers 1 and 2 to ensure they have the support they need to become fully licensed. We’ve also been able to expand our professional development with these teachers by providing tuition reimbursement for specific coursework as it relates to closing the opportunity and achievement gaps for students of color.

The data shows that 3 teachers are benefiting from this fund and are working towards a tier 3 licensure.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|--|---|
| FY24 at \$6,976.98 | Part of our retention initiative to to provide professional development funds for reimbursements for closing the opportunity and achievement gap. | <div><input type="checkbox"/>Mentorship</div> <div><input checked="" type="checkbox"/>Retention</div> <div><input type="checkbox"/>Induction</div> <div><input type="checkbox"/>Affinity Group</div> <div><input checked="" type="checkbox"/>PD</div> | Monthly Financials and Reimbursement Forms | Monthly financials report and receipts. |

Northfield ISD 659

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|---------------------------|
| Legal Name of Applicant Organization | NORTHFIELD PUBLIC SCHOOLS |
| Total Grant Amount | \$39,699.00 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Matthew Hillmann, Ed.D |
| Title | Superintendent |
| Address | 201 Orchard St S |
| City, State and Zip Code | Northfield, MN 55057 |
| Phone Number and Email | 507-663-0600 mhillmann@northfieldschools.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Hope Langston |
| Title | Director of Instructional Services |
| Address | 201 Orchard St S |
| City, State and Zip Code | Northfield, MN 55057 |
| Phone Number and Email | 507-645-3436 hlangston@northfieldschools.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Northfield Public School District was awarded the TMRG grant in late November 2023 and our superintendent signed the contract on 12/20/23. Our mentoring plan and people were already in place for FY24, so we wrote the grant with the intent and plan to improve our mentoring in FY25. As a result, we did not expend any grant funds in FY24.

We have our new plan in place and it is fully operational at this time. Our mentors will be paid their stipends on a monthly basis from September 2024 through May of 2025. We also have professional development lined up for February as indicated in our plan.

We don't have anything to report for FY24, but we have our plan in place now and will utilize our funding during FY25. We look forward to sharing our narrative and results with you in the FY25 report.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

[illegible]

Table 2. Total teachers supported by TMRG funding in FY24

[illegible]

Analysis of Data

We look forward to sharing the Northfield data analysis with you in the FY25 report after we have utilized our funding from this grant.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-----------------------------|---|-------------------------------|------|
| FY24 | No funding used | <div><input type="checkbox"/>Mentorship</div> <div><input type="checkbox"/>Retention</div> <div><input type="checkbox"/>Induction</div> <div><input type="checkbox"/>Affinity Group</div> <div><input type="checkbox"/>PD</div> | NA | NA |

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Osseo ISD 279

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|---|
| Legal Name of Applicant Organization | INDEPENDENT SCHOOL DISTRICT #279 (OSSEO AREA SCHOOLS) |
| Total Grant Amount | FY23 (Carryover) \$ 33,903.63 FY24 \$386,956.60 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | John Morstad |
| Title | Executive Director of Finance & Operation |
| Address | 11200 93 rd Ave N. |
| City, State and Zip Code | 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 & Retention Manager |
| Address | 11200 93 rd Ave |
| City, State and Zip Code | Maple Grove, MN 55369 |
| Phone Number and Email | 763-391-7013/ hangs@district279.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

The Independent School District #279, hereinafter referred to as Osseo Area Schools (OAS), Teacher Mentorship & Retention of Effective Teachers Grant is to continuously enhance our district's mentorship programs and affinity groups.

Osseo Area Schools is Minnesota's fifth largest school district with over 20,000 students and was recently ranked the fifth best employer in the state of Minnesota on Forbes "America's Best Employer by State 2023" list which was based on working conditions, diversity, compensation packages, potential for development, company image and more (<https://www.forbes.com/lists/best-employers-by-state>).

"The inclusion of Osseo Area Schools on this list is evidence of the incredible talent of our staff. Our staff's commitment to our district shows dedication in helping us become a successful working and learning environment," said Dr. Kim Hiel, Osseo Area Schools' superintendent. "We will continue the work to make Osseo Area Schools one community for all, where all voices are valued and heard."

One of our district's strategies to continuously recruit and retain educators is to ensure that our district support and provide effective mentorship programming and affinity groups/employee resource groups in creating a more inclusive and supportive educational environment.

For the 2023 – 2024 school year, the grant has continuously supported the Osseo's Teachers of Color (TOC) of Mentorship Program, and kick-started the continued planning and growth of the district's Learning & Achievement mentorship programs, and Department of Educational Equity affinity groups.

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 with a mentor. Our 2023 - 2024 TOC Mentor Program included one district mentor, three mentor leads, 15 mentors (one mentor who was in the mentor pool ready to be assigned with mentees if needed throughout the school year and one previous lead mentor. They attend program meetings to complete pd trainings and provide their voices and experiences for mentorship/resource at the large group meetings) and 21 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.

The 2023 – 2024 TOC Mentorship Program completed with eight large group meetings with both mentors and mentees attending, and one month designated for mentors and mentees collaboration. The dates and topics covered were:

- September 14, 2023, in-person kick off meeting. Topic: Introduction of program participants and program's expectations
- October 5, 2023, virtual meeting. Topic: Parent/Teacher conferences, Trimester 1 Observations, EdMN Professional Development Grants
- November 2, 2023, in-person meeting. Topic: Affinity Group Activities, Report Cards, Classroom Grants, Communicating with Parents
- December 7, 2023, virtual meeting. Topic: How to deal with microaggressions at work presented by District's Department of Educational Equity
- January 11, 2024, in-person meeting. Topic: Mid-year connect and celebrations
- February 22, 2024, in-person meeting. Topic: Sharing space with Dr. Hiel (Superintendent), Elementary and Secondary networking, New Learning
- March 21, 2024, virtual meeting. Topic: Elementary and Secondary Networking and Collaboration, Summative Check-ins
- April, 2024, designated month for mentors and mentees meetups and to contribute to the April's Google Scrapbook
- May, 23, 2024, in-person meeting. Topics: End of Year Meeting and program reflections and surveys.

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 self-care 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.

Our TOC Mentorship Program worked closely with our District Mentor and Special Education Mentor Program 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.

The funding for New Teacher Mentors FTEs was not tapped into yet, because hiring two new teacher mentors mid-year would interrupt classrooms and impact student learning. Learning and Achievement Department, however, was able to successfully post and hire for the new teacher mentors for the 2024 – 2025 school year. This funding also positioned the district's affinity groups to expand planning for the 2024 – 2025.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

The numbers below are teachers of color mentees.

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 9 | 0 | 2 | 0 | 4 | 0 | 0 |
| Hispanic | 2 | 0 | 0 | 0 | 1 | 0 | 0 |
| Black | 4 | 1 | 2 | 0 | 3 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 15 | 1 | 4 | 0 | 8 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

The numbers below are teachers of color mentors. For the total number of teachers supported, the numbers of table 1 and 2 Tier 3 & 4, Tier 2 and Tier 1 were added together.

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 7 | 0 | 0 | 0 | 1 | 0 | 0 | 18 |
| Hispanic | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Black | 11 | 0 | 0 | 0 | 4 | 0 | 0 | 18 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 19 | 0 | 0 | 0 | 5 | 0 | 0 | 39 |

Analysis of Data

Osseo Area Schools is committed to growing and maintaining a workforce that is reflective of our enrolled student population. Our 2023 Minnesota Report Card shows we are approximately 61.4% students of color, and this number increases each year, and we are excited to have diversity in our community. We have made great strides to address the lack of racial representation, however, more work must be done to close the achievement gap which is predictable by race. This grant funding will give us the ability to continuously recruit and retain qualified teachers, with a focus on teachers of color. 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 Mentorship 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.

At Osseo Area Schools when we compare the number of teachers of color with the number of students of color, there is a striking, but not uncommon disparity revealed. Our current data shows:

- 61.4% of our students (12,742 of 20,737) are students of color
- 9.9% of our teachers (164 of 1660) are teachers of color

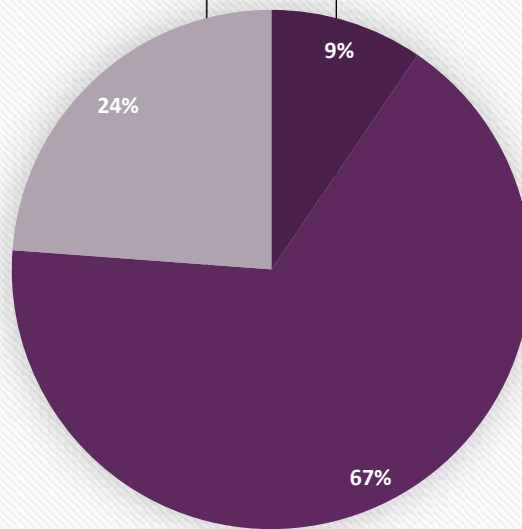
The table 1 below shows the % of teachers of color in the last four years.

Table 1:

| Osseo Area Schools School Year: | 2023 – 2024 | 2022 – 2023 | 2021 - 2022 | 2020 - 2021 | 2019 - 2020 |
|--|---|-------------|-------------|-------------|-------------|
| % of Teachers of Color of all our teachers: | <i>Data will be available in Oct 2024</i> | 9.9% | 9.3% | 9.3% | 8.3% |

While the above data shows the overall district data, the below data shows the 2023 - 2024 TOC Mentorship Program of probationary teachers who participated in the TOC Mentorship Program, our data shows that:

2023 - 2024 Teachers of Color Mentorship program



■ Achieved continuous contract/tenured ■ Retained probationary ■ Exited district:

- 9% of the TOC mentees achieved continuous contract status.
- 67% of the TOC mentees were retained for the 2024 – 2025 school year.
- 24% of the TOC mentees exited the district due to resignations, reduction in force or position ending.
- One (1) of the TOC lead mentors has accepted the new Grow Your Own Lead Mentor.
- 15 of the TOC mentors/lead mentors are returning as mentors or lead mentors in the 2024 – 2025 school year.
- Nine (9) new TOC mentors have been accepted into the 2024 – 2025 school year, which five of them were previous TOC mentees.

Below was the May 23, 2024 end of year meeting and survey activity comments:

| Reflection (goals & achievements) | Celebrate (successes) |
|--|---|
| <ul style="list-style-type: none"> Survived 2nd year Have school-wide language for SEL Structured literacy with the old curriculum Mastering/understanding number corner Made it to the end of the year Learned geometry Learned Bridges Learned about tiered licensing & renewal Was a team leader Seeing progress with scholars Building relationships with the families Become more involved with the union and learn more about my rights as a teacher Be a good team lead in our buildings Working on adding a Spanish teaching license through PELSB/TOC Getting a master's degree in K-6 | <ul style="list-style-type: none"> Students being able to use calming skills on their own Survived ongoing classroom changes Adapted to all new students Developed more leadership skills that I didn't know I had 10 EL students exited Met my SLG Advocating for myself and finding the correct school to work at Majority of my EL students have better writing scores (WIDA) compared to their last year's WIDA scores Genuine connections with the community (Northpoint) and my new-comer families to meet their needs – giving them bus tokens, interpreting in public settings, hospital support, etc. |

As we concluded another meaningful year of our TOC Mentorship Program, our intended goals were met. However, we acknowledge that there is continued work to diversifying our teacher workforce. We are excited for the upcoming year with our TOC Mentorship Program. Our upcoming planning will include enhancing our professional development training to incorporate *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction* by Gholdy Muhammad and introduce Restorative Practices; increasing awareness of the TOC Mentorship Program and teaching careers through activities efforts including collaboration with our new Grow Your Own programs.

The funding for New Teacher Mentors FTEs was not tapped into yet, because hiring two new teacher mentors mid-year of 2023 - 2024 would interrupt classrooms and impact student learning. Learning and Achievement Department, however, was about to successfully post and hire for the new teacher mentors for the 2024 – 2025 school year. The funding also positioned the district's affinity groups to expand planning for the 2024 – 2025.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|--|--|
| FY23 \$20,899.38 | Mentorship Program Stipends | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Recruitment & Retention manager will track new teachers recruited and retained, conduct exit interview surveys from program participants not returning to the district | Previous and current employment data Surveys, quantitative and qualitative data |
| FY23 \$5,106.42 | Induction Program Cost | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Lead Mentors will gather surveys and/or formal or informal interviews completed by mentees | Previous and end of year survey results Surveys, quantitative and qualitative data |
| FY23 \$719.80 | Additional Incentives Stipends | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Recruitment & Retention manager will track new teachers recruited and retained, conduct exit interview surveys from program participants not returning to the district | Previous and current employment data Surveys, quantitative and qualitative data |
| FY23 \$205.47 | Opportunity/Achievement for OSCIAS-Focused PD | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Lead Mentors will gather surveys and/or formal or informal interviews completed by mentees | Previous and end of year survey results Surveys, quantitative and qualitative data |

Pequot Lakes ISD 186

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|-----------------------------|
| Legal Name of Applicant Organization | Pequot Lakes Public Schools |
| Total Grant Amount | \$74,750 |

Identified Official with Authority

| | |
|--|-------------------------------------|
| Name of Official with Authority to Sign | Kurt Stumpf |
| Title | Superintendent |
| Address | 30805 Olson Street |
| City, State and Zip Code | Pequot Lakes, MN 56472 |
| Phone Number and Email | 218-568-9205 and kstumpf@isd186.org |

Primary Program Contact

| | |
|---------------------------------|-------------------------------------|
| Name of Program Contact | Kurt Stumpf |
| Title | Superintendent |
| Address | 30805 Olson Street |
| City, State and Zip Code | Pequot Lakes, MN 56472 |
| Phone Number and Email | 218-568-9205 and kstumpf@isd186.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Pequot Lakes Public Schools is utilizing the TMRG grant to: (1) support our teachers of color and indigenous teachers through professional development; and (2) provide financial support for a teacher of color to pursue his first master's degree; and (2) provide professional development to all teachers in order to close the achievement and opportunity gaps for students of color and indigenous students.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

[illegible]

Table 2. Total teachers supported by TMRG funding in FY24

[illegible]

Analysis of Data

The teacher who identifies as an American Indian attended the Accutrain Innovative Schools Summit in March 2024. The outcomes and results of the conference are networking and implementing research-based strategies and practical ideas to support students and staff, especially students of color and indigenous students. There is also a Social-Emotional Learning Forum that focused on research-based and classroom-originated interventions, lessons and curriculums that help students manage their emotions, achieve goals, express heart-felt empathy for others, maintain positive relationships and make successful personal decisions. The At-Risk Students conference featured experts in evidence-based programs who shared strategies to prevent dropouts and to help students succeed, with a focus on low-income and minority students.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|---|--|
| FY24 - \$3,614.67 | A teacher, who is American Indian, attended a conference. She learned ways to close opportunity and achievement gaps for students of color and indigenous students. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | The teacher implemented new procedures and supports for students as a result of the training. | We will be continuing to monitor the results, as it was focused on supporting students, especially those who are at-risk of dropping out or in need of intervention. |
| FY24 - \$22,900 | These funds were used to support teachers who received LETRS training starting in September 2023. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | The teachers either completed modules 1-4 or 5-8 of LETRS training. | Teachers had to get a score of 80% to pass. Our STAR student achievement scores improved from 62% proficient in Fall 2023 to 76.8% in Spring 2024 in grades K-3. |

Prodeo Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|----------------|
| Legal Name of Applicant Organization | Prodeo Academy |
| Total Grant Amount | \$69,920 |

Identified Official with Authority

| | |
|--|--|
| Name of Official with Authority to Sign | Rick Campion |
| Title | Co-Founder and CEO, Strategy |
| Address | 4141 University Avenue NE |
| City, State and Zip Code | Columbia Heights, MN 55421 |
| Phone Number and Email | 763-205-9950 rickcampion@prodeoacademy.org |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | Heather Tuttle |
| Title | Director of Development |
| Address | 4141 University Avenue NE |
| City, State and Zip Code | Columbia Heights, MN 55421 |
| Phone Number and Email | 763-442-3565 heathertuttle@prodeoacademy.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

The TMRG has been incredibly valuable in supporting Prodeo's efforts to recruit, develop, and retain a teaching staff whose demographics align with our student body. The funding has helped us expand and enhance our teacher mentorship program, in which experienced teachers support other teachers through coaching regarding data practices, problem solving, and other challenges; this bolsters the Prodeo community and increases teacher effectiveness and retention.

This grant period, we've focused specifically on building our roster of teachers who Black, Indigenous, or people of color (BIPOC) are serving as mentors. To supplement the efforts of our BIPOC teacher mentors, we also created a new affinity group at the end of the 2023-2024 school year. This group is made up of BIPOC staff, each of whom have been paired with a BIPOC mentor. The aims of the group are to provide support and build community among BIPOC staff, as well as to provide an avenue for feedback that can improve Prodeo's processes to better support the retention of teachers of color. Consistent with best practices, participation in the Mentorship Program is supported by a stipend.

We also added a staff role that dedicates a portion of its time to supporting these programs, ensuring that adequate administrative support is in place, and creating training modules and professional development opportunities for our mentors.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | 3 |
| Hispanic | | | | | | | 2 |
| Black | 1 | | | | | | 5 |
| Two or More Racial or Ethnic Groups | | | | | | | 1 |
| Other | | | | | | | |
| Total | 1 | 0 | 0 | 0 | 0 | 0 | 11 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | 2 | 2 | 2 | | 1 | | | 10 |
| Hispanic | 1 | | | | | | | 3 |
| Black | 1 | 1 | 1 | | | | | 9 |
| Two or More Racial or Ethnic Groups | 3 | | 1 | | | | | 5 |
| Other | | | | | | | | |
| Total | 8 | 3 | 4 | 0 | 1 | 0 | 0 | 27 |

Analysis of Data

To date, we have achieved our intended short-term goals for this work. We have a leader in place to move this work forward, we have created a space for BIPOC affinity groups, and we are especially proud to report that 9 BIPOC veteran teachers went through an application process and were selected to be mentors for 11 new-to-Prodeo BIPOC teachers. Mentorship includes scheduling and facilitating weekly meetings with mentees, providing guidance on teaching, introducing mentees to Prodeo staff members and school procedures and policies. It has also included modeling and/or observing teaching, providing feedback and advice on teaching, providing guidance on planning, data analysis, and student culture, and serving as a model for strong teaching.

Mentors have been meeting individually with the program leader once a month since June to communicate and discuss the mentorship. Mentors have also engaged in training led by the program leader every 6-8 weeks. This training addresses effective mentorship across different racial and ethnic identities.

Mentor teachers will receive a \$3,000 stipend for the additional leadership and work outside of contract hours, approximately 2-additional hours per week.

One challenge we have experienced is scheduling. Mentors have expressed difficulty in finding a consistent cadence to meetings with their mentee. Prep times don't align and after school meeting times don't align, so finding a reliable routine check in time has proved challenging. We responded to this challenge by adjusting meeting expectations for the 30 minute weekly check in meetings. Mentors can divide up these 30 minutes into smaller increments as needed throughout the week.

Going forward, we plan to continue mentor meetings once a month as a place for mentors to connect and share feedback and ideas on recruiting and retaining BIPOC teachers. We will also roll out more formalized Mentor training led by the program leader every 6-8 weeks. Our Affinity group for teachers who identify as BIPOC will begin meeting monthly as a whole group to find connection, support, and inspiration. Finally, we will collect feedback on the program through various surveys for both Mentors and Mentees to inform our work recruiting and retaining highly qualified BIPOC teachers who have an established sense of community, connection, and belonging at Prodeo Academy.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|--|--|
| \$33,257 | Our mentorship program is critical to supporting teacher development including both teacher leadership and teacher onboarding and training. (Additional stipends start going out to staff in Sept.) | <input checked="" type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Payroll records (stipends), records of mentor-mentee meetings, Mentor/Mentee Meeting and observation records, Survey data and feedback | 9 BIPOC teachers engaged as mentors; Mentor/Mentee meetings occur weekly, Monthly Mentor meetings began in June 2024. |
| \$3,000 | We sent two additional staff to Therapeutic Crisis Intervention Training to become trainers. They then received stipends to train the rest of our staff during summer PD Days. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | Records of training attendance, payroll records, staff training records and attendance | In total, 5 staff have been trained as trainers; 250 teachers received training during summer PD Days. |
| \$16,749 | We hired someone to support with our BIPOC teacher retention and are funding part of her work to lead the BIPOC Affinity Group and manage the mentorships. She has recruited mentors, matched them with mentees, conducted surveys, created job descriptions and work samples, trained mentors, held several meetings over the summer, and has created a schedule for Affinity Group meetings for the 2024-25 school year.. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Personnel records, Affinity Group meeting records, planning documents | BIPOC Mentorship Mentor meetings have been held monthly, mentors are meeting mentees weekly, a calendar for Affinity Group space has been created for 2024-2025 9 mentors, 11 mentees- the mentors have met three times (monthly since June). Mentors meet with mentees at least 30 minutes/week. |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

Grantee Information

| | |
|--------------------------------------|-------------------------|
| Legal Name of Applicant Organization | Red Wing Public Schools |
| Total Grant Amount | \$45,080.00 |

Identified Official with Authority

| | |
|---|---------------------------------|
| Name of Official with Authority to Sign | Bob Jaszczak |
| Title | Superintendent |
| Address | 2451 Eagle Ridge Drive |
| City, State and Zip Code | Red Wing, MN 55066 |
| Phone Number and Email | 651-385-4502 bjaszczak@rwps.org |

Primary Program Contact

| | |
|--------------------------|-----------------------------------|
| Name of Program Contact | Emily Seefeldt |
| Title | Director of Teaching & Learning |
| Address | 2451 Eagle Ridge Drive |
| City, State and Zip Code | Red Wing, MN 55066 |
| Phone Number and Email | 651-385-4508 easseefeldt@rwps.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

FY24: Much of the program goals and activities listed in our TMRG application are for the 24-25 school year. During the 23-24 school year; the mentorship program did expand to include building leads. These building leads received a stipend. FY 25 for this current school year; each new teacher has a 1:1 mentor. Buildings have a Mentorship Building Lead who support individual mentors, check in monthly with new teachers, observe/coach new teachers, and coordinate peer observations for new teachers. Both the individual mentors and Building Leads following a monthly checklist within the new teacher handbook. In August a three-day new teacher orientation was held; which includes partnering each new teacher with a content partner for half a day. New teachers were also given induction program stipends for these three days. Building Leads and individual mentors will receive a stipend to support the extra time they put into supporting and fostering new teacher growth and success. A staff member also receives a stipend to be the new teacher coordinator; recruiting and establishing individual mentors and building leads, planning and running monthly new teacher professional learning meetings and coordinate with individual mentors and buildings leads throughout each month regarding checklists from the new teacher handbook and any needs that arise for new teachers.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | 21 | 3 | 2 | | 12 | | |
| Total | 21 | 3 | 2 | 0 | 12 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | |
| Hispanic | | | | | | | | |
| Black | | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 21 | 3 | 2 | | 12 | | | |
| Total | 21 | 3 | 2 | 0 | 12 | 0 | 0 | 76 |

Analysis of Data

Almost all of the activities for the TMRG grant are for FY25 in Red Wing, with the exception of getting building leads started last year and running monthly new teacher meetings. 77% of new teachers from the 23-24 school year returned for the 24-25 school year.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|-------------------------------|------|
| | Stipends for Building Leads for 23-24 went out in July so during FY25 | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

Restoring Our Roots Coalition

Unreported

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Rochester ISD 535

Grantee Information

| | |
|--------------------------------------|--------------------------|
| Legal Name of Applicant Organization | Rochester Public Schools |
| Total Grant Amount | \$74,652 |

Identified Official with Authority

| | |
|---|-------------------------|
| Name of Official with Authority to Sign | John Carlson |
| Title | Chief Financial Officer |
| Address | 615 7th St. SW |
| City, State and Zip Code | Rochester, MN 55902 |
| Phone Number and Email | 507-328-3000 |

Primary Program Contact

| | |
|--------------------------|---|
| Name of Program Contact | Will Ruffin II |
| Title | Executive Director of Equity and Engagement |
| Address | 615 7th St. SW |
| City, State and Zip Code | Rochester, MN, 55902 |
| Phone Number and Email | 507-328-4290 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

In Rochester Public Schools (RPS), the integration of teacher mentorship and professional development has been significantly strengthened through initiatives designed to support educators of color. These efforts have created a strong foundation for community building, professional growth, and leadership development, ultimately fostering a more inclusive and supportive environment for both teachers and students.

One of the key pillars of this progress is the establishment of affinity groups like the Employees of Color Resource Group (EoCRG), which has played a transformative role in mentoring and supporting new staff members of color. There has even been some talks of creating new branches of the EoCRG for our Asian staff members and those who identify with the LGBTQIA+ community. This will be the goal for the next funding cycle as we would like to allocate dollars to support these two new affinity groups. Such requests lead me to believe the trust and community of RPS is repairing and strengthening and people are wanting to get more involved in improving our district for all to benefit.

Through grant funding, experienced educators have been compensated for mentoring new hires, creating a structured system of support that helps teachers navigate the complexities of their roles, particularly as individuals from underrepresented backgrounds. This mentorship not only aids in the retention of new teachers but also ensures that students benefit from having educators who feel confident and supported in their positions. The district is currently in discussion on how to support a districtwide mentorship program for new staff that would mirror the structure of the EoCRG program. Financial restraints have kept this from growing in years past.

In addition to mentorship, professional development opportunities have flourished within RPS due to the support from this grant. Educators of color have been given access to workshops, conferences, and other learning experiences that broaden their perspectives and enhance their skills. These opportunities provide valuable insights into new teaching strategies, frameworks, and best practices, enriching both classroom instruction and the overall learning environment. The ability to connect with peers from diverse backgrounds and attend national conferences has been instrumental in expanding educators' professional networks, enabling them to bring back innovative ideas to their schools.

A core aspect of these initiatives is the focus on cultural understanding and authenticity. By engaging in critical conversations about race, culture, and identity in a comfortable setting, educators of color are empowered to embrace their authentic selves and encourage their students to do the same. Learning about cultural practices like smudging and understanding the unique needs of multilingual students has enhanced the ways in which educators approach student support, and in some cases led to

changes in policy and/or practices. This deepened cultural awareness has strengthened relationships between teachers and students, fostering an environment where all students feel seen and valued.

Moreover, the professional development initiatives in RPS have not only impacted the individual growth of educators but have also contributed to a broader sense of empowerment and leadership within the community. Teachers who have benefited from these programs are now positioned to become leaders, some have received promotions and are now guiding their colleagues and uplifting future generations of educators. The support, mentorship, and opportunities for growth have created a ripple effect, ensuring that the benefits extend beyond the classroom and into the community at large.

Through mentorship, professional development, and a strong focus on cultural authenticity, Rochester Public Schools has made significant strides in supporting its educators of color. This holistic approach has strengthened teacher retention, enhanced the learning environment for students, and positioned RPS as a leader in fostering diversity and inclusion in education. None of this would have been achievable without the financial support from the grant.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 1 | | | | | | |
| Asian or Pacific Islander | 4 | 2 | 3 | | 4 | | |
| Hispanic | 4 | 1 | 3 | | 4 | | |
| Black | 3 | 1 | 1 | | 3 | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | 3 | | 3 | | |
| Total | 12 | 4 | 10 | 0 | 14 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | | | | | | | |
| Asian or Pacific Islander | 9 | 2 | 3 | | 4 | | | |
| Hispanic | 9 | 1 | 4 | | 6 | | | |
| Black | 12 | 1 | 2 | | 5 | | | |
| Two or More Racial or Ethnic Groups | | | | | | | | |
| Other | 2 | | 3 | | 3 | | | |
| Total | 33 | 4 | 12 | 0 | 18 | 0 | 0 | 49 |

Analysis of Data

In FY24, TMRG funding supported a total of 49 teachers across various tiers and categories, representing a diverse range of racial and ethnic backgrounds. Among these, Black and Hispanic teachers had the strongest presence, with 20 teachers from each group. Black teachers were particularly prominent in Tier 3 and 4, with 12 educators in these categories, and a smaller presence in Tier 1 and license shortage areas. Similarly, Hispanic teachers were concentrated in Tier 3 and 4, with 9 teachers, while also having a significant number of teachers in license shortage areas (6).

Asian or Pacific Islander teachers were the next most represented group, with a total of 18 teachers, most of whom were concentrated in the highest tiers, particularly Tier 3 and 4. Though their presence in lower tiers was more modest, they still made a notable contribution to the overall group of teachers supported by the funding.

Interestingly, teachers identified as belonging to 'other' racial or ethnic groups made up a smaller proportion of the total, with 8 teachers, though they were spread fairly evenly across Tier 1, Tier 3 & 4, and license shortage areas.

Meanwhile, American Indian or Alaskan Native representation remained very low, with only one teacher across all tiers, highlighting an area where future efforts could focus on increasing diversity.

Tier 3 & 4 teachers represented the largest group, with 33 teachers across all racial and ethnic groups, indicating a strong focus on higher-tier educators. In contrast, Tier 1 and Tier 2 teachers were fewer in number, with 12 and 4 teachers, respectively. This suggests a greater emphasis on supporting more experienced or higher-tier educators through the TMRG funding.

The presence of teachers in license shortage areas also stands out, with 18 teachers, predominantly Black, Hispanic, and from other groups, addressing critical gaps in these areas.

Overall, the TMRG funding in FY24 supported a diverse group of educators, with a particular focus on Black and Hispanic teachers, especially in higher tiers and license shortage areas. However, the data also highlights opportunities to enhance support for underrepresented groups like American Indian or Alaskan Native teachers. With a strong presence of teachers supported in tiers 3 and 4, the data also suggests retention efforts are working. A good next step would be to survey the staff in an effort to find out what keeps them working within RPS. Sadly, the adverse effects could also be true as well. If the financial support goes away, would staff be more inclined to find employment elsewhere. Surveying the group would offer a clearer picture into this scenario. Thank you for supporting the staff at Rochester Public Schools. We will soon be a leading district for the state of MN for other districts to follow.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: |
|------------------------|--|---|
| FY '23 - \$5,000 | Barbershop Talk and Services - Presentation to staff and students during February and March, plus traveling Black History Exhibit | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |
| '24 - \$7436.68 | Affinity Group Gatherings: Essex Park Shelter Rental - Check request 25368 EoCRG April 16 Exec Board Lunch End of Year Event - Wyngz n Tyngz Ck.232403729 End of Year Event - La Michoacana Purepecha HyVee supplies for Year End Event | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |
| '23 - \$10,506 | <u>EoCRG Exec. Co-Lead</u> - Stipends for leaders of the Employees of Color Resource Group <u>EoCRG Exec. Board Member</u> - Stipends of leaders of EoCRG who planned and supported the work/activities throughout the year. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |

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| <p>'23 - \$579.50</p> | <p><u>DJ Ron Chieves (\$500) - stipend for services</u> - EoY networking event</p> | <p><input type="checkbox"/>Mentorship</p> <p><input checked="" type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input checked="" type="checkbox"/>Affinity Group</p> <p><input type="checkbox"/>PD</p> |
| <p>'23 - \$2,957.05</p> | <p>Networking/Social Gatherings/Collaboration Events:</p> <p><u>Newts - employee resource gathering</u></p> <p><u>EoCRG Exec. Board Luncheon for Oct 3 meeting</u></p> <p><u>Mentorship Meet Up meal - Carbones Pizza - reimburse</u></p> <p><u>EoCRG membership Luncheon - Pasquales</u></p> <p><u>EoCRG Exec. Board Luncheon for Dec 5 meeting</u></p> <p><u>EoCRG PD luncheon</u></p> <p><u>EoCRG PD Luncheon supplies - Kwik Trip</u></p> <p><u>EoCRG PD Luncheon beverages & cooler - Target</u></p> <p><u>EoCRG Exec Board Lunch - Francisco's #1</u></p> <p><u>EoCRG Exec Board Lunch - Francisco's #2</u></p> <p><u>Bowlocity fruit tray order</u></p> <p><u>Bowlocity, pending check request 24917</u></p> <p><u>March 29 EoCRG Luncheon La Receta check request.25099</u></p> <p><u>March 29 EoCRG Luncheon HyVee</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input checked="" type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input checked="" type="checkbox"/>Affinity Group</p> <p><input checked="" type="checkbox"/>PD</p> |

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| <p>'23 - \$12,880.22</p> | <p>Mentor/Mentee Stipends for ½ year:</p> <p><u>1st half Mentee Stipends - submitted</u></p> <p><u>1st half Mentor Stipends - submitted</u></p> <p>Stipend for supporting staff:</p> <p><u>S-L Henry Equity Counseling Stipend</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input type="checkbox"/>Affinity Group</p> <p><input type="checkbox"/>PD</p> |
| <p>'23 - \$12,288.25</p> | <p>Mentor/Mentee Stipends:</p> <p><u>2nd half Mentor Stipends</u></p> <p><u>2nd half Mentee Stipends</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input type="checkbox"/>Affinity Group</p> <p><input type="checkbox"/>PD</p> |
| <p>'24 - \$29, 609.75</p> | <p>Professional Development:</p> <p><u>NEA Leadership Summit - Pre-Approved Airfare 3/1 travel date</u></p> <p><u>NEA Leadership Summit - Pre Approved Lodging</u></p> <p><u>ASCA Airfare Saner 7/12 travel date + reissue fee</u></p> <p><u>ASCA Airfare Yang 7/12 travel date + reissue fee</u></p> <p><u>White Privilege Conference 25 hotel</u></p> <p><u>WPC25 airfare 4/3 travel date - 5 staff</u></p> <p><u>C.S-B-K Reimbursement NEA Leadership Summit</u></p> <p><u>ITOC Airfare for Natalia Benjamin 6-25-24 to Ontario California</u></p> <p><u>G.T-H NEA Leadership Summit Reimbursement</u></p> <p><u>LEAD Conference WR.II</u></p> <p><u>CM NEA Leadership Summit Reimbursement</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input type="checkbox"/>Affinity Group</p> <p><input type="checkbox"/>PD</p> |

ASCA Conference - R.Saner registration

ASCA Conference - T.Yang registration

WPC25 MSP airport parking - WR.II

WPC25 lyft - airport to hotel WR.II

WPC25 reimbursement EWjr

WPC25 Travel to MSP S-LH

WPC25 Tulsa travel to hotel from airport S-LH & EWjr

WPC25 Travel from MSP S-LH

Stipend/timesheet to attend WPC25

MIEA Lodging for 3 staff - E.B.jr, S-L.H., W.R.II

NEA RSJC Registrations - 8 staff

NEA SRJC Lodging - pending - estimate

NEA CRJC Airfare 6/30/24 travel date - 8 staff + IOTC Benjamin

WPC25 Travel Hotel to Airport WR.II, DN, AO

Bellwether Media - Native American Nations Chk Req.25366

WPC25 Tulsa Travel reimbursement for DN

NEA Summit Travel Reimbursement I.Khan

LEAD Conference WI MJ IL AC

NEA RSJC travel from hotel to airport Philadelphia -4 staff

| | | |
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| | <u>NEA RSJC travel from airport to hotel Philadelphia - 5 staff</u> <u>NEA RSJC Airport Parking</u> <u>NEA RSJC travel from hotel to airport 2 Philadelphia -4 staff</u> <u>NEA RSJC travel from airport to hotel 2 Philadelphia - 3 staff</u> <u>NEA RSJC travel reimbursement - EBjr</u> | |
| '23 - \$3196.79 | Book study resources/classroom materials: <u>Book Order from Amazon - 5 copies - PO0072300182 (Fix Injustice, Not Students)</u> <u>Mr. Johnson Poster Pack Amazon Book/Supply Order PO.0072300241 (Fix Injustice, Not Kids)</u> <u>Teaching for Black Lives</u> <u>Rethinking Schools Book Order (Rethinking Sexism, Gender, and Sexuality)</u> <u>Bellwether Media - Native American Nations Chk Req.25366</u> Routledge Book Order *sales tax to be removed Taylor & Francis Sales Tax Refund -Routledge <u>Amazon PO book order - Equality or Equity books</u> <u>Amazon Book Order PO.0072300560</u> <u>Bloomsbury Book Order - Justice Matters qty.8</u> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |

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| '23 - \$500 | Ivonne Benzo - Speaker during EoCRG event | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |
| '23 - \$1388.65 | <u>EoCRG Meeting Subs 7-1-23 through 2-1-24</u> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |
| '23 - \$1154 | <u>ULA Workshops Subs</u> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |
| '23 - \$5125 | Professional Development: <u>LEAD Conference registration for 4 staff</u> <u>LEAD Conference registration for N.Benjamin</u> <u>Urban Leadership Academy 21 seats</u> <u>Warm Demander Workshop - N.Benjamin Reimburse</u> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD |

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| <p>'23 - \$126.41</p> | <p>Professional Development:</p> <p><u>Restorative Practices Lodging - W.R.II</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input type="checkbox"/>Affinity Group</p> <p><input type="checkbox"/>PD</p> |
| <p>'23 - \$15,588</p> | <p>Professional Development:</p> <p><u>N.Benjamin Reimbursement Street Data Workshop Series</u></p> <p><u>NEA Leadership Summit Registration</u></p> <p><u>Central States Language Conference Registration</u></p> <p>GirlsLeadership - Groundwork - Virtual Workshop S-L.H.</p> <p>GirlsLeadership - Groundwork - Virtual Workshop S.SC.</p> <p><u>Pa'Lante workshop - online L.T.</u></p> <p><u>Pa'Lante workshop - online C.M.</u></p> <p><u>Gorski online workshops W.R.II</u></p> <p><u>Girls Leadership - Mindsets - S-L.H. & L.T.</u></p> <p><u>Dakota & Ojibwe Languages Symposium virtual C.M.</u></p> <p><u>Minnesota Indian Education Association registration NB</u></p> <p><u>MIEA Lodging for NB.</u></p> <p><u>WPC25 Registration WR.II</u></p> <p><u>WPC25 Registration for DN, S-LH, EBjr, AO</u></p> <p><u>Dakota & Ojibwe Lang Symposium Reimbursement NB</u></p> | <p><input type="checkbox"/>Mentorship</p> <p><input checked="" type="checkbox"/>Retention</p> <p><input type="checkbox"/>Induction</p> <p><input type="checkbox"/>Affinity Group</p> <p><input checked="" type="checkbox"/>PD</p> |

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| | <p><u>MIEA registration WRII, S-LH, EWjr</u></p> <p><u>Lodging - MDE Gender Inclusive Cohort W.R.II</u></p> <p><u>Jewish Community Relations Council PD - subs</u></p> <p><u>N.Benjamin Central States Conference Reimbursement</u></p> <p><u>Central States Language Conference - Workshop Refund</u></p> <p><u>ULA Workshops - additional seats</u></p> <p>Keith Secola PO.72300295</p> <p><u>Connected Wellness LLC on 11/7/2023</u></p> | |
|--|---|--|

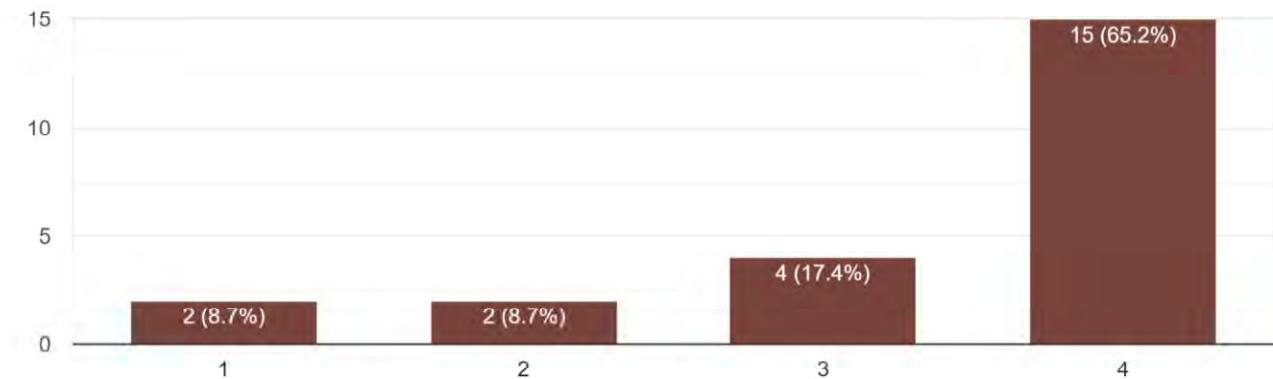
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Fund Expenditures Progress Monitoring and Data Narrative:

One method of progress monitoring included surveying the EoCRG membership. Twenty-five percent of the membership responded to the survey. The feedback on EoCRG activities provided by the grant highlights a deep appreciation for the opportunities it has created to foster genuine connections among staff. Many participants expressed the value of building authentic relationships and a sense of community, with a strong desire for more opportunities to interact meaningfully. Attendees see these activities as essential for reducing feelings of isolation and creating a supportive environment, particularly for educators of color. The table below shows the positive impact of the EoCRG programs. Members were asked if participating in the EoCRG events increased their connection or sense of community with other members of color with 4 being “absolutely” and 1 “not at all.”

Did participation in these events increase your connection or sense of community with other EoCRG members?

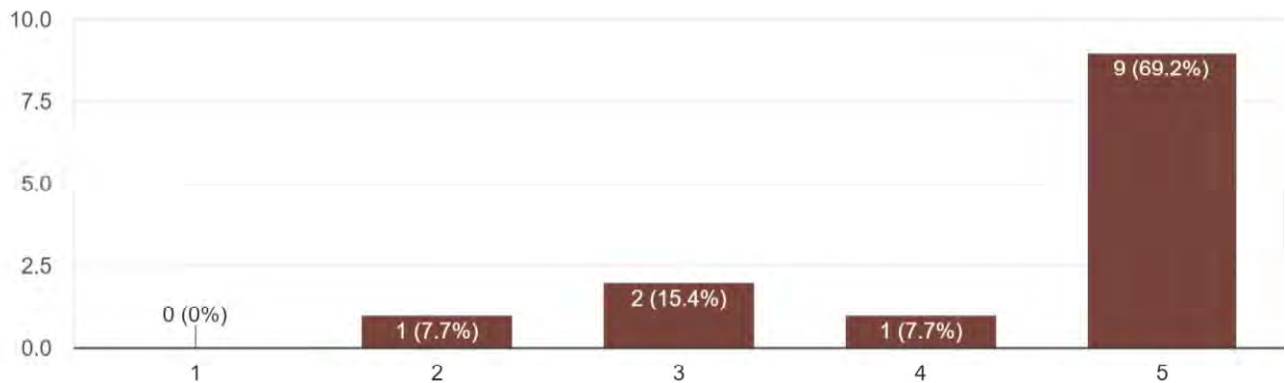
23 responses



One need that came from participant’s reflection prompts and survey was for expanded professional development (PD) that goes beyond general topics to focus on issues more specific to the experiences of educators of color. Respondents expressed interest in PD centered on Restorative Practices, racial equity, and how to advocate for students while navigating their own racialized experiences. Additionally, educators are interested in exploring how generational trauma based on racialized experiences influence one’s self-perception as an educator and how to unify efforts toward racial justice within the school system. The members who attended conferences and training outside of the school district were able to attain some of this. One way to improve the EoCRG program would be to find more opportunities to bring training into the district for people to take part in. We asked participants to rate to what degree participating in the professional learning opportunities was beneficial to their professional growth with 5 being “extremely beneficial” and 1 “not beneficial at all.” The table below summarizes the answers.

Rate your participation in PD sponsored by the EoCRG grant. If you did not participate in professional development, skip this question.

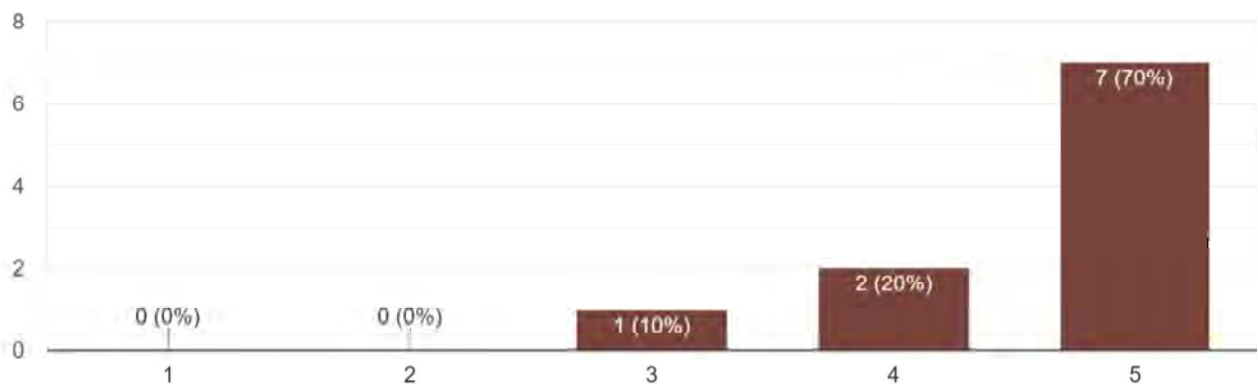
13 responses



Participants emphasized the need for improved communication regarding programming and more input into the planning of activities. Clearer information about future events, available classes for licensing, and professional advancement opportunities, such as support for obtaining a Master's in Education, were identified as important areas for growth. Some respondents also suggested expanding the mentor-mentee programs, as these were seen as highly beneficial, especially for staff transitioning into new roles. People who participated in the mentor-mentee program appreciated this opportunity and would benefit from continued support beyond their first year of teaching at RPS. We also asked those who participated in the program to rate how much this supported their professional growth and work at RPS with 5 being "extremely beneficial" and 1 "not beneficial at all." Below are the responses.

Rate your participation in the mentorship program. If you did not participate, skip this question.

10 responses



Although the increased sense of belonging and community was noted in the responses, it was also noted that while in social settings, there is a desire for more inclusivity and interaction. Participants noted that at events like picnics, attendees often remained in small groups or sat alone, limiting broader engagement. Encouraging more mingling and facilitating connections could strengthen the sense of unity at these gatherings.

Overall, there was significant appreciation for the impact of EoCRG on both personal and professional levels. Many expressed gratitude for the sense of community and support it has fostered within Rochester Public Schools. However, some participants also voiced challenges related to scheduling conflicts, particularly with PD sessions held at the end of quarters, and suggested offering more flexible options to accommodate a variety of roles and schedules.

Overall, the EoCRG's initiatives have had a powerful and uplifting impact on the Rochester Public Schools community, creating spaces where educators can feel seen, heard, and supported. These opportunities for connection, growth, and dialogue have fostered a deeper sense of belonging and unity, especially for staff of color. As the program evolves, there is incredible potential to build on this momentum—offering even more meaningful professional development and expanding mentorship opportunities. With continued collaboration and engagement, EoCRG will not only empower educators but also enhance the educational experience for all students by fostering a more inclusive, equitable, and supportive school environment. The future holds great promise, and together, we can continue to create a district where everyone thrives.

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Rosemount ISD 196

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|--------------|
| Legal Name of Applicant Organization | ISD 196 |
| Total Grant Amount | \$121,180.79 |

Identified Official with Authority

| | |
|---|-------------------------------------|
| Name of Official with Authority to Sign | Michael Bolsoni |
| Title | Superintendent |
| Address | 3455 153rd Street West |
| City, State and Zip Code | Rosemount, MN 55068 |
| Phone Number and Email | 952.423.7700 Supt@district196.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Yen Huynh-Vue Virgil Jones |
| Title | TOSA - Equity Coach and Professional Development Director of Equity and Inclusion |
| Address | 3455 153rd Street West |
| City, State and Zip Code | Rosemount, MN 55068 |
| Phone Number and Email | 651.423.7941 651.423.7939 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) has enhanced our district's ability to mentor and retain effective teachers. Intentional, collaborative work to support teachers of color and students of color was supported through this grant in three areas: Affinity Unite, an educators of color affinity group created by teachers of color; the Teachers of Color Mentorship Program, the first inception from the Equity and Inclusion Department; and School-wide English Learning (SWEL) where trained English Language Development coaches worked with content area teachers to build the capacity to meet the needs of multilingual learners. The following narrative highlights how the TMRG-funded activities have strengthened and supplemented District 196's existing work in each area.

Affinity Unite

Affinity Unite was formed by educators of color in District 196 in the spring of 2020 to create an empowering and supportive environment to assist one another in transitioning to and navigating through District 196. Affinity Unite was designed to emphasize that educators of color are not alone in a district with a predominantly white teaching staff and can connect with a variety of support systems throughout District 196. Affinity Unite has been financially supported by the PELSB's TMRG grant in fiscal year 2020 (FY20), fiscal year 2023 (FY23), and fiscal year 2024 (FY24). It will be financially supported in fiscal year 2025 (FY25). In its fourth year Affinity Unite has completed its two and half years with support from PELSB's TMRG grant.

Implementation and Activities

With the additional support of the FY24 TMRG grant Affinity Unite was able to:

- **Financially support professional learning community affinity groups** by providing an incentive for attendees who are licensed teachers. If members who are licensed teachers attended 75% of the yearlong meetings, they would receive a stipend of \$175 (FY23, FY24, and will continue FY25).
- **Financially support professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students** with professional development presentations and opportunities. The FY24 TMRG funding supported two different learning opportunities which included:
 1. **Liz Kleinrock-Disrupting White Supremacy Culture:** This learning engaged members in thinking about the systems in place in education today and how educators can work to disrupt or change those systems of white supremacy as educators of color and for all students.
 2. **Paul Gorski & Marceline DuBose-Staying the Course: Educating for Equity in Tenuous Times:** Participants learned how to stay committed and embraced equity commitments

in their classrooms and schools. Additionally, they learned how to work together successfully, even in the face of potential resistance from stakeholders and the community.

These professional development opportunities provided members professional learning that were curated based on their specific learning needs and requests. The grant funded registration fees for these professional development opportunities, which removed financial barriers for participants.

The FY23's affinity work demonstrated significant strengths, many of which were maintained and/or enhanced in FY24:

- **Promoted and advocated for a transformative space for BIPOC educators to connect and support one another:**
 - In FY24, survey data throughout the year showed that a majority of members felt that Affinity Unite was beneficial to them by providing the space to support and connect with each other.
 - In FY24, Affinity Unite coordinators met two to three times monthly to reflect, plan and implement the promotion of the affinity group. There were opportunities for coordinators to present to three groups of educational representatives in the district during the 2023-2024 school year. The groups expressed an interest in working with Affinity Unite in different capacities to promote and support the affinity work in the future. These three groups were:
 - **DCUE (Dakota County United Educators) Executive board in November 2023.** The primary function of the Dakota County United Educators is to negotiate salaries, benefits, and working conditions for the teachers and nurses of ISD 196.
 - **Q COMP (Quality Compensation Program and Professional Development for Teachers) Peer Leaders in January 2024.** Their jobs are to conduct pre and post conferences and observe teachers three times a year and provide feedback. Q COMP Peer Leaders work with continuing contract teachers to design and implement a Professional Growth Plan that addresses a personal area of growth for the year.
 - **Worksite Organizers in January 2024.** Their roles are to be responsible for articulating the Union's message to workers, contract enforcement, and carrying out internal and external work for DCUE.
 - Furthermore, the Affinity Unite coordinators met with the Teachers of Color Mentorship Program coordinators and the TOSA-Equity Coach and Professional Development to design and analyze trimester surveys and share what each group has been doing to support BIPOC teachers and educators.
 - In FY25, Affinity Unite coordinators will continue to communicate and collaborate with the groups of educational representatives, Teachers of Color Mentorship Program coordinators and the TOSA-Equity Coach and Professional Development to strengthen the offerings for BIPOC teachers and educators.
- **Decreased feelings of isolation felt among educators of color**
 - In FY24, survey data indicated that a majority of members felt less isolated due to their participation in Affinity Unite.

- In FY24, Affinity Unite offered seven formal meetings and two social gatherings throughout the school year. The coordinators implemented a versatile schedule for the 2023-24 school year to accommodate those with ever-shifting schedules and communicated a meeting recap for those who were unable to attend but still wanted to be informed about the topics of discussion. The formal meetings followed an agenda that covered a variety of topics that were selected by the members through a survey. A majority of the meetings focused on collaborative discussions about how to support BIPOC educators in the district and how to develop and maintain an asset-based mindset as educators. Members also learned to address internalized racism and disrupt its interpersonal manifestations in the district and community.
- FY25 will provide five formal meetings in order to accommodate the time spent on new curriculum implementation and literacy training that all district teachers will be required to participate in for the upcoming school year. However, Affinity Unite meetings will be longer and coordinators plan on providing members with additional personalized opportunities to connect throughout the school year.
- **Strengthen resilience within and among educators of color**
 - In FY24, survey data showed that a majority of members felt that Affinity Unite gave them the resilience they needed to support themselves and their students.
 - FY24 affinity work was able to offer two professional development opportunities for Affinity Unite members based on survey data obtained where they shared their specific learning needs and interests.
 - FY25 affinity work will continue to provide professional development opportunities based on member needs and interests. Additionally, Affinity Unite coordinators are hoping to continue to have training and/or consultation with Paul Gorski & Marceline DuBose of the Equity Literacy Institute.

The FY24 Affinity Unite work has improved in the following area:

- Increase or maintain attendance at affinity group meetings.
 - Affinity Unite has maintained attendance records since the group was established in spring of 2020. During the last three years, there was a slight decrease in attendance at meetings. However, for the 2023-2024 school year, the overall number of attendees and average number of attendees at meetings increased.

There are two specific progress monitoring criteria that fell under the purview of Affinity Unite. The criteria were 1) increase or maintain attendance at affinity group meetings and 2) Survey Affinity Unite members to assess the level of: isolation felt from participation in the affinity group and resilience to support themselves and their students. A further analysis of the quantitative and qualitative survey results can be found in the Analysis of Data section of this report.

Teachers of Color Mentorship Program

According to PELSB's 2023 Biennial Report: Supply & Demand of Teachers in Minnesota, the 7-County Twin Cities Economic Development Region has 9.68% teachers of color and indigenous teachers compared to 48.13% students of color and indigenous students. The data is about 4% less teachers of color and indigenous teachers, respectively, for District 196. District 196 data for 2023-2024 show there are 5.24% teachers of color and the 2024 Minnesota Report Card data indicate in District 196 there are 43.8% students of color. Both the state and district reports show a disparity between the number of teachers of color and students of color. In District 196, there is a high demand to recruit and retain effective teachers of color who represent the expanding culturally and linguistically diverse student population. The Equity and Inclusion Department designed their first Teachers of Color Mentorship Program for the 2022-2023 school year to support the demand. The goal of the program is to promote the recruitment, induction, and retention of teachers of color who are new to the profession, probationary teachers and teachers new to the district. It is implemented through mentorship that includes support with District 196 Teacher Development Evaluation (TDE) process and professional development opportunities that align with District 196 Strategic Roadmap that supports the well-being, confidence, and competence of teachers of color. Through PELSB's TMRG grant, from fiscal year 23 (FY23), the program was initiated that school year and completed its second year with support from the FY24 TMRG grant.

With the additional support of the FY23 TMRG grant the program was able to:

- **Provide additional stipends as incentives to mentors who are of color or who are American Indian** as each mentor received a \$1,500 stipend and each of the three program coordinators received a \$3,000 stipend for designing and implementing the program with the program manager (FY23, FY24, and will continue FY25).
- **Financially support programs for induction aligned with the district** with presentations and mentor check-ins about the Teacher Development and Evaluation (TDE) process and workshops which continued with FY24 TMRG funding and included The Catalyst Approach training and Support Days for mentees and mentors; with workshops on decolonizing our classroom (FY23) to interventions and strategies to reduce stereotype threat and its impacts on self and students (FY24).

The FY23 program's had many strengths that were maintained or strengthened in the FY24 program. They were as follows:

- Increased understanding of Teacher Development and Evaluation (TDE)
 - FY24 survey data showed that as the year progressed, more participants felt confident with the TDE process.
 - FY25 programming will continue to provide support around the TDE process as it has been helpful for mentees and mentors.
- Reduction in isolation felt by mentees and mentors
 - FY24 survey data indicated that both mentees and mentors felt less isolated after building a professional relationship with each other.

- FY24 survey data indicated that both mentees and mentors felt less isolated in the district. Some still felt isolated in their building. Their reason is often because they are the only teacher of color in the building.
- FY25 programming will continue to provide closer matches between mentees and mentors to strengthen their professional relationships and provide more time for check-ins during program meetings.
- FY24 qualitative and quantitative data demonstrated The Catalyst Approach training and Support Days were helpful. Mentees and mentors had another common professional development that provided common language and skills to self-regulate, build teacher and student connections and provide inclusive instruction that they were able to share with each other.
- FY25 will continue to have training and coaching/consultation by The Catalyst Approach.
- Desire to stay in district felt by mentees and mentors
 - FY24 overall data showed 100% of mentees and mentors plan to stay in District 196 for the next school year. All mentees and mentors will be returning next school year, 2024-2025.
 - FY25 programming will continue to support mentees and mentors through mentorship and professional development that will support the well-being and effective instructions of teachers of color.

The FY24 program has improved in these areas:

- Increase mentor training to support mentees
 - In its second year, the Teachers of Color Mentorship Program continued to share insights from Tina H. Boogren's book, Supporting Beginning Teachers, so mentors would have a stronger understanding of the phases of emotions new teachers feel in their first years of teaching and choices on a variety of types of support they could give their mentees throughout the year. The insights were given with Catalyst strategies to make understanding applicable.
 - During FY24 research was conducted by the program manager and coordinators to seek specific mentor training. There were participation in Jim Knight's "Teaching, Learning, and Coaching Conference," participation in MDE's webinar series "Effective Mentorship through Key Instructional Practices" and "Building an Induction and Mentoring Program" with the New Teacher Center, participation in "Cognitive Coaching," book study on Elena Aguilar's book, "Coaching for Equity," and her webinars, coaching conversations with coaches, consultations with the New Teacher Center and Bright Morning Team, and application through mentorship. Discussion needs to take place as to which training could be offered to mentors for FY25.
- Increase culturally responsive teaching training
 - In its second year, the Teachers of Color (ToC) Mentorship Program has been strengthened by providing culturally responsive training to program participants through The Catalyst Approach. Since the first year, participants surveyed said they

“strongly agreed” or “agreed” that they needed training in culturally responsive teaching. Through meetings with The Catalyst Approach CEO and her team member, site visits guided by the CEO and one of her trainers, and a pilot training with feedback from FY23 ToC members and guests, the Catalyst Approach “Whole Group Classroom Leadership Foundations” Training was implemented for FY24 ToC Mentorship Program participants and guests. Furthermore, attendees had the option to participate in Catalyst Support Days to receive coaching on the newly acquired culturally responsive teaching skills or consultation on culturally inclusive skills that could be applied to different situations. The quantitative and qualitative feedback demonstrated the effectiveness and enthusiasm of the training. One survey respondent wrote, “I know we are focusing on educators of color for this endeavor but I think it would be best for ALL district teachers.

Another one commented, “I think Catalyst training would be important for all new teachers. These are the types of skills that are NECESSARY to have in place to be able to have a classroom focused on learning, but are minimal parts of pre-service programs. I also think that providing opportunities for experienced teachers to opt-in to the training would be valuable. It is helpful for us “veteran” teachers to have some skills confirmed, unlearn some practices, and learn some new ones.” The Catalyst training and Support Days will continue to be provided to ToC Mentorship Program participants and guests for the next school year, 2024-2025.

Furthermore, the goals of the program have been achieved in FY24 or are in progress for FY25. They are as follows:

Plan for the recruitment, induction, and retention of teachers of color and American Indians in the program. The FY24 Teachers of Color Mentorship Program continued to achieve the goal of promoting the recruitment, induction, and retention of teachers of color who are new to the profession, probationary teachers and teachers new to the district. It is implemented through mentorship that includes support with District 196 Teacher Development Evaluation process and professional development opportunities that align with District 196 Strategic Roadmap that supports the well-being, confidence, and competence of teachers of color. The program manager and coordinators have collaborated monthly to design and plan monthly whole group meetings/workshops with feedback surveys including the creation of trimester surveys in conjunction with the Affinity Unite coordinators. The collaborators have used survey results to plan each monthly whole group meetings/workshops and have used them to determine FY25 programming. Monthly collaboration and coordination will continue for FY25 to achieve the program’s goal.

Collaborate with other mentorship programs within District 196 and throughout the state. For FY24, the program manager and coordinators have participated in the Minnesota State Department of Education (MDE) professional learning series “Effective Mentorship through Key Instructional Practices” and “Building an Induction and Mentoring Program.” Participation in the webinars gave more understanding to the various ways mentorship and induction are provided in different districts

for new teachers and new to district teachers through Q Comp support and/or building mentorship. Application needed to be adapted to meet the needs of District 196 Teachers of Color Mentorship Program. For instance, the program manager has met quarterly with district leaders who spearhead the Special Education Mentorship Program and the Q Comp New Teacher Mentorship Program to share resources, seek areas of alignment, and seek ways to streamline understanding and promotion of support offered to new teachers and new to district teachers in District 196. If MDE provides more professional learning series to support mentorship and induction in the next school year, the program manager and coordinators will participate. The program manager will continue to collaborate with district leaders quarterly next year.

Match mentors and mentees who are teachers of color and/or American Indian teachers to reduce isolation, increase a sense of belonging, and feel connected to their buildings and District 196 for program participants, especially the mentees. The FY24 program provided an even closer pairing of mentors and mentees than FY23 by matching mentors with mentees who were from the same school level (e.g. elementary), same grade level, and same building as possible. Depending on participants for the FY25 program, similar closer pairings will be provided as much as possible. For FY25 program, mentors will continue to check in with mentees two or more times per month and more networking and check-in time will be provided at whole group meetings/workshops.

Train mentors who are teachers of color and/or American Indian teachers to be able to have the tools and skills to support their mentee(s). FY24 programming provided a yearlong book study on Dr. Yvette Jackson's book, The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools, gave partnerships common language to speak of their instruction during bi-monthly check-ins and monthly whole group meetings/workshops. Knowing the phases of first year teaching and the types of support mentee needed (e.g. instructional, physical, institutional, and emotional) that aligned to practical Catalyst strategies were provided in the program's monthly newsletter. This knowledge and application were for mentors who could more effectively support their mentees. Even so, trimester surveys showed that mentors still needed more training on how to support their mentee(s). FY25 programming will continue to provide ways mentors could provide mentee support throughout the cadence of the year during whole group meetings/workshops and newsletters. In addition, the manager and collaborators have been researching on the type of coaching model that would be beneficial for this partnership for the upcoming school year.

Provide professional development that meet the needs of mentees who are teachers of color and/or American Indian teachers. Through whole group meeting/workshop surveys, the program manager and coordinators receive feedback on programming, including what topics mentees and mentors need to increase their well-being, confidence, and competence as teachers of color. They work on being responsive to the results through providing professional development (e.g. guest speaker to talk about imposter syndrome or stereotype threats and how to diffuse them) and training on culturally responsive teaching (e.g. The Catalyst Approach training and Support Days). Since FY23, the program

manager and coordinators have been seeking the appropriate training to provide mentors to be able to support their mentees. They have been researching various coaching models, such as Jim Knight, New Teacher Center, Cognitive Coaching, The Catalyst Approach, and Elena Aquilar, by attending trainings and a conference, having a book study, providing action research, and consulting colleagues and experts. They are working on providing a coaching model with an equity lens that aligns to District 196 Strategic Roadmap that can be implemented or piloted for the next school year.

Provide culturally responsive teaching training to program participants. FY24 programming provided a yearlong book study on Dr. Yvette Jackson's book, The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools, gave partnerships common language to speak of their instruction during bi-monthly check-ins and monthly whole group meetings/workshops. At each whole group meeting, the manager and coordinators modeled strategies or skills discussed in the book. All program participants were provided culturally responsive teaching training and supported by the Catalyst Approach. Next year, programming will include another book study and application and Catalyst training and support days.

Elaborations on the aforementioned information will be made in the Analysis of Data component of this report.

Schoolwide English Learning (SWEL)

Context and Need

District 196 serves 2,728 students with English Learner status, accounting for approximately 9% of the student body. The district has seen continual growth in the number of English Learners (EL). The Minnesota Department of Education's 2022-23 *English Learners in Minnesota* report names Rosemount-Apple Valley-Eagan as one of two districts that had the largest increases in numbers of ELs from 2018 to 2022. As the percentage of students with EL status increases, the importance of having teachers who can effectively support ELs becomes critical. The achievement gap indicates that more needs to be done to support the culturally and linguistically diverse students in ISD 196. The achievement gap disparity for ISD 196 is in-line with the state of Minnesota. The MCA achievement gap between students with English learner status and those without was 50% in Reading and 42% in Math in 2024. Moreover, 61.7% of students with EL status did not meet their annual progress toward English language proficiency targets in 2024. Given the growing multilingual student population and the need to close achievement gaps, SWEL was implemented to enhance the capacity of all teachers to support multilingual learners effectively and decrease the achievement gap.

Implementation and Activities

The SWEL program is designed to equip English Language Development (ELD) teachers with the leadership skills necessary to coach, support, and deliver impactful professional development to their colleagues, with the goal of effectively meeting the needs of multilingual learners (MLs).

With the support of the FY23 TMRG grant the district was able to provide:

- **Professional development focused on ways to close the opportunity and achievement gaps** by supporting 30 ELD teachers from 24 schools to participate in the SWEL certification workshop series, which included:
 1. **SWEL Contextual Language Workshop:** Focused on anti-racist language instruction and developing content area language instruction.
 2. **SWEL Professional Development Workshop:** Trained teachers to facilitate professional development and provided them with resources for effective PD.
 3. **SWEL Coaching and Administrators Workshop:** Taught non-evaluative peer coaching principles, included a needs analysis, and created a school-wide action plan with administrators.

These workshops ensured comprehensive training with 36 hours of instruction outside the contract day. The grant funded registration fees and stipends for participants, ensuring no financial barriers to participation. The ELD teachers who became certified SWEL coaches then provided meaningful, on-going coaching and professional development to colleagues at their schools.

The **FY24 grant** maintained and/or enhanced many of the significant strengths demonstrated by the FY23 SWEL program:

- **Increased Training Opportunities:** In FY24, the SWEL program expanded to include six additional ELD teachers, further broadening the initiative's reach and impact. The FY24 TMRG funds have been used to facilitate the training of five ELD teachers, resulting in one certified SWEL coach at every school, one in early childhood education, and two coaches at some of the schools with the highest number of students with EL status. One more ELD teacher will be identified and SWEL certified during the 2024-25 school year using TMRG funds.
- **District-Wide SWEL Cohort Meetings:** Certified SWEL coaches were able to meet several times during the 2023-24 school year. These meetings facilitated consistent data tracking, the sharing of successful coaching methods, and the exchange of innovative ideas among SWEL coaches, and were identified by SWEL coaches as important to an effective and successful SWEL program. With the support of the FY24 TMRG funds SWEL coaches will meet seven times during the 2024-25 school year, and substitute teachers will be provided to allow secondary SWEL coaches to attend the meetings.
- **Increased SWEL Coaching and Professional Development** The FY24 grant funds supporting more teachers to become SWEL coaches enabled us to establish an ongoing professional development model at every elementary school led by their SWEL coach. Teachers with

multiple MLs in their classes were encouraged to attend five PD sessions at their own schools, each tailored to address their building's specific needs and focused on MLs.

The training and support provided through the SWEL program and supported by the FY24 grant have had a measurable impact on teacher efficacy and student outcomes. For instance, the number of active SWEL coaches increased, enabling more extensive and effective coaching cycles. More than 200 district teachers participated in coaching cycles in 2023-24. This, in turn, benefited over 5,000 students through improved instructional practices.

Elaborations on the aforementioned data will be made in the Analysis of Data component of this report.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 4 | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | 6 | | | | | | |
| Black | 2 | | | | | | |
| Two or More Racial or Ethnic Groups | 1 | | | | | | |
| Other | 2 | | | | | | |
| Total | 15 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 21 | | | | 8 | | | 33 |
| Asian or Pacific Islander | 18 | | | | 7 | | | 25 |
| Hispanic | 25 | | | | 12 | | | 43 |
| Black | 16 | 2 | | | 5 | | | 25 |
| Two or More Racial or Ethnic Groups | 13 | 1 | | | 3 | | | 18 |
| Other | 17 | 1 | | | 8 | | | 28 |
| Total | 110 | 4 | 0 | 0 | 43 | 0 | 0 | 172 |

*Some individuals are counted more than once because they received support from Affinity Unite, Teachers of Color Mentorship Program and/or SWEL Program.

Analysis of Data

The successes in conducting this grant-funded work were the same as the challenges to it. Since District 196 was awarded 46% of what they requested, the highest echelon, they had to seek other funds to support Affinity Unite (AU), the Teachers of Color (ToC) Mentorship Program, and the School-wide English Learning (SWEL) training for FY24 and for FY25. The FY24 TMRG grant which is available for two years was helpful to continue some of the work of FY23. Funds from the Equity and Inclusion Department, English Language Development Department, and Dakota County United Educators Union helped to fill in the existing funds and/or not all funds were used for FY24, so they will be able to be used in FY25 work.

Affinity Unite

The goal of Affinity Unite is to create an empowering and supportive environment for BIPOC educators to assist one another in transitioning to and navigating through District 196. Data was collected to measure the progress and outcomes of Affinity Unite in two ways:

1. Increase or maintain attendance at affinity group meetings
2. Survey Affinity Unite members to assess the level of:
 - Isolation felt from participation in the affinity group
 - Resilience to support themselves and their students

Progress monitoring criteria/outcome 1: Increase or maintain attendance at affinity group meetings

A visual representation of this information can be seen below in Figure 1.

Figure 1

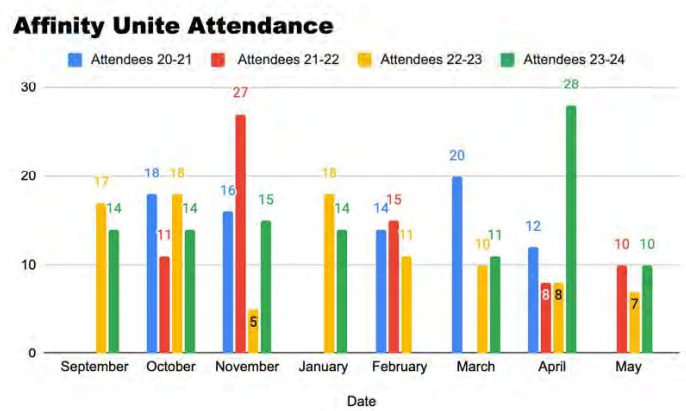


Figure 1 shows Affinity Unite attendance data over the last four years. If there is attendance data missing from past years it either indicates that a formal meeting was not held during that time or attendance was not taken. During the 2023-2024 school year, formal meetings were not held in December 2023 or February 2024 and did not count towards total meeting attendance. Additionally, the November 2023, January 2024, and March 2024 meetings were held on Zoom in order to provide more accessible meeting times during the snowy winter months.

Attendance is important to the success and continuation of Affinity Unite. Attendance data was collected from the seven Affinity Unite formal meetings during the 2023-2024 school year. Overall, attendance was stable throughout the school year with a slight decrease as the school year progressed. When inquired about the monthly meeting attendance data for the 2023-2024 school year through the Trimester 3 survey, teachers shared that they believed the attendance numbers were reflective of decreasing teacher morale over the course of the school year. Additionally, members stated that they had other school or non-school related obligations that took precedence. It was also mentioned that there needs to be improved coordination with the ToC Mentorship Program because there were often times when they had a meeting scheduled during the same week as Affinity Unite. One member suggested that Affinity Unite maintain the affinity work as is because it is entirely up to the individual teachers to make attending the meetings a priority.

However, when analyzing and comparing school year attendance data to the 2022-2023 school year attendance data, there has been an increase in the overall number of attendees for the 2023-2024 school year. For the 2023-2024 school year, there was a 19% increase in member attendance overall. Additionally, the average number of attendees increased from 12 for the 2022-2023 school year to 15 for the 2023-2024 school year. This may be due to the fact that the affinity group expanded its reach to BIPOC paraprofessionals, student support specialists, and Grow Your Own-Adult Pathways Program Participants who are BIPOC district employees.

For the 2023-2024 school year, a stipend of \$175 dollars was offered to each licensed member who attended 75% of the scheduled meetings. Two teachers qualified for this stipend. There were seven teachers who were close to fulfilling this qualification, but fell short of achieving it by one meeting. It is uncertain if offering this stipend makes a difference in increasing member attendance for the meetings, but the Affinity Unite coordinators still feel it is a good incentive to offer to members who do make the effort to attend a majority of the meetings on their personal time outside of contract hours. Coordinators will work to improve communication about this incentive to licensed members during the 2024-2025 school year.

Affinity Unite Survey

During the 2023-2024 school year, a survey was conducted for trimesters 1, 2, and 3 for members of the ToC Mentorship Program and Affinity Unite. The content of the questions were shifted from the initial iteration of the survey presented when this grant was submitted last year in order to be more personalized to the purpose of each group and gather feedback for areas of improvement. The questions included multiple choice, Likert scales and open-ended questions. The open-ended questions addressed how beneficial Affinity Unite has been for members, how Affinity Unite can better improve meeting their needs, areas of growth for the district and topics to discuss during meetings. The number of respondents varied per trimester with Trimester 3 having the lowest number of participants overall. This may be due to the timing of the end of the school year and the increase of end of year email communications in all schools. It is worth noting that the responses to this survey only represent a slightly less than 30% of the total group membership. It would be helpful to know who is responding to the surveys administered to determine if the responses are consistent amongst specific members and/or are reflective of slowly declining morale typically associated with teacher exhaustion as the school year progresses. Some possible solutions for the future would be to distribute the Trimester 3 survey earlier and send more reminders to members to complete the survey.

There were several questions that utilized the Likert scale. The results of those responses can be seen below in Table 1.

Table 1

| Question | Trimester 1 | Trimester 2 | Trimester 3 |
|--|--|--|---|
| I feel less isolated due to my participation in Affinity Unite. | Strongly Agree-6 Agree-13 Disagree-6 Strongly Disagree-0 | Strongly Agree-10 Agree-16 Disagree-2 Strongly Disagree-0 | Strongly Agree-5 Agree-12 Disagree-3 Strongly Disagree-0 |
| Affinity Unite has given me the resilience to support myself and my students. | Strongly Agree-13 Agree-17 Disagree-3 Strongly Disagree-0 | Strongly Agree-11 Agree-14 Disagree-2 Strongly Disagree-0 | Strongly Agree-6 Agree-11 Disagree-0 Strongly Disagree-0 |

Isolation felt by members from participation in the affinity group. Since most of the members are in different buildings in the district, they often feel that they are the only ones who have to juggle with the mental health of their students, handle their personal mental health, and deal with challenges faced by people of color in a predominantly white district. The goal of Affinity Unite was to connect BIPOC educators with others so they would feel less isolated in the building and in District 196. The feelings of isolation decreased as the year progressed. The 2023-2024 data provided the statement “I feel less isolated due to my participation in Affinity Unite.” The results were 85% of members who completed the surveys across all three trimesters strongly agreed or agreed with feeling less isolated due to their participation in Affinity Unite, while 15% of members disagreed. In the open-ended questions of the survey, the members of Affinity Unite have expressed that they are happy with what the affinity group does to support them. The coordinators would send out meeting recaps and newsletter throughout the year to keep members informed. They would also reach out to absent members via email or text message to increase connections and build relationships. The members expressed the desire to see more educators of color hired in the district along with increased efforts to retain them. They also wished to see a more even distribution of educators of color amongst the different schools because some of them are the only ones in their building. However, they also do not

want to be treated as the token representative of their group for everyone to consult regarding culture and equity issues. Affinity Unite members mentioned that they would like for the coordinators to increase Affinity Unite's visibility in the district by meeting important stakeholders to create an awareness of this group because they feel many still do not know that the affinity group exists. As was mentioned earlier, the coordinators connected with three groups of educational representatives who were supportive of Affinity Unite's endeavors and agreed to assist in the future.

Level of teacher resilience to support themselves and their students. Affinity Unite affirms, nurtures, and supports educators of color in many ways. Coordinators provide relief and support for members to talk about and address interpersonal experiences of racism and how they affect each individual personally and professionally without having to explain the lived experiences and feelings to people who may not understand them. Affinity Unite also offers members professional development opportunities that are curated based on their specific learning needs and requests to build their resilience as educators. In FY24, an average of 95% of members who completed the surveys across all three trimesters strongly agreed or agreed with the statement that Affinity Unite had given them the reliance to support themselves and their students, while 5% of members disagreed. In FY23, members read Onward: Cultivating Emotional Resilience in Educators as a group and have used the themes within this book to guide future meetings. Affinity Unite creates an environment where each person can hold themselves accountable and gain tools to talk about racism or challenges that each may face as educators of color within the district. Through the meetings, everyone is able to reflect on and learn how to address internalized racism and disrupt interpersonal manifestations of racism in the district and community through their own discovery. Affinity Unite is vital for each person to be seen, heard, and valued.

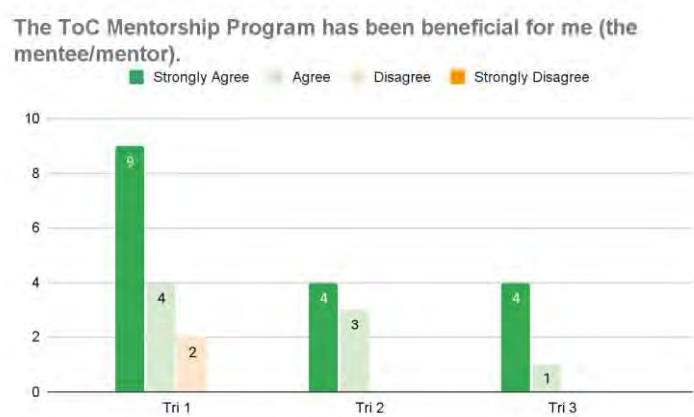
Affinity Unite has allowed educators of color the space to be themselves, to connect with other educators of color across the district, and to have their voices heard and to feel valued in District 196.

Teachers of Color Mentorship Program

Much of the qualitative data was shared in the TMRG Program Narrative of this report. This Analysis of Data component will focus more on the quantitative data and review of previous information. The Teachers of Color (ToC) Mentorship Program provided monthly whole group meetings/workshops and bi-monthly mentor-mentee check-ins, except for December. Each meeting/workshop asked attendees to provide feedback on the meeting/workshop through a survey which helped to plan the next meeting/workshop. Each check-in required mentors to briefly share what was discussed to help plan supports that could be shared at meetings/workshop and in newsletters. Lastly, there were trimester surveys conducted to seek feedback on programming. The surveys combined Affinity Unite and the ToC Mentorship Program questions. If possible, the results led to immediate change while other results (e.g. training for mentors) led to more research needed. General synthesis of the surveys showed that

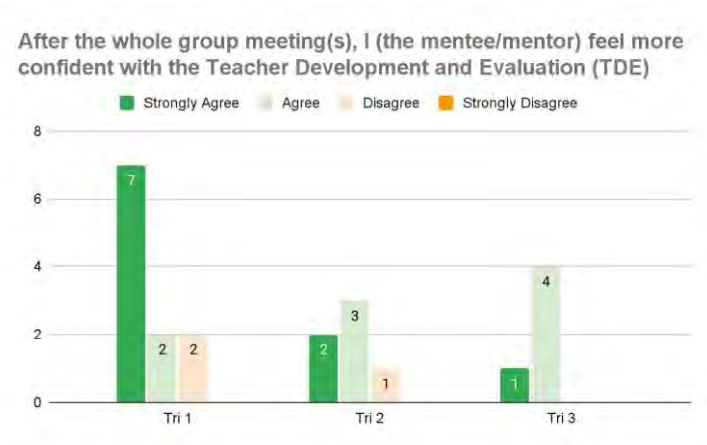
as the year progressed, less and less participants responded to the survey. Many factors contributed to less survey participation, such as time constraints of balancing their professional and personal schedules, survey completion time, and simply forgetting to complete them. In FY25, if possible, participants will be given time during the meetings/workshops to complete the event survey. In addition, the combined Affinity Unite and ToC Mentorship Program trimester surveys will be separated. Furthermore, the ToC Mentorship Program trimester surveys will be shortened and questions will remain consistent per trimester. These changes are in hopes of decreasing the length of completion time. Lastly, in place of mentors completing an accountability survey, they will share a Google sheet where they will be given prompts to ask their mentees and share their responses during the FY25 programming. Mentors will see each other’s responses, in hopes that it would be another way mentors would feel supported and motivated to help their mentee(s). By making these survey changes, the hope is that more participants will complete all monthly and trimester surveys.

The Teachers of Color (ToC) Mentorship Program trimester survey data that will be shared are anonymous. It will show that as the year progressed, there were less respondents. In addition, whenever the manager and/or coordinators were made aware of discrepancies in the results, they worked on responding to individuals. Otherwise, issues were difficult to address because the trimester surveys were anonymous. The results of the survey addressed the areas of Teacher Development and Evaluation (TDE), isolation, retention and support. The program is highly effective if there is a high level of participation and action steps are taken as a result of data collected. All these areas will be discussed below with accompanying graphs.

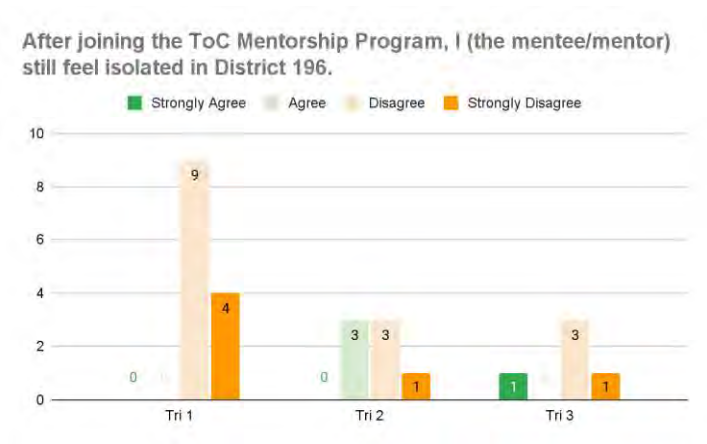


Similar to FY23 programming, the mentors and mentees continued to find benefits to their participation in the Teachers of Color Mentorship Program, from 86.7% to 100%. Thus, achieving the program's goal. The FY25 programming will continue to achieve the program goal of promoting recruitment, induction, and retention of teachers of color who are new to the profession, probationary teachers and teachers new to the district. It will continue to implement it through mentorship that includes support with District 196 Teacher Development Evaluation (TDE) process and professional

development opportunities that align with District 196 Strategic Roadmap that supports the well-being, confidence, and competence of teachers of color.

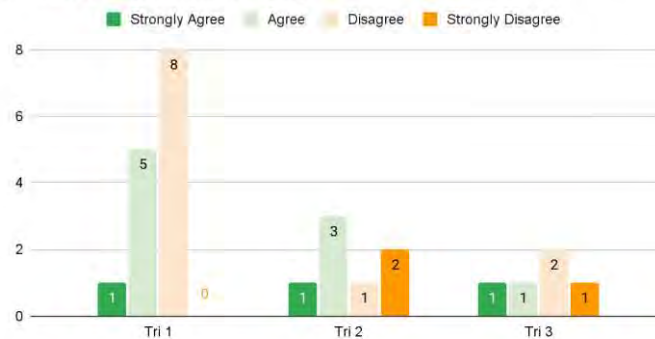


The understanding of the TDE process is a part of the implementation of the ToC Mentorship Program and the Minnesota Statute 122A.70. Overall, both the mentors and mentees, from 81.8% to 100%, felt more confident about the TDE process by learning about it and then going through the process. Reminders were shared in monthly newsletters. The data results were not as high compared to FY23 programming. Thus, to improve future participants’ confidence, more conversation will be shared at whole group meetings as well as continued reminders through monthly newsletters.



Both quantitative and qualitative data showed program participants have enjoyed being in community with each other. They felt they had one or more teachers of color (e.g. mentor / mentee / coordinator / manager) who helped reduce feelings of isolation in the district. FY25 programming will work on continuing to have closer mentor and mentee matches, build more time during meetings/workshops to connect and ask participants ways that would help them to feel less isolated in the district.

After joining the ToC Mentorship Program, I (the mentee/mentor) still feel isolated in my building.



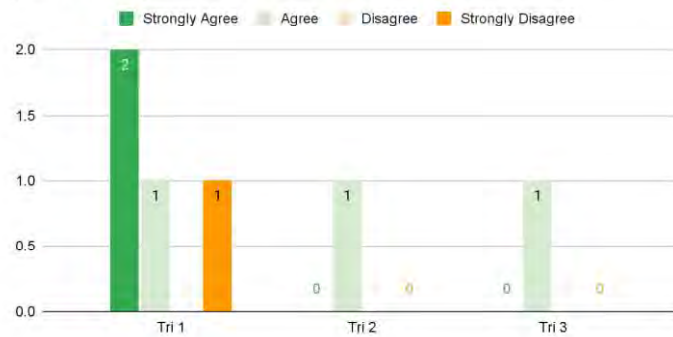
While program participants felt less isolated in District 196, only around 50% felt less isolated in their building. Often, this is due to being one or a few teachers of color in their building. This data shows a greater need to focus on recruitment of teachers of color and sharing what supports are available to them in the district and at the building level, such as the Special Education Mentorship Program, Q Comp New Teacher Mentorship support, and the Teachers of Color Mentorship Program. For FY25 programming, the manager and coordinators will continue to collaborate with other mentorship programs within District 196 and throughout the state to find strategies to increase the number of teachers of color in the district. District 196 continues to work on this goal as it is one of the goals in the district's Achievement and Integration Plan as well as through their implementation of the Grow Your Own - Adult Pathways Program.

As a mentee, I feel supported by my mentor.



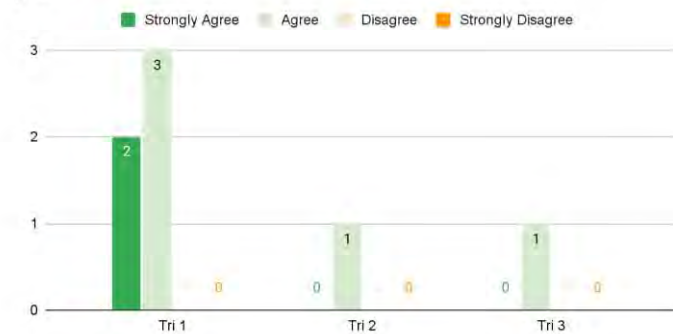
Closer matches of mentees and mentors based on school level, grade level, and same building made it easier for partnerships to check in with each other. Thus, mentees felt supported by their mentors. Depending on participants for the FY25 program, similar closer pairings will be provided as much as possible.

After building a professional relationship with my mentor, I (the mentee) feel less isolated.



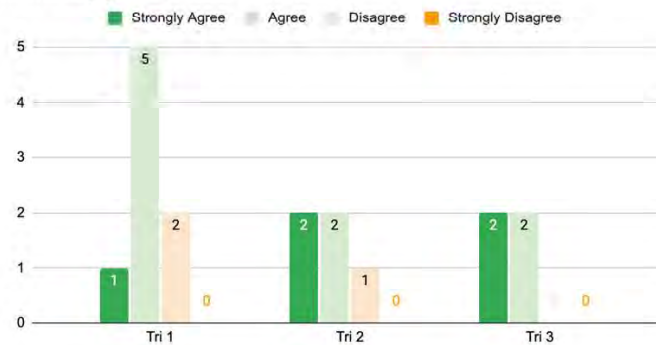
One of the TMRG goals was to make closer mentor-mentee matches to reduce isolation, increase a sense of belonging, and feel connected to their buildings and District 196. This goal might have been achieved as mentees did feel less isolated after having a professional relationship with their mentors. Depending on participants for the FY25 program, similar closer pairings will be provided as much as possible.

I (the mentee) plan to stay in District 196 for the next school year.



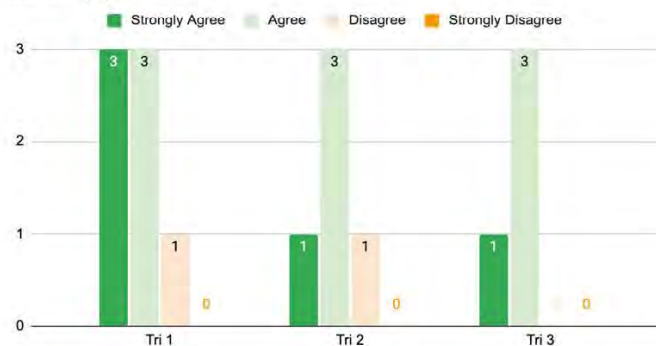
Exactly like FY23 programming, all mentees were retained for the next school year, 2024-2025. Thus, achieving the goal of the ToC Mentorship Program. FY25 programming hopes to retain all mentees as well by implementing and improving on everything mentioned in this report.

After building a professional relationship with my mentee(s), I feel less isolated.



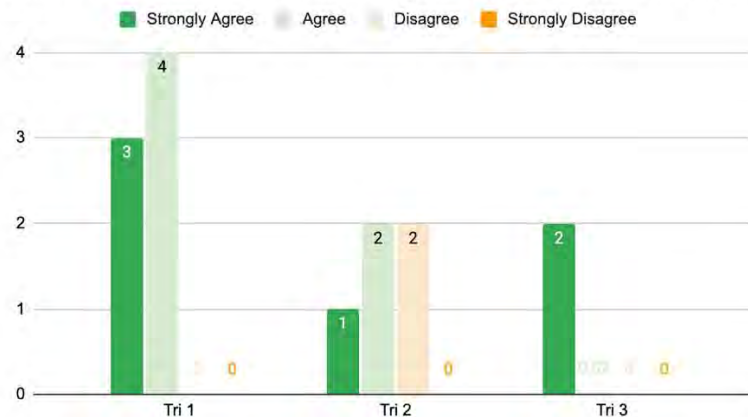
Again, one of the TMRG goals was to make closer mentor-mentee matches to reduce isolation, increase a sense of belonging, and feel connected to their buildings and District 196. This goal might have been achieved as mentors felt less isolated after having a professional relationship with their mentee(s), from 75% to 100%. Depending on participants for the FY25 program, similar closer pairings will be provided as much as possible. Since the surveys were anonymous, the program manager and coordinators were uncertain who disagreed. For the next school year, coordinators will provide mentor check-in to learn more about their professional relationships with their mentees. This proactive approach will hopefully change the outcomes for FY25.

As a mentor, I feel that I am a good match for my mentee(s).



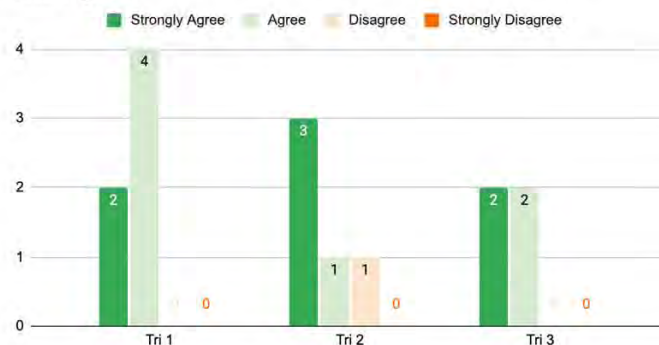
All mentors who completed the survey felt they would be a good match for their mentee(s). The one who disagreed, the program manager was aware of the situation. She discussed it with the mentor and mentee. Everyone agreed that they wanted to continue with the program and it was best for them to have separate partners. Qualitative data showed that both the mentor and mentee felt supported and participated more in the program after the resolution. FY25 program manager and coordinators will work on checking in with smaller mentor cohorts during each trimester as a proactive measure to anticipate similar situations and other issues.

I (the mentor) feel I need training to support my mentee(s).



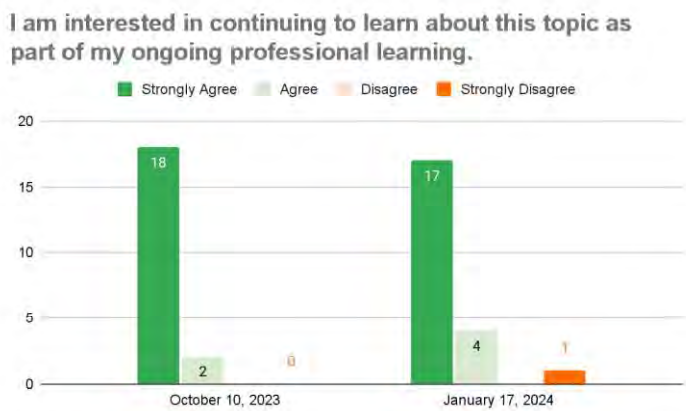
One of the TMRG goals was to provide training to mentors to better support their mentees. The data shows, like FY23 data, mentors still seek that training. Since FY23, the program manager and coordinators have been seeking the appropriate training to provide mentors to be able to support their mentees. During the FY24 programming, participants were provided a yearlong book study on Dr. Yvette Jackson's book, [The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools](#), gave partnerships common language to speak of their instruction during bi-monthly check-ins and monthly whole group meetings. Knowing the phases of first year teaching and the types of support mentee needed (e.g. instructional, physical, institutional, and emotional) that aligned to practical Catalyst strategies were provided in the program's monthly newsletter. This knowledge and application were for mentors who could more effectively support their mentees. Also, during FY24, the program manager and coordinators researched various coaching models, such as Jim Knight, New Teacher Center, Cognitive Coaching, The Catalyst Approach, and Elena Aquilar, by attending trainings and a conference, having a book study, providing action research, and consulting colleagues and experts. They are working on providing a coaching model with an equity lens which aligns to District 196 Strategic Roadmap that can be implemented or piloted in the FY25 program.

I (the mentor) plan to stay in District 196 for the next school year.



Similar to FY23 programming, all mentors will return for the next school year, 2024-2025. Because the survey is anonymous, neither the program manager or the coordinators know who disagreed on planning to stay in District 196 for the next school year. Therefore, they were unable to address the individual. For FY25 programming, trimester check-ins between them and the mentors will ensure that they have the support needed for themselves and needed to help their mentees.

Culturally responsive teaching has been a request since FY23 programming. Through some research and a pilot, the Catalyst Approach was introduced to FY24 programming. Anonymous data on The Catalyst Approach Whole Group Classroom Leadership training was collected after each professional learning session. Both graphs below demonstrated the effectiveness of each session:



(After working with the district Qualtrics data analyst, it was concluded that the individual who stated “Strongly Disagree” for all similar Likert scale questions had misread the order of the choices. Thus, the respondent read “Strongly Disagree” as actually “Strongly Agreed.”)



Both participants of the Teachers of Color Mentorship Program and invited guests rated their Catalyst training as beneficial and they had only positive comments to say about their experience. Some comments included:

About the October 10, 2023 Catalyst training...

- The training reminds me [of] the importance of modeling and practicing settling behaviors to create some sense of safety and belonging so all people can learn and grow.
- The training is great for brand new to the profession teachers. This should be offered to probationary and new teachers. I don't know if this kind of training is offered in college.

About the January 17, 2024 Catalyst training...

- The foundational skills were helpful and provided me with a few more strategies to manage my own behavior in the classroom. It also helped me to step back and reflect more about my own practices and what I can do [or] choose to do to improve it.
- Such great all-around practice and tons of ideas to suggest for new teachers to try and veteran teachers to add or revisit or implement.

Qualitative data have also indicated that Catalyst Support Days have been helpful in understanding the application, the skills that have and have not been implemented yet, and suggestions of ways to increase participation and independence.

In conclusion, the Teachers of Color Mentorship Program has completed its second year supporting District 196 teachers who are new to the profession, probationary teachers and teachers new to the district. The program works on recruitment, induction, and retention through mentorship that includes support with District 196 Teacher Development Evaluation (TDE) process and professional development opportunities that align with District 196 Strategic Roadmap that supports the well-being, confidence, and competence of teachers of color. The data has shown that the program can strengthen work with the TDE for mentees and mentors, continues to reduce isolation for mentees and mentors, continues to retain mentees and mentors and supported mentees and needs to strengthen training for mentors to better support mentees. The Teachers of Color Mentorship Program is made possible through PELSB's TMRG funding.

Schoolwide English Learning (SWEL)

The SWEL program aims to narrow the achievement gap by providing intentional coaching, professional development, and building teacher capacity to effectively work with linguistically diverse students. We measured the program's progress and outcomes through two main approaches:

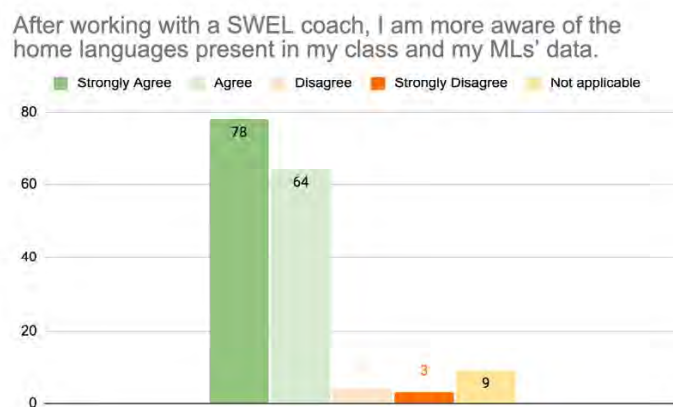
1. **Teacher/Staff Surveys:** A survey was distributed to teachers who received coaching from SWEL coaches to assess their growth in comfort level and capacity in instructing multilingual learners. The survey included six Likert scale statements regarding their learning and growth after

working with a SWEL coach. A total of 159 complete responses were received. Occasionally, respondents such as school nurses, front office staff, or administrators selected "Not Applicable" depending on the statement. Moving forward, some survey statements will be tailored to better align with the specific roles of non-teaching staff. Detailed results are presented in the accompanying graphs below.

2. **Student English Language Proficiency Growth:** Data was also collected on student English language proficiency growth to evaluate the impact of the SWEL program. Detailed results of this data collection can be found in the accompanying graphs below.

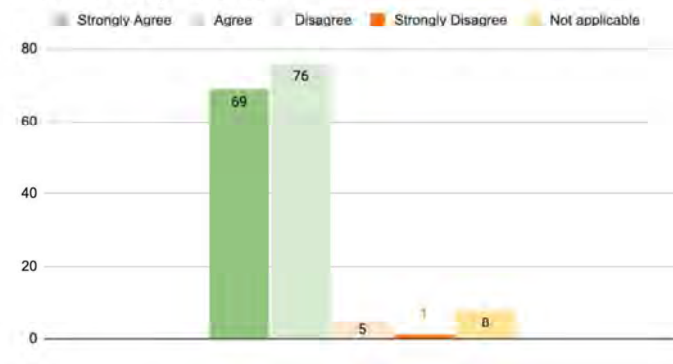
By combining these two data sources, we aimed to comprehensively assess the effectiveness of the SWEL program in enhancing teacher capacity and improving student outcomes.

1. *Teacher/Staff Survey (159 responses)*



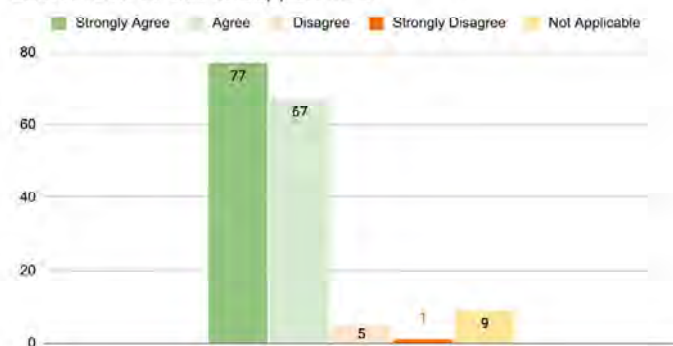
The survey data indicates a high level of awareness among teachers regarding the home languages of their multilingual learners (MLs) and their data. **95% of relevant responses strongly agree or agree with this statement**, suggesting that the grant-funded work successfully increased teacher awareness, a critical step towards closing opportunity and achievement gaps for students of color.

After working with a SWEL coach, I feel more prepared to work with MLs in my classroom



With **96% of relevant responses indicating strong agreement or agreement**, it is evident that a substantial number of participating teachers feel more prepared to work with MLs. This qualitative data reflects a high level of preparedness among teachers, which is a vital component in closing opportunity and achievement gaps, suggesting that the grant-funded work has been effective.

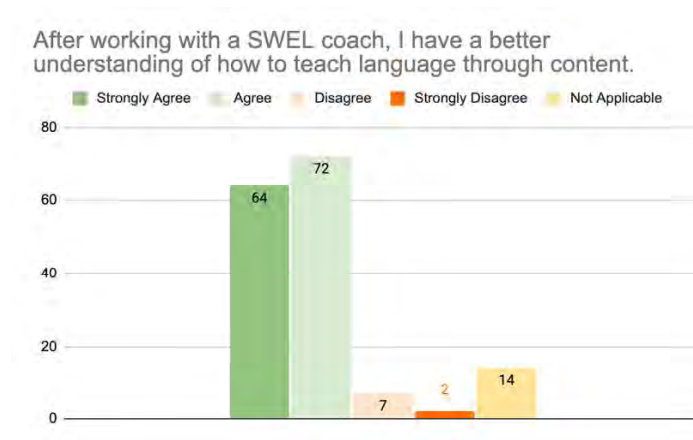
After working with a SWEL coach, I have more strategies and/or tools to use to support MLs.



The survey data shows that a significant number of participating teachers have gained more strategies and tools to support multilingual learners (MLs), with **96% of relevant responses strongly agreeing or agreeing with this statement**. This suggests that the grant-funded work has been successful in equipping teachers with the necessary resources and strategies, which is crucial for addressing opportunity and achievement gaps.

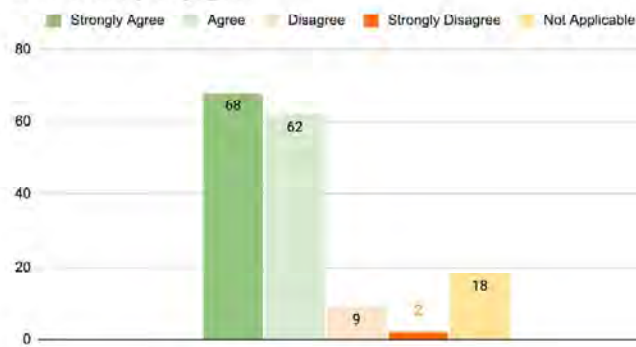


The survey data indicates that a **significant majority (95%)** of teachers feel their professional practice has been positively impacted by working with a SWEL coach. This grant-funded professional development is fostering these positive changes, which are essential for closing opportunity and achievement gaps.



This data indicates that the grant-funded work has been successful in enhancing teachers' instructional strategies. Given that multilingual learners (MLs) need to learn language and content simultaneously, this data shows that content teachers, who are experts in their fields, feel that their partnership with a SWEL coach helped them learn to effectively integrate language instruction into their teaching, which is necessary to close the opportunity and achievement gap for MLs.

After working with a SWEL coach, the MLs in my class are more actively engaged.



This data indicates that many teachers perceive increased engagement among multilingual learners (MLs) in their classes, with **92% of relevant responses strongly agreeing and agreeing**. This suggests that the grant-funded SWEL program has effectively enhanced MLs' engagement. Recognizing the importance of active engagement in learning for MLs, these results highlight how the grant-funded professional development has resulted in creating opportunities for increased student engagement. Addressing the perspectives of those who disagreed will be an essential focus in 2024-25.

2. *Student English Language Proficiency Growth*

To measure progress toward closing the opportunity and achievement gap, data was collected on multilingual learners in classrooms taught by teachers who participated in a SWEL coaching cycle of four or more coaching sessions.

Under ESSA in Minnesota, school districts annually report on ELs' progress toward achieving English language proficiency (PTP) on the ACCESS test and meeting an annual progress toward proficiency target set by the state.

- In 2022, 34.9% of students in ISD 196 with EL status met or exceeded their annual progress toward proficiency (PTP) target.
- In 2023, 38.4% of students in ISD 196 with EL status met or exceeded their annual PTP target (see chart below).
- In 2024, 38.3% of students in ISD 196 with EL status met or exceeded their annual PTP target (see chart below).

District 196 2023 EL PTP

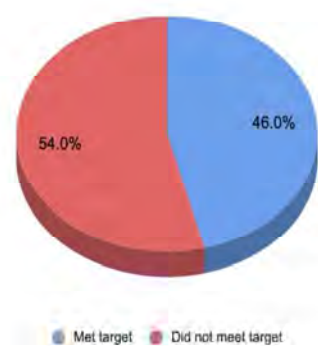


District 196 2024 EL PTP

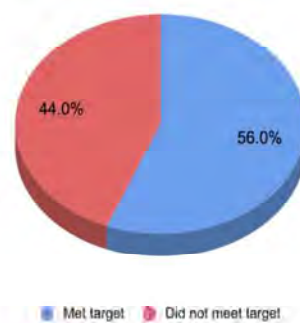


- Based on the 2024 ACCESS data:
 - 78% of 800 students who had 2024 PTP goals set by the state, and whose classroom/content teacher participated in a SWEL coaching cycle increased their ACCESS English language proficiency score from 2023 to 2024.
 - 46% of all students in those classes with a 2024 PTP goal met or exceeded it, surpassing our district-wide progress toward proficiency data (see chart below)
 - This rate is significantly higher than the 2024 state average of 28.3% of students meeting their annual goal.
 - At the elementary level, where the greatest number of teachers participated in SWEL coaching cycles, 56% of students met their annual PTP goal (see chart below). This rate is significantly higher than both the district average and the state average.

District 196 2024 EL PTP in classes with SWEL coaching cycle



District 196 2024 Elementary EL PTP in classes with SWEL coaching cycle



These findings indicate that the intended goals of the grant-funded work are being achieved, demonstrating substantial improvements in student language proficiency in classes where SWEL coaching is taking place.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|--|--|--------------------------------|
| N/A | Maintain the total number of teachers in year 1 from the start of the year until the end. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Calculate the total number of teachers from September to June. | 9 out of 11 teachers of color |
| N/A | Maintain the total number of teachers in years 1-3 from the start of the year until the end. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Calculate the total number of teachers from September to June. | 26 out of 30 teachers of color |

| | | | | |
|--------------------|--|--|--|--|
| FY24 \$3,511.00 | Affinity Unite Coordinator Stipend | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | N/A | N/A |
| FY24 \$2,500.00 | Affinity Unite Professional Development: Liz Kleinrock- <i>Disrupting White Supremacy Culture</i> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | N/A | N/A |
| FY24 \$408.00 | Attendance Stipend | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Increase or maintain attendance at affinity group meetings | <ul style="list-style-type: none"> In the last 3 years, attendance has increased slightly. FY24: 19% increase in attendance overall; average from 12 (FY23) to 15 (FY24) attendees/mtg. Increase could be due to group expansion to BIPOC paraprofessionals, student support specialists, and Grow Your Own-Adult Pathways Program Participants FY25: Will continue to provide attendance stipends to licensed members who attend 75% of meetings |

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|---|-------------------------------|--|
| FY24 \$3,511.00 | Teachers of Color Mentorship Program Coordinator Stipend | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | N/A | N/A |
| FY24 \$12,285.00 | Teachers of Color Mentorship Program Mentor Stipends | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | <p>Assessed level of:</p> <p>Confidence with the TDE process</p> <ul style="list-style-type: none"> • Mentors and mentees went from being 81.8% to 100% confident with the process • FY25: Will continue to provide understanding of TDE at whole group meetings/workshops, in newsletters, and mentor-mentee check-ins <p>Isolation felt in their buildings and districtwide</p> <ul style="list-style-type: none"> • In buildings: mentors and mentees still feel isolated, often due to being the one or a few teachers of color on site • FY25: Manager and coordinators will continue to collaborate with |

| | | | | |
|--|--|--|--|--|
| | | | | <p>other mentorship programs within/outside of District 196 to find strategies to increase recruitment and retention of teachers of color. Manager will continue to implement the Grow Your Own - Adult Pathways Program.</p> <ul style="list-style-type: none"> • In district: mentors and mentees mentors and mentees feel less isolated due to participation in the program • FY25: Will continue to provide closer mentor-mentee(s) matches. <p>Isolation felt after having a professional relationship with their mentor/mentee(s)</p> <ul style="list-style-type: none"> • Mentees felt less isolated • Mentors felt less isolated, 75% to 100% "agreed/strongly agreed" • FY25: Will continue to provide closer mentor-mentee(s) matches. <p>Desire to stay in 196</p> <ul style="list-style-type: none"> • All mentors (except 1) and mentee responded they plan to stay in ISD196. • Like FY23, All will be retained for FY25. • FY25: Will continue to maintain and strengthen |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|---|
| | | | | <p>programming (e.g. continue to provide closer mentor-mentee(s) matches and professional development that supports well-being, confidence, and competence of teachers of color).</p> <p>Knowledge from mentor training to support their mentees</p> <ul style="list-style-type: none">• Like FY23, mentors still feel they need training to support their mentee(s).• FY24 provided a yearlong book study and support on knowing what phases of supports new teachers need throughout the year with Catalyst strategies to implement.• Manager and coordinators researched coaching models to select one with an equity lens that aligns with the district's Strategic Roadmap.• FY25: Hoping a coaching model will be approved to implement for the program. |
|--|--|--|--|---|

| | | | | |
|--------------------|---|---|--------|--|
| FY24 \$2,500.00 | Teachers of Color Mentorship Program Catalyst Training | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | <p>Assessed level of:</p> <p>Knowledge of culturally responsive teaching</p> <ul style="list-style-type: none"> Both participants of the Teachers of Color Mentorship Program and invited guests rated their Catalyst training as beneficial and they had only positive comments to say about their experience. Catalyst Support Days have been effective in utilizing the skills taught at the trainings. FY25: Will continue to provide Catalyst training and Support Days for participants and guests. |
| FY24 \$200.00 | Teachers of Color Mentorship Program Catalyst Training Workbook | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | |
| FY24 \$3,500.00 | Teachers of Color Mentorship Program Catalyst Coaching | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | |
| FY24 \$500.00 | Teachers of Color Mentorship Program Professional Development: Rebecca Slaby – <i>Stereotype Threat – Reclaiming Our Power as Educators of Color</i> | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | N/A | N/A |

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|--------------------------------------|--|
| FY24 \$14,854 | SWEL Program TESOL International's SWEL certification 3-workshop series for five teachers (course cost + stipend time in class) | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Attendance in course and SWEL survey | <p>The five ELD teachers attended 100% of the classes in the SWEL certification courses</p> <p>Teacher/staff survey data indicates high agreement that SWEL is improving teacher practice in working with MLs.</p> <p>More FY24 funds will be spent into the 2024-25 school year for a few more ELD teachers to complete SWEL certification.</p> |
| FY24 \$78 | SWEL Program Coaching Stipend | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey and Student Data | N/A |
| FY24 \$18,018 | SWEL Program In-District Professional Development (½ day substitute teachers for ten secondary SWEL coaches to attend district-wide SWEL cohort meetings) | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | This amount has not yet been spent, but is already planned for and will be used in the 2024-25 school year. |

Summary of Grant Expenditures

District 196 was awarded 46% of what they requested, the highest echelon awarded. Activities began Fall 2023 which was well before the Official Grant Award Notification was given after January 9, 2024, so grantees only spent TMRG funds after the latter date. More specifics on how the grant funds were distributed are to follow. No funds from the FY25 TMRG have been used during the writing of this report. Funds from the Equity and Inclusion Department, English Language Development Department, and Dakota County United Educators Union helped to fill in the existing funds and/or not all funds were used for FY24, so they will be able to be used in FY25 work.

Affinity Unite

Entitlement: \$15,320.76

Coordinator Stipend Actual: \$3,492.25

- The Equity and Inclusion Department chose to pay a stipend for 1 of 3 Affinity Unite coordinators of approximately \$3,500 and use other funds to pay the two remaining coordinators. The rationale was to reserve more funds for attendance stipends and leave only \$2,500 for professional development.

Attendance Stipend Actual: \$407.40

- The FY24 application planned for 30 Affinity Unite members to access the attendance stipend. Only 2 members met the criteria to access the stipend at about \$200 per member.

Professional Development Actual: \$2,500

- The fund was used on one guest speaker.

Teachers of Color Mentorship Program Stipends - Mentors, Mentees, Coordinators

Entitlement: \$29,065.56

Coordinator Stipend Actual: \$3,493.69

- The Equity and Inclusion Department chose to pay a stipend for 1 of 3 Teachers of Color Mentorship Program Coordinators of approximately \$3,500 and use other funds to pay the two remaining coordinators. The rationale was to reserve funds for the mentors' stipends and since mentees would receive monthly support from their mentors, program meetings, and professional development, they would not receive a stipend.

Mentor Stipend Actual: \$12,268.91

- The grant application was written to support 12 mentors per year for two years. In the first year (2023-2024), only 7 mentors were selected because there was a smaller number of mentees who chose to participate in the program. In the second year (2024-2025), there are 12 mentors who will have a stipend for their work.

Mentee Stipend Actual: \$0

- Due to less funds awarded and the rationale that the mentees would receive monthly support from their mentors, program meetings, and professional development, they would not receive a stipend.

Teachers of Color Mentorship Induction Program Support - including Catalyst Training

Entitlement: \$31,014.58

Catalyst Training, Coaching, and Workbook Actual: \$6,200.00

- Due to limited funds, only the Catalyst workbooks, two Catalyst trainings (as requested), and three coaching sessions (requested 8 sessions) were implemented. The fees for substitute teachers for the Catalyst training was paid through the Equity and Inclusion Department.

Professional Development: \$500.00

- Only one professional development was funded using the TMRG. The other professional development occurred before January 9, 2024 and was paid by the Equity and Inclusion Department.

SWEL Program

Entitlement: \$45,779.89

- The majority of the grant funds allocated for SWEL certification were utilized; however, approximately \$3,000 remained unspent due to certifying one fewer SWEL coaches than initially planned. Despite multiple attempts to contact a building principal regarding the identification of a SWEL coach and his interest in doing so, no response was received. We will attempt this again in FY25.
- \$18,000 of SWEL in-district professional development funds remain unspent. These funds were received in January with the understanding that they could be utilized through the 2024-25 school year. As a result, the planned use of these funds is scheduled to begin in the 2024 school year.

In conclusion, the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) has enhanced the district's ability to mentor and retain effective teachers. The data shared in this report clearly demonstrates the continued efforts and progress toward increasing the number of teachers of color and indigenous teachers in District 196.

The intentional, collaborative work supported by this grant in the areas of Affinity Unite, the Teachers of Color Mentorship Program, and School-wide English Learning (SWEL) has not only strengthened but also supplemented existing initiatives.

The success of these programs highlights the positive impact of TMRG-funded activities on supporting teachers and students of color. Moving into FY25, District 196 remains committed to furthering the progress that has been achieved through the Teacher Mentorship & Retention of Effective Teachers Grant.

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Rosemount ISD 917

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|----------------------------------|
| Legal Name of Applicant Organization | Intermediate School District 917 |
| Total Grant Amount | \$169,062.96 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Dr. Michael Favor |
| Title | Superintendent |
| Address | 1300 145th St E |
| City, State and Zip Code | Rosemount, MN 55068 |
| Phone Number and Email | michael.favor@isd917.org (651) 423-8214 |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Dr. Marci Levy-Maguire |
| Title | Director of Communications & Strategic Partnerships |
| Address | 1300 145th St E |
| City, State and Zip Code | Rosemount, MN 55068 |
| Phone Number and Email | marci.levy-maguire@isd917.org (651) 423-8207 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

Resistance, Resilience, and Reimagination (RRR) is a collaborative program between Intermediate School District 917, Minnesota Humanities Center, and Metro State University that is focused on the mentorship and retention of teachers of color and American Indian teachers as well as improving outcomes for students of color and American Indian students.

For the 2024-2025 school year, we have established a program for teachers of color and American Indian teachers that includes:

Free graduate courses toward a first Master's degree or additional teaching license through Metro State University's School of Urban Education

Free professional development sessions through Minnesota Humanities Center

Paid affinity group sessions

Paid mentorship opportunities

For Paraprofessionals of Color, American Indian Paraprofessionals, and International Teachers:

Paid affinity group sessions

The bulk of our TMRG funding is allotted to enrolling eligible participants in graduate courses at Metro State University to earn a first Master's degree in Curriculum, Pedagogy, and Schooling: Urban Education (MS) or an additional teaching license. Dr. Yvonne RB-Banks (Department Chair and Elementary Education Coordinator, Graduate Programs Coordinator, Special Ed Coordinator) works directly with participants to enroll them in programs and courses, make them aware of the university's wraparound services opportunities, and serves as a mentor to enrolled participants.

The majority of the RRR affinity group program is designed to engage participants in exploring Minnesota through diverse cultural lenses as they participate in a book study, Story Circles, author presentations, and discussions around the book *A Good Time for the Truth*. During these sessions, beginning with a kick-off event on 9/30/24, participants will have opportunities for whole group, small group, and partner discussions based on their chosen affinities to support the sharing of experiences, networking, and strengthening of support systems. In October, in partnership with local cultural organizations, we will also bring International Teachers together from across the state of Minnesota to strengthen community.

Mentorship opportunities, beginning in October, will begin with virtual meetings aligned to ISD 917's core values (collaboration, communication, stewardship, integrity, innovation, empathy, personalization, equity, and diversity). Fall and early winter sessions will be co-led by participants, in partnership with staff members from ISD 917, Minnesota Humanities Center, and/or Metro State University, to offer participants the chance to strengthen and build their confidence around their mentorship knowledge and skills. Those who are interested will also participate in Story Circle Facilitator Training through the Minnesota Humanities Center. In the spring, we will work with school and district leaders to support school/district-based mentoring sessions led by RRR participants.

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RESISTANCE, RESILIENCE, & REIMAGINATION 2024-2025



PAID AFFINITY GROUP SESSIONS

Save the dates!

- **Affinity Group Sessions for TEACHERS OF COLOR, AMERICAN INDIAN TEACHERS, PARAPROFESSIONALS OF COLOR, AMERICAN INDIAN PARAPROFESSIONALS, and INTERNATIONAL TEACHERS:**
 - **9/30/24 - 4-6pm** @ MN Humanities Center (in-person) or Zoom (virtual) - Program Kick-Off
 - **11/2/24 - 9am-1pm** @ MN Humanities Center - A Good Time for the Truth Book Study & Author Story Circle
 - **1/25/25 - 9am-1pm** @ MN Humanities Center - A Good Time for the Truth Book Study & Author Story Circle
 - **4/26/25 - 9am-1pm** @ MN Humanities Center - Closing Affinity Group - Reflections & Looking Ahead
- **Affinity Group Session for INTERNATIONAL TEACHERS**
 - **10/17/24 - 12:00pm-3:00pm** @ MN Humanities Center (in-person)

FREE METRO STATE UNIVERSITY GRADUATE CREDITS

- Any MN teacher of color or American Indian teacher can earn credits toward a 1st Master's degree or a 2nd teaching license for **FREE** through Metro State University's School of Urban Education!
- Spring 2025 course offerings will be posted **HERE** on 10/1/24.
- Participants will work directly with Dr. Yvonne RB-Banks to choose courses and register.
 - Email: yvonne.rb-banks@metrostate.edu

PAID MENTORSHIP OPPORTUNITIES

- Facilitate virtual Mentorship Communities
- TBD @ Zoom - Virtual Mentorship Community - Collaboration & Communication
- TBD @ Zoom - Virtual Mentorship Community - Stewardship, Integrity, & Innovation
- TBD @ Zoom - Virtual Mentorship Community - Empathy & Personalization
- TBD @ Zoom - Virtual Mentorship Community - Equity & Diversity
- TBD @ MN Humanities Center Story Circle Facilitator training (4-hour session)
- Serve as K-12 mentor for educators in schools



Register for all events at:

<https://www.mnhum.org/program/resistance-resilience-reimagination/>



FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 2 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | – |
| Asian or Pacific Islander | 4 | 1 | 0 | 0 | 3 | 0 | 0 | – |
| Hispanic | 2 | 0 | 0 | 0 | 1 | 0 | 0 | – |
| Black | 1 | 0 | 0 | 0 | 1 | 0 | 0 | – |
| Two or More Racial or Ethnic Groups | 2 | 0 | 0 | 0 | 2 | 0 | 0 | – |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | – |
| Total | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 13 |

Resistance, Resilience, & Reimagination Participants (as of 9/23/24)

| Participant Race/Ethnicity | License Tier | Shortage Area | # of Years Teaching/In District |
|-----------------------------------|---------------------|----------------------|--|
| Asian | 4 | No | ? |
| Black | 3 | Yes | 3 |
| 2 or More Races | 3 | Yes | 1 |
| 2 or More Races | 4 | Yes | 10 |
| Asian | 4 | No | 7 |
| Hispanic | 3 | Yes | 3 |
| Asian | 2 | Yes | 5 |
| Asian | 4 | Yes | 6 months in district |
| Hispanic | Cultural Liaison | N/A | N/A |
| Hispanic | 4 | No | 12 |
| Asian | 4 | Yes | 17 |

Analysis of Data

The three partner organizations have explored multiple avenues of outreach to potential participants, including follow-up conversations with 2023-2024 Resistance, Resilience, & Reimagination participants, virtual information sessions, a presentation at the LEAD Conference, emailed fliers to Superintendents and equity leaders throughout the state of Minnesota, and in-person presentations to ISD 917 member district Superintendents. While there has been strong interest in the implementation and success of this program, there has been less participant registration than we hoped to see at this point. While we, so far, have 10 teachers and one cultural liaison registered to participate in Affinity Group and Mentorship activities, none of our participants have registered for fall 2024 courses at Metro State University to take classes toward a first Master's degree or additional teaching license.

Former and current participants have shared with us their desire to participate in and/or lead professional development activities and engage more closely with mentors and other educators of color and American Indian educators, but they have less desire to take on additional graduate work while teaching full-time. They are also concerned about beginning a graduate program with grant funding when they might not have funds to complete the program.

We have heard from former participants how busy their lives are both in and out of school, and how much they are doing to address barriers and increase access for their students. As you can see from the quantitative data, most of the participants enrolled in the Resistance, Resilience, & Reimagination Program have Tier 3 or 4 licenses and years of teaching experience.

We have Affinity Group sessions and Mentoring Community sessions planned for the 2024-2025 school year for teachers and paraprofessionals of color, American Indian teachers and paraprofessionals, and International Teachers. We plan to do additional outreach to increase the number of participants in these programs, and we plan to consider new strategies to garner interest among teachers of color and American Indian teachers to take courses toward a first Master's degree or additional teaching license during the spring 2025 semester at Metro State University.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|-------------------------------|--|
| 2024 \$430.00 | Food for Affinity Group for International Teachers - Meet and greet with local Filipino community members | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input checked="" type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Staff retention | 100% of the 4 International Teachers at ISD 917 returned for the 2024-2025 school year |

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Roseville ISD 623

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|--------------------------------|
| Legal Name of Applicant Organization | ISD 623-Roseville Area Schools |
| Total Grant Amount | \$176,259.97 |

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 | 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 |
| Address | Central Park Elementary School 535 County Road B-2 West |
| City, State and Zip Code | Roseville MN 55113-3205 |
| Phone Number and Email | 651-491-3535 roberta.hernandez@isd623.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Report Narrative

The FY24 PELSB Grant to Mentor and Retain Teachers of Color continued to give us the financial resources needed to strengthen our co-mentoring program and our district 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 pedagogy and teaching practices.

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 TMRG 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 to listening, learning, supporting our work in partnership.

- 1) **Affinity Group:** Funds for our affinity group sessions enabled us to plan and implement 5 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. Funding included somatic movement and wellness practices. Affinity group

members named this time as a highlight of our 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, we met again 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 year, some of the educators that identify with varied cultures participated in different groups instead of just one, which was a deeper connection to their identities. 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 and support 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 include stipends for the BIPOC mentors and mentees that participated including those that were hired in fall of 2021 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) **Professional Development.** We had 6 FOCUS leadership team members accepted as Fellows to the Institute for Teachers of Color Committed to Racial Justice Conference (ITOC) in June 2024/Virtual learning through the year. This national ITOC community has been foundational in our training and work with this PELSB grant.
- 5) **Data and District Partnership:** We continue to analyze data regarding retention of BIPOC educators. In the data analysis, we continued to retain teachers this year as of June 30, 2024. There was a Tier 1 teacher that was not renewed. This is the second year that we have identified several practices that hinder retention and we work with the Associate Superintendent that oversees Educational Equity in the district to address them. The partnership between FOCUS and this district administrator has contributed greatly to our retention of BIPOC teachers. One example is our Stay Interviews.

From Delon Smith, our Director of Educational Equity and Innovation: “During the last two academic years, we conducted Stay Interviews with all of our BIPOC staff. As we analyzed the data, we found the following areas for our FOCUS affinity group to support:

- Recruitment and retention of more BIPOC staff; hiring globally
- Professional development strictly addressing race and equity
- Regular check-ins with BIPOC staff”

This qualitative data identifies areas that both FOCUS and the district administration can

partner to strengthen our retention efforts in Roseville.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 0 |
| Asian or Pacific Islander | 9 | 0 | 1 | 0 | 2 | 0 | 0 |
| Hispanic | 5 | 0 | 2 | 0 | 1 | 0 | 0 |
| Black | 3 | 0 | 0 | 0 | 1 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 18 | 0 | 3 | 0 | 4 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Asian or Pacific Islander | 6 | 0 | 1 | 0 | 4 | 0 | 0 | 16 |
| Hispanic | 17 | 0 | 2 | 0 | 5 | 0 | 0 | 27 |
| Black | 11 | 0 | 0 | 0 | 8 | 0 | 0 | 14 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 37 | 0 | 3 | 0 | 17 | 0 | 0 | 61 |

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 3: 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 Cultural Affinity Survey |

Table 4: Retention

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|---------|---------|
| Turnover of Teachers of Color (TOC who left/Total # of TOC) | 9.85% | 10.6% | 14.4% | *0% | *0.9 |
| Percentage of Teachers of Color (# of TOC/ # of Teachers) | 11.79% | 11.76% | 14.17% | 13% | 14% |

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 in 2022-23. For the last two years, we have seen none or less than 1% of teachers of color leave the district. This may be a result of a district change in practice when it comes to probationary teachers of color and decisions to non-renew. Principals have been instructed to collaborate with district leadership by early January if they

are not seeing what is needed to renew a teacher of color, so they can work together to provide the necessary support the teacher needs before a final decision is made in April.

Table 5: School %

| School | School % TOC 22 | School % TOC 23 | School % TOC 24 |
|--------|-----------------|-----------------|-----------------|
| BRM | 19% | 19% | 19% |
| CPK | 19% | 18% | 20% |
| EDW | 11% | 11% | 11% |
| EGN | 14% | 11% | 15% |
| FHT | 3% | 0% | 0% |
| HAR | 8% | 24% | 19% |
| LCN | 20% | 28% | 35% |
| PVW | 3% | 11% | 10% |
| RAMS | 13% | 10% | 17% |
| RAHS | 13% | 14% | 14% |
| FAHS | 0% | 0% | 0% |
| ECSE | 0% | 0% | 3% |

Each school's teachers of color % has stayed relatively the same from 2023 to 2024. HAR and PVW saw a decrease in their teachers of color. FAHS and FHT remain at 0%, but ECSE went from 0% to 3%. LCN continues to experience an increase from 28% to 35% because of their dual language immersion program. Other schools that are increasing their teachers of color are RAMS and EGN.

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 6: Attendance Sign In Sheets and Meeting Agendas

| FOCUS Session Meeting Agenda Activities/Topics | 21-22 Attendance* | 22-23 Attendance* | 23-24 Attendance* |
|---|-------------------|-------------------|-------------------|
| October 12, 2023 Develop Mission/Vision, Somatic Practice | 36 | 48 | 48 |
| December 7, 2023 CCW Quilting, District Leadership | 37 | 43 | 46 |

| FOCUS Session Meeting Agenda Activities/Topics | 21-22 Attendance* | 22-23 Attendance* | 23-24 Attendance* |
|---|-------------------|-------------------|-------------------|
| Panel, Develop Mission/Vision, Somatic Practice | | | |
| January 25, 2024 Cultural Affinity Group, District Leadership Panel, Develop Mission/Vision, Somatic Practice | NA | NA | 50 |
| March 14, 2024 Cultural Affinity Group, District Leadership Panel, Develop Mission/Vision, Somatic Practice | 41 | 38 | 43 |
| May 2, 2024 Develop Mission/Vision, Somatic Practice, District Q&A | 30** | 38 | 43 |

*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.

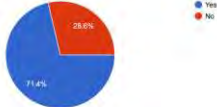

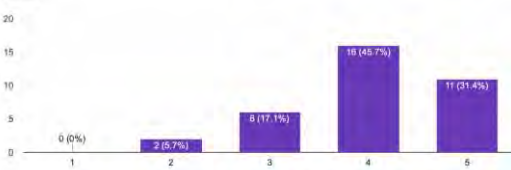
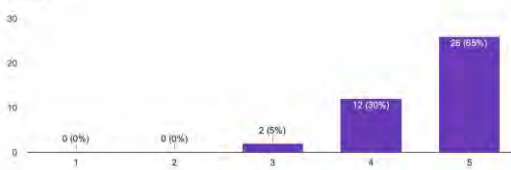
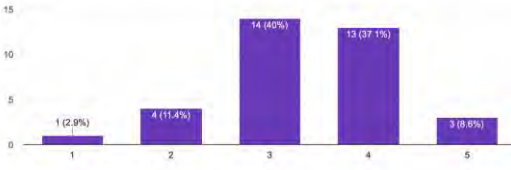
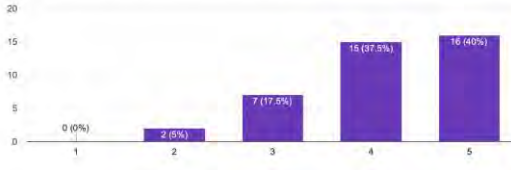
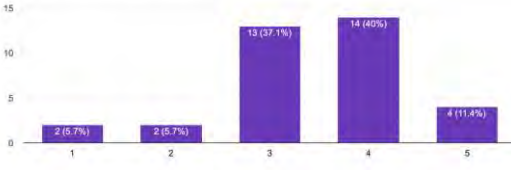
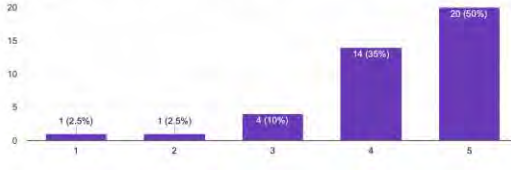
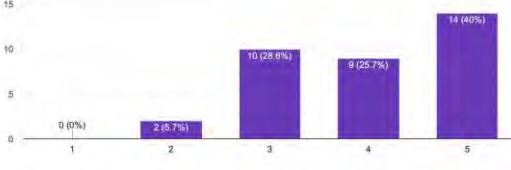
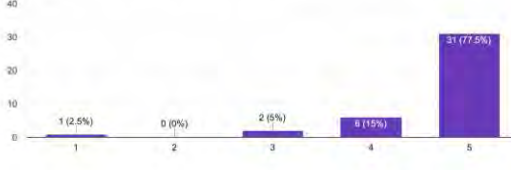
** We had additional folks who indicated they would attend, but were ill on the day of the event.

Our attendance has stayed steady with 43-50 participants attending each affinity group meeting this year. This is a slight increase from last year with many folks coming that have never attended.

The agenda topics and activities this year were focused on collectively developing a vision/mission statement for FOCUS, as well as engaging in somatic practices and developing our cultural identities and community cultural wealth. We also collaborated with district leadership by creating space for conversations and concerns to occur during our FOCUS time together.

Table 7: Pre/Post Survey Data

| Question | Pre | Post | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------|--------------------|--------------|--------------------|-------------|--------------|----|---|---|----|-------------|---|---|---|---|---------------------|---|---|---|---|-------------|----|---|---|----|--|----------|---------------|--------------|--------------------|-------------|--------------|----|---|---|----|-------------|---|---|---|----|---------------------|---|---|---|---|-------------|----|---|---|----|
| 1 How many years have you worked in the district? | <p>Years of Experience</p> <table><thead><tr><th>Category</th><th>1 One to Five</th><th>2 Six to Ten</th><th>3 Eleven and Above</th><th>Grand Total</th></tr></thead><tbody><tr><td>1 Elementary</td><td>13</td><td>2</td><td>3</td><td>18</td></tr><tr><td>2 Secondary</td><td>3</td><td>3</td><td>2</td><td>8</td></tr><tr><td>3 Outside Classroom</td><td>7</td><td>1</td><td>1</td><td>9</td></tr><tr><td>Grand Total</td><td>23</td><td>6</td><td>6</td><td>35</td></tr></tbody></table> | Category | 1 One to Five | 2 Six to Ten | 3 Eleven and Above | Grand Total | 1 Elementary | 13 | 2 | 3 | 18 | 2 Secondary | 3 | 3 | 2 | 8 | 3 Outside Classroom | 7 | 1 | 1 | 9 | Grand Total | 23 | 6 | 6 | 35 | <p>Years of Experience</p> <table><thead><tr><th>Category</th><th>1 One to five</th><th>2 Six to Ten</th><th>3 Eleven and Above</th><th>Grand Total</th></tr></thead><tbody><tr><td>1 Elementary</td><td>13</td><td>5</td><td>4</td><td>22</td></tr><tr><td>2 Secondary</td><td>7</td><td>4</td><td>1</td><td>12</td></tr><tr><td>3 Outside Classroom</td><td>4</td><td>1</td><td>2</td><td>6</td></tr><tr><td>Grand Total</td><td>24</td><td>9</td><td>7</td><td>40</td></tr></tbody></table> | Category | 1 One to five | 2 Six to Ten | 3 Eleven and Above | Grand Total | 1 Elementary | 13 | 5 | 4 | 22 | 2 Secondary | 7 | 4 | 1 | 12 | 3 Outside Classroom | 4 | 1 | 2 | 6 | Grand Total | 24 | 9 | 7 | 40 |
| Category | 1 One to Five | 2 Six to Ten | 3 Eleven and Above | Grand Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Elementary | 13 | 2 | 3 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Secondary | 3 | 3 | 2 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Outside Classroom | 7 | 1 | 1 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grand Total | 23 | 6 | 6 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | 1 One to five | 2 Six to Ten | 3 Eleven and Above | Grand Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Elementary | 13 | 5 | 4 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Secondary | 7 | 4 | 1 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Outside Classroom | 4 | 1 | 2 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grand Total | 24 | 9 | 7 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>2 I attended at least 2 FOCUS sessions last school year.</p> | <p>I attended at least 2 FOCUS sessions last school year. 35 responses</p>  <p>Yes: 71.4% No: 28.6%</p> | <p>I attended at least 2 FOCUS sessions this school year. 40 responses</p>  <p>Yes: 97.5% No: 2.5%</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-------|------------|---|---|------|---|---|-------|---|----|-------|---|----|-------|---|----|-------|---|--------|-------|------------|---|---|------|---|---|------|---|---|-------|---|----|-------|---|----|-------|
| <p>3 I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it.</p> <p>1- Need to Develop 5- Yes, I have the skills to do this</p> | <p>I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it. 35 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2</td> <td>5.7%</td> </tr> <tr> <td>3</td> <td>8</td> <td>22.9%</td> </tr> <tr> <td>4</td> <td>16</td> <td>45.7%</td> </tr> <tr> <td>5</td> <td>11</td> <td>31.4%</td> </tr> </tbody> </table> <p>77.1% (4-5)</p> | Rating | Count | Percentage | 1 | 0 | 0% | 2 | 2 | 5.7% | 3 | 8 | 22.9% | 4 | 16 | 45.7% | 5 | 11 | 31.4% | <p>I can recognize different forms of racism/race-evasiveness in K-12 education when I see it, hear it, experience it. 40 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>2</td> <td>5%</td> </tr> <tr> <td>4</td> <td>12</td> <td>30%</td> </tr> <tr> <td>5</td> <td>26</td> <td>65%</td> </tr> </tbody> </table> <p>95% (4-5)</p> | Rating | Count | Percentage | 1 | 0 | 0% | 2 | 0 | 0% | 3 | 2 | 5% | 4 | 12 | 30% | 5 | 26 | 65% |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 5.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 8 | 22.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 16 | 45.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 11 | 31.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 2 | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 12 | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 26 | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4 I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education.</p> <p>1- Need to Develop 5- Yes, I have the skills to do this</p> | <p>I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education. 35 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2.9%</td> </tr> <tr> <td>2</td> <td>4</td> <td>11.4%</td> </tr> <tr> <td>3</td> <td>14</td> <td>40%</td> </tr> <tr> <td>4</td> <td>13</td> <td>37.1%</td> </tr> <tr> <td>5</td> <td>3</td> <td>8.6%</td> </tr> </tbody> </table> <p>45.7% (4-5)</p> | Rating | Count | Percentage | 1 | 1 | 2.9% | 2 | 4 | 11.4% | 3 | 14 | 40% | 4 | 13 | 37.1% | 5 | 3 | 8.6% | <p>I can disrupt racism/race-evasiveness that I see, hear, or experience in K-12 education. 40 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2</td> <td>5%</td> </tr> <tr> <td>3</td> <td>7</td> <td>17.5%</td> </tr> <tr> <td>4</td> <td>15</td> <td>37.5%</td> </tr> <tr> <td>5</td> <td>16</td> <td>40%</td> </tr> </tbody> </table> <p>77.5% (4-5)</p> | Rating | Count | Percentage | 1 | 0 | 0% | 2 | 2 | 5% | 3 | 7 | 17.5% | 4 | 15 | 37.5% | 5 | 16 | 40% |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 2.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 4 | 11.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 14 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 13 | 37.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 3 | 8.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 7 | 17.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 15 | 37.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 16 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>5 I can use BIPOC community cultural wealth to reframe K-12 education</p> <p>1- Need to Develop 5- Yes, I have the skills to do this</p> | <p>I can use BIPOC community cultural wealth to reframe K-12 education 35 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>5.7%</td> </tr> <tr> <td>2</td> <td>2</td> <td>5.7%</td> </tr> <tr> <td>3</td> <td>13</td> <td>37.1%</td> </tr> <tr> <td>4</td> <td>14</td> <td>40%</td> </tr> <tr> <td>5</td> <td>4</td> <td>11.4%</td> </tr> </tbody> </table> <p>51.4% (4-5)</p> | Rating | Count | Percentage | 1 | 2 | 5.7% | 2 | 2 | 5.7% | 3 | 13 | 37.1% | 4 | 14 | 40% | 5 | 4 | 11.4% | <p>I can use BIPOC community cultural wealth to reframe K-12 education 40 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2.5%</td> </tr> <tr> <td>2</td> <td>1</td> <td>2.5%</td> </tr> <tr> <td>3</td> <td>4</td> <td>10%</td> </tr> <tr> <td>4</td> <td>14</td> <td>35%</td> </tr> <tr> <td>5</td> <td>20</td> <td>50%</td> </tr> </tbody> </table> <p>85% (4-5)</p> | Rating | Count | Percentage | 1 | 1 | 2.5% | 2 | 1 | 2.5% | 3 | 4 | 10% | 4 | 14 | 35% | 5 | 20 | 50% |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 5.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 5.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 13 | 37.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 14 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 4 | 11.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 2.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 1 | 2.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 14 | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 20 | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6 I experience community/connection with other BIPOC educators in the district.</p> <p>1- Strongly Disagree 5- Strongly Agree</p> | <p>I experience community/connection with other BIPOC educators in the district. 35 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2</td> <td>5.7%</td> </tr> <tr> <td>3</td> <td>10</td> <td>28.6%</td> </tr> <tr> <td>4</td> <td>9</td> <td>25.7%</td> </tr> <tr> <td>5</td> <td>14</td> <td>40%</td> </tr> </tbody> </table> <p>65.7% (Agree-Strongly Agree)</p> | Rating | Count | Percentage | 1 | 0 | 0% | 2 | 2 | 5.7% | 3 | 10 | 28.6% | 4 | 9 | 25.7% | 5 | 14 | 40% | <p>I experience community/connection with other BIPOC educators in the district. 40 responses</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2.5%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>2</td> <td>5%</td> </tr> <tr> <td>4</td> <td>6</td> <td>15%</td> </tr> <tr> <td>5</td> <td>31</td> <td>77.5%</td> </tr> </tbody> </table> <p>92.5% (Agree-Strongly Agree)</p> | Rating | Count | Percentage | 1 | 1 | 2.5% | 2 | 0 | 0% | 3 | 2 | 5% | 4 | 6 | 15% | 5 | 31 | 77.5% |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 2 | 5.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 10 | 28.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 9 | 25.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 14 | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rating | Count | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 2.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 0 | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 2 | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 6 | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 31 | 77.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>7 I experience community/connection within the district (colleagues, building, districtwide).</p> <p>1- Strongly Disagree 5- Strongly Agree</p> | <p>I experience community/connection within the district (colleagues, building, districtwide). 35 responses</p> <p>60% (Agree-Strongly Agree)</p> | <p>I experience community/connection within the district (colleagues, building, districtwide). 40 responses</p> <p>75% (Agree-Strongly Agree)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--------------|--------------|------------|--------------|--------------|-----------|------------|------------|--------|------------|---|---|---|---|---|---|---|---|----|---|----|-----|----|----|----|----|----|----|-----|----|----------|-----------|------------|--------------|--------------|-----------|-----------|------------|--------|------------|---|---|---|---|---|---|---|---|----|---|----|-----|-----|-----|-----|-----|----|----|-----|----|
| <p>8 My voice (through words/actions) contributes to making change for equity in the district.</p> <p>1- Strongly Disagree 5- Strongly Agree</p> | <p>My voice (through words/actions) contributes to making change for equity in the district. 35 responses</p> <p>48.5% (Agree-Strongly Agree)</p> | <p>My voice (through words/actions) contributes to making change for equity in the district. 40 responses</p> <p>60% (Agree-Strongly Agree)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9 What cultural wealth do you bring into your role as a BIPOC educator (we are all BIPOC educators no matter our job title)?</p> <p>Before (46)</p> <table><tr><th>Familial</th><th>Ancestral</th><th>Linguistic</th><th>Navigational</th><th>Aspirational</th><th>Resistant</th><th>Political</th><th>Ecological</th><th>Social</th><th>Discursive</th></tr><tr><td>1</td><td>5</td><td>4</td><td>3</td><td>2</td><td>3</td><td>0</td><td>0</td><td>26</td><td>1</td></tr><tr><td>2%</td><td>11%</td><td>9%</td><td>7%</td><td>4%</td><td>7%</td><td>0%</td><td>0%</td><td>57%</td><td>2%</td></tr></table> <p>Open Codes: external connections, identity connection, lived experience, personal attributes, perspective</p> <p>After (55)</p> <table><tr><th>Familial</th><th>Ancestral</th><th>Linguistic</th><th>Navigational</th><th>Aspirational</th><th>Resistant</th><th>Political</th><th>Ecological</th><th>Social</th><th>Discursive</th></tr><tr><td>3</td><td>7</td><td>7</td><td>6</td><td>6</td><td>7</td><td>0</td><td>1</td><td>18</td><td>0</td></tr><tr><td>5%</td><td>13%</td><td>13%</td><td>11%</td><td>11%</td><td>13%</td><td>0%</td><td>2%</td><td>33%</td><td>0%</td></tr></table> <p>Open Codes: external attributes, identity connection, lived experience, personal attributes, perspective</p> | | | Familial | Ancestral | Linguistic | Navigational | Aspirational | Resistant | Political | Ecological | Social | Discursive | 1 | 5 | 4 | 3 | 2 | 3 | 0 | 0 | 26 | 1 | 2% | 11% | 9% | 7% | 4% | 7% | 0% | 0% | 57% | 2% | Familial | Ancestral | Linguistic | Navigational | Aspirational | Resistant | Political | Ecological | Social | Discursive | 3 | 7 | 7 | 6 | 6 | 7 | 0 | 1 | 18 | 0 | 5% | 13% | 13% | 11% | 11% | 13% | 0% | 2% | 33% | 0% |
| Familial | Ancestral | Linguistic | Navigational | Aspirational | Resistant | Political | Ecological | Social | Discursive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 5 | 4 | 3 | 2 | 3 | 0 | 0 | 26 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2% | 11% | 9% | 7% | 4% | 7% | 0% | 0% | 57% | 2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Familial | Ancestral | Linguistic | Navigational | Aspirational | Resistant | Political | Ecological | Social | Discursive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 7 | 7 | 6 | 6 | 7 | 0 | 1 | 18 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5% | 13% | 13% | 11% | 11% | 13% | 0% | 2% | 33% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

In questions 1-2, it is revealed that many of our educators teach in the elementary setting and many are new to the district. For example, in our post-survey, 55% of respondents worked in an elementary building and had been in the district five years or less.

Our pre/post survey data reveal that educators have a strong recognition of race/race-evasive behaviors and they feel they have the skills to address/call it out (questions 3, 4, 5, 6). Growth is also experienced in these areas, many moving towards “Yes, I have the skills to do this”. Despite educators

stating they are able to address racism when they see it, there were still 40% of educators in the post-survey 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 shift is a decrease of 11.4% from the pre-survey results of 51.4%. This is similar to what we found in our previous year and continues to be an area where we can grow as a community. It was disappointing to see that in the post-survey there was an increase in educators who shifted from disagree to strongly disagree that their voice contributes to making change. If our educators have the skills, we need to help develop their belief in being able to make change.

In questions 6-7, teachers indicate a strong sense of community and connection, especially with other BIPOC teachers. 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 92.5% of staff agreeing/strongly agreeing that there is community/connection with BIPOC educators compared to 75% who agree/strongly agree that there is community/connection within the district in the post-survey.

In question 9 with the pre-survey, we conducted open and closed codes. The pre-survey open codes were: external connections, identity connection, lived experience, personal attributes, perspective. The post-survey open codes were: external attributes, identity connection, lived experience, personal attributes, perspective. The closed codes were based on community cultural wealth. In the pre-survey, 57% of the responses were identified as social wealth. In the pre-survey, many of these social wealth were connected with identity connections: connections with their personal identities and with their colleagues or students. Examples of what educators wrote are as follows:

- “I bring my experience as a minority who fights to be heard. This helps me connect with students who may feel the same way.”
- “My presence of being a strong black educator and seeing the many gifts of our students of color.”
- “Being able to empathize and understand particular experiences as an Asian person in a public school system.”
- “My history, experiences, and lens as an educator of color. I am a Korean woman displaced from Korean culture. I have white perspectives that I am constantly trying to navigate with biracial children. All of my trauma, difficulties, daily living and struggles personally and professionally are offered to my students in a soup of life lessons.”

In the post-survey, 33% spoke of their social wealth, connecting it with their lived experiences. Examples of what educators wrote are as follows:

- “Being able to share and explore with other people's connection and their truth/lived experiences. I get to share my experiences and knowledge with others.”
- “As a dual language Spanish immersion teacher I bring my epistemology to my classroom and to the building I work at. This epistemology allows both my students and my peers to embrace their culture and to feel that they belong.”
- “I bring the ability to acknowledge bias I may have and in turn I am able to separate myself from bias to ensure all students are provided with the tools and knowledge they need to be successful, no matter the previous life experience or context. All students deserve an educator that does not ignore their cultural differences, but uses the unique perspectives to shape valuable and authentic learning experiences. I am able to pick out and create culturally sustaining and revitalizing curriculum, which helps me shape meaningful relationships with all of my students that enables genuine academic growth.”
- “I bring my lens, my experience, and my drive to build opportunities for BIPOC students and staff. As I progress in my career, I have been eager to share my experience and coach new BIPOC teachers. When I started teaching, I didn't have much guidance and I would have benefitted from a BIPOC mentor. The cultural wealth I bring include familial, navigational, aspirational - however as a BIPOC I value all of the cultural wealth that are built into me.”

Table 8: Cultural Affinity Survey

We had two cultural affinity group sessions and asked educators to share the impact being a part of cultural affinity groups had on their effectiveness as educators and affecting their stay.

The two questions were as follows:

1. How does being a part of a cultural affinity group increase your effectiveness as a teacher?
2. How does being a part of a cultural affinity group affect your staying in Roseville to teach?

In response to question 1 regarding effectiveness, educators identified being a part of a cultural affinity group helped them to develop community, lean into their identity, and use it as a resource to support students. Here are a few quotes from educators:

- I feel like I am not alone and I am able to be my authentic self
- It helps me understand who I am which helps me feel more confident in my teaching so that I can show up as my authentic self.
- Make me feel not alone, we share a lot of experiences and that helps a lot like a breathing to continue.
- I feel like I am reminded of my passion and why I am in this profession. They recenter me!
- It helps in making me look through a different lens with other teachers like me.

- Allows me to think about how my scholars may be feeling about who they are and what they bring to our classroom. How do I go about making them feel more seen and validated in who they are.
- It helps me to feel grounded in my identity and how important it is to my students as they find their cultural identity.
- Reminding me of how my own culture and identity also influenced and shape how I can allow my students to be their own individual self.

They also spoke about how being a part of a cultural affinity group provided them validation of who they are and allowed them a space to practice and develop skills to continue in the teaching profession.

- It helps by leading as an example. I learned new strategies from them that I can apply to the classroom.
- Being able to reflect on how culture plays a role in a student's role in their learning. Plus a lot of it allows me to understand how families work as well. These groups also allow me to practice my listening skills, so when I do meet people who come from different cultural backgrounds, I am able to be more intentional.
- Definitely bringing more awareness on what familial capital is like. Incorporating that into my teaching to create sense of feeling for the kids.

In response to question 2 regarding how being a part of a cultural affinity group would affect their staying in Roseville to teach, only two said that it had minimal or no impact. 21 talked about how it provided them validation and affirmation, while 4 said being allowed the opportunity to meet as cultural affinity groups let them know the district valued them as educators in the district. Of the 21 who talked about validation and affirmation, it was due to feeling they have a common experience with each other, experience connection with one another, and being able to be who they are without judgment. Here are some quotes from the educators:

- It is a kinship and when you are able to be around folks who identify and have similar experiences as you do. This is a strong pull factor that is keeping me in the district.
- It affects it a lot. It brings me close to the district knowing I have others who I can relate to, who understands me, who is like me.
- Connections. Fights isolation. Time to be human with others struggling like me/ have struggled like me/ can celebrate like me and with me.
- I feel like I can be myself and I know I'm not being judged by those who experience life the same way I do being a BIPOC educator

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|---|--|--|--|--|
| FY23 rollover funds spent 7/1/23-6/30/24 \$73,776.62 FY24 grant funds spent 7/1/23-6/30/24 \$31,103.76 FY24 rollover funds spent 7/1/24-9/30/24 \$3,500.92 | Mentorship / Affinity Program Stipends & Subs | X Mentorship X Retention <input type="checkbox"/> Induction X Affinity Group <input type="checkbox"/> PD | Agendas Slide Decks Discussion Notes Planning Meetings and projects Attendance Feedback forms | Qualitative and Quantitative data analysis on pages 8-15 of this report. |
| FY23 rollover funds spent 7/1/23-6/30/24 \$35,077.90 FY24 grant funds spent 7/1/23-6/30/24 \$37,472.69 FY24 rollover funds spent 7/1/24-9/30/24 \$0.00 | Affinity Group Gatherings - Food, Events, Guest Speakers, and Professional Development | X Mentorship X Retention <input type="checkbox"/> Induction X Affinity Group X PD | Pre and Post surveys Agendas Slide Decks Discussion notes Attendance Completed Projects Feedback Forms Small Group work | Qualitative and Quantitative data analysis on pages 8-15 of this report. |
| FY23 rollover funds spent 7/1/23-6/30/24 \$0.00 FY24 grant funds spent 7/1/23-6/30/24 \$3,400.00 FY24 rollover funds spent 7/1/24-9/30/24 \$0.00 | Administrative Costs - BIPOC teacher/consultant, grant coordination and implementation | X Mentorship X Retention <input type="checkbox"/> Induction X Affinity Group <input type="checkbox"/> PD | Long term and short term planning based on Feedback, Observation, and race-based incidents that needed to be addressed by leadership | Qualitative and Quantitative data analysis on pages 8-15 of this report. |

**FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)
Report Cover Sheet**

Grantee Information

| | |
|--------------------------------------|-----------------------------|
| Legal Name of Applicant Organization | Sejong Academy of Minnesota |
| Total Grant Amount | \$14420 |

Identified Official with Authority

| | |
|---|-------------------------|
| Name of Official with Authority to Sign | Brad Tipka |
| Title | Executive Director |
| Address | 2410 Stillwater Road E. |
| City, State and Zip Code | Maplewood, MN. 55119 |
| Phone Number and Email | 651-301-8722 |

Primary Program Contact

| | |
|--------------------------|-------------------------|
| Name of Program Contact | Brad Tipka |
| Title | Executive Director |
| Address | 2410 Stillwater Road E. |
| City, State and Zip Code | Maplewood, MN. 55119 |
| Phone Number and Email | 651-301-8722 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

This year our program relied heavily on working with an outside provider of staff development and training named World Savvy. We felt that bring in an outside organization would provide non-evaluative and non-threatening to mentor and support our teachers. School leaders met extensively with World Savvy to design a program that met our desired goals as an organization and also our perceived needs of teachers for mentoring and extensive support. The support from World Savvy included full staff trainings during orientation and professional development days as well as one-on-one coaching and mentoring with teachers. This was in addition to our consistent in-house principal and executive director support. We also provided a staff lunch to open orientation and build community.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | 4 | 7 | | | | |
| Hispanic | | 1 | | | | | |
| Black | | | | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | 2 | 1 | 1 | | | | |
| Total | 2 | 6 | 8 | | | | |

Table 2. Total teachers served by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Served (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|---|
| American Indian or Alaskan Native | | | | | | | | |
| Asian or Pacific Islander | 15 | 9 | 11 | | | 1 | | 47 |
| Hispanic | | 1 | | | | | | 1 |
| Black | | | | | | | | |
| Two or More Racial or Ethnic Groups | 1 | | | | | | | 1 |
| Other | 3 | 1 | | | | | | 4 |
| Total | 18 | 11 | 11 | | | | | 53 |

Analysis of Data

World Savvy completed two surveys to evaluate their work with our teachers. The response rate lower for the mid-year evaluation than the end of the year for some reason. A few areas that teachers felt confident about for the mid-year was classroom culture, group work and feedback and assessment with around 60% reporting advanced skills in those areas. Some areas with slightly lower self-reported scoring was using dialogue and reflecting and adapting. Most of the qualitative data was positive regarding the coaching and mentoring with some strong comments about building a classroom culture, inspiring global competencies, and learning more about feedback and assessment. Some concerns were that the mentoring sessions were hard to fit into their busy schedules. The end of year feedback showed growth and a deeper understanding of the educator competencies we were working on. This is noted by having more detailed feedback and, in some cases, feeling less confident than at the mid-year survey. Most of the survey data collected was more detailed in the end of the year feedback as well. Some of the end of the year comments noted how they have become more reflective practitioners as part of their work. Overall, the end of the year data showed growth in understanding the complexities in teaching and providing a deeper conversation for teachers to continue reflecting on their work.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|-------------------------------|--|
| FY24 | Partnered with World Savvy to provide induction coaching, in-service coaching and mentoring | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Survey | Attached |
| FY24 | Provided funding for an orientation induction meal for staff during orientation week | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Observational | Staff felt appreciated and welcomed back |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |
| | | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |



YEAR ONE MID-YEAR DATA TOP SHEET

SEJONG ACADEMY

Survey Response Rate: 20%

Average Years as Educator(s):

Educator Years of Service Profile for Sejong Academy

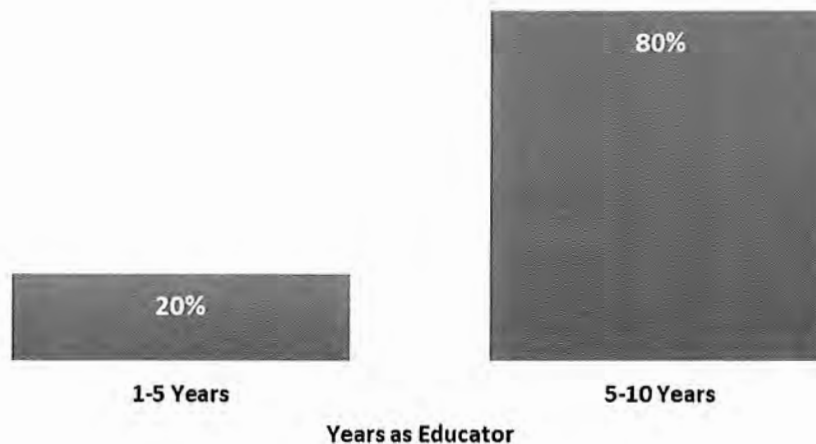


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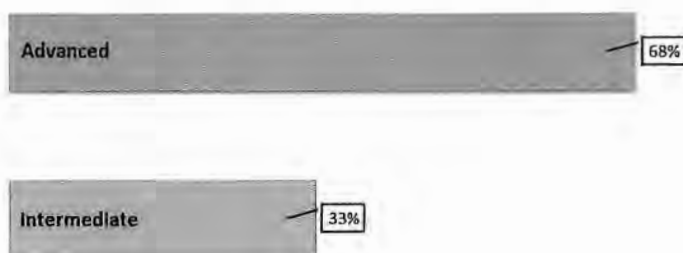
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Quantitative Data

Classroom Culture and Agreements

Positive classroom culture allows students to feel welcome and prepared to engage in learning. In the globally competent classroom, classroom culture is cultivated through the inclusion of student voice, clear classroom agreements, consistent learning routines, thoughtful curation of learning spaces, and honoring of students' experiences and identities.

Classroom Culture and Agreements (Average)



Classroom Culture and Agreements Sub-Statements

| | |
|--|--|
| 1. I can explain the use and purpose of positive classroom culture & agreements in developing global competence. | 20% reported Intermediate 80% reported Advanced |
| 2. I integrate classroom culture and agreements in my practice | 40% reported Intermediate 60% reported Advanced |
| 3. I integrate co-creation with students and stakeholders into my practice. | 40% reported Intermediate 60% reported Advanced |

Dialogue

Classroom dialogue allows students and educators to think out loud together. In the globally competent classroom, teachers use a range of questioning strategies and dialogue structures to teach, model, and practice inclusive dialogue. Over time, students strengthen the skill of sharing across differences in order to reach a sustained approach to problem-solving.

Dialogue (Average)



Dialogue Sub-Statements

| | |
|---|--|
| 1. I can explain the use and purpose of dialogue as a means to developing global competence | 40% reported Intermediate 60% reported Advanced |
| 2. I integrate dialogue practices including teacher/student talk ratios in my practice | 40% reported Intermediate 60% reported Advanced |
| 3. I integrate equity of voice strategies in my practice | 40% reported Intermediate 60% reported Advanced |
| 4. I integrate depth of knowledge in my classroom practice | 40% reported Intermediate 60% reported Advanced |

Feedback and Assessment

Feedback and assessment in the classroom provides communication about learning. In the globally competent classroom, feedback supports growth and application towards future learning. Students are included in the feedback process when they are asked to reflect and apply feedback to their learning.

Average of Feedback and Assessment



Feedback and Assessment Sub-Statements

| | |
|---|--|
| 1. I can explain the use and purpose of feedback in developing global competence. | 20% reported Intermediate 80% reported Advanced |
| 2. I integrate feedback and assessment practices including shared success criteria in my practice | 60% reported Intermediate 40% reported Advanced |
| 3. I integrate self and peer-evaluation in my practice | 20% reported Intermediate 80% reported Advanced |
| 4. I integrate just-in-time lessons into my classroom practice. | 60% reported Intermediate 40% reported Advanced |

Group Work

Collaboration is required to solve complex world problems. In the globally competent classroom, collaboration is a skill that is taught, modeled, and practiced in order to support the learning process and the learning products. In a globally competent school model, staff collaboration is valued and supported with time and resources.

Group Work (Average)



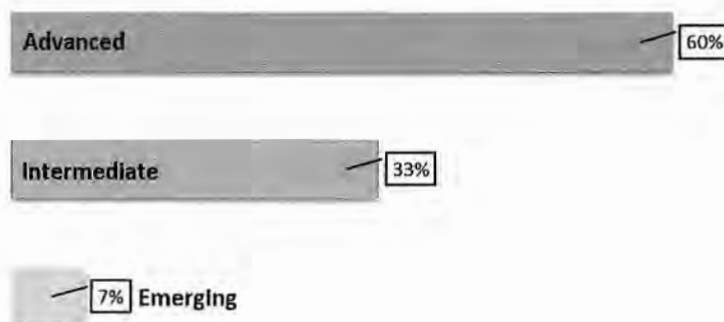
Group Work Sub-Statements

| | |
|---|--|
| 1. I can explain the use and purpose of using group work to develop global competence | 20 reported Intermediate 80% reported Advanced |
| 2. I integrate group work opportunities that prioritize learning as a collective process in my practice | 100% reported Integrated Teacher Practice |
| 3. I integrate providing equitable work experiences in my practice | 20% reported Emerging 80% reported Advanced |
| 4. I integrate and prioritize a focus on locally and globally significant issues in my practice | 20% reported Intermediate 80% reported Advanced |

Reflect and Adapt

Increased awareness of the teaching and learning process for both teachers and students can lead to a greater ability to transfer learning to new contexts and tasks. In the globally competent classroom, reflection is an important strategy for building capacity to adapt to an ever changing world.

Reflect and Adapt (Average)



Reflect and Adapt Sub-Statements

| | |
|---|--|
| 1. I can reflect and continuously adapt towards incorporating global competence into my practice. | 40% reported Intermediate 60% reported Advanced |
| 2. I have a system in place to help me capture lesson, unit, and curriculum reflections and patterns that emerge to apply to my practice in upcoming years. | 40% reported Intermediate 60% reported Advanced |
| 3. I integrate feedback from multiple stakeholder groups (students, families, administrators/colleagues) into my reflective practice. | 20% reported Emerging 20% reported Intermediate 60% reported Advanced |

Qualitative Data

How have resources provided by World Savvy helped you understand how to cultivate connections in the classroom?

- I have received helpful reflection and discussion resources that I can directly use in my classroom.
- It's wonderful to receive feedback from a group of professionals with and of different perspectives. The resources helped me expand my practice.
- It is helpful in obtaining ideas from the provided materials and applying them in the classroom.
- not really

Thinking about this year and your experiences with World Savvy, which global competencies have been most relevant to you and your practice?

- Discussion is the category I chose for my personal classroom goal. This goal helped me to focus on the types of questions students are asking and answering of each other, and also helped me to think critically about integrating home communication as a part of my practice.
- I have learned/reflected tremendously on feedback & assessment pieces, which was helpful. I am very happy to be affirmed in the area of classroom culture & routine.
- The world is connected and complex. As a math teacher, I bring math problems from different countries and see if the students are able to solve the problem based on the symbols and numbers given in the problem, not the language used in.
- Well I appreciate your program but I really do not see the connection between savvy and IB

Can you provide an example of one way you have integrated the global competencies into your classroom practice?

- I am going to create a tab on Toddle to help parents better see and understand the units my students are working through in my classroom.
- Student self-assessment and setting IEP goals based on the student input.
- I bring a question related to their daily life that can be connected to the class content; math. Either how gas price impacts their life, how much to tip, which coupon will be better, will the same percentage be always the same, or even currency difference as well.
- Introducing world instruments and music.

Thinking about this year and your experiences with World Savvy, how has the coaching component of your programming been for you?

- I enjoy an outside look at my teaching, and the observations being separated from Qcomp help me to focus more on the process instead of just the evaluations.
- Adam has been an incredible supporter in my teaching and learning. Overall, it has been very positive and I feel very supported!
- Nice to have a coaching session and observation session separately, and be able to choose it either before/after the observation. The coach was open to listen to what I am facing, what I would like to focus on from the lesson, and gave me some recommendations based on the subject/grade area I am working with. Yet, scheduling can be announced on short notice, and

sometimes the time slot doesn't work on the current school's schedule. Having World Savvy coaching is a great opportunity, but it adds up another work/pressure on teachers/staff on campus.

- It is a burden for experienced teachers because we are too busy trying to keep up with our school work. I do not see a strong connection between school and being tech-savvy. There are too many observations.

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Year One End-of-Year Data Top-Sheet

Sejong Academy

March 22, 2024

Response Rate:

Middle of year: 18%

End of Year: 94%

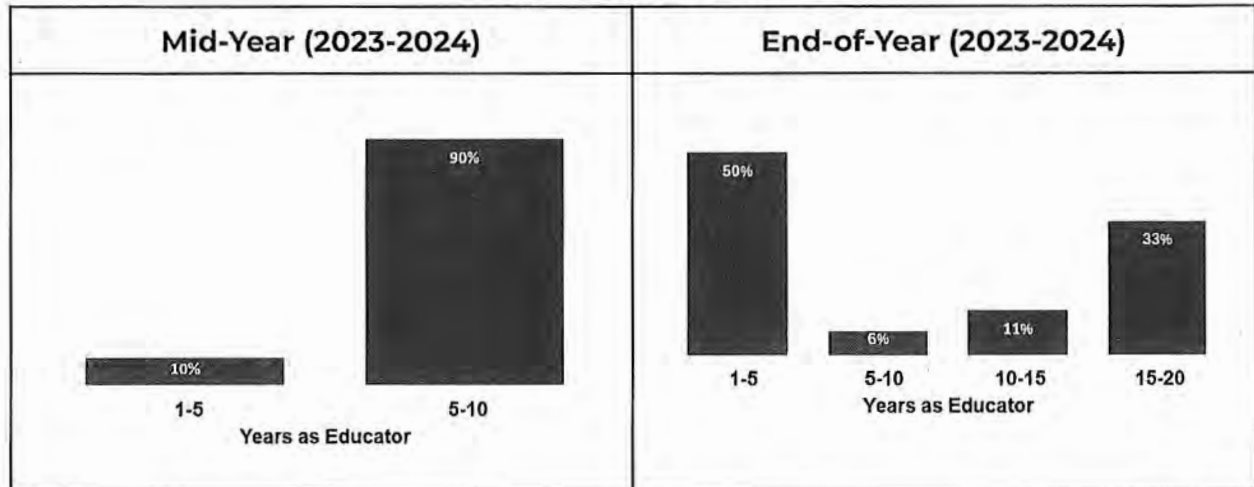
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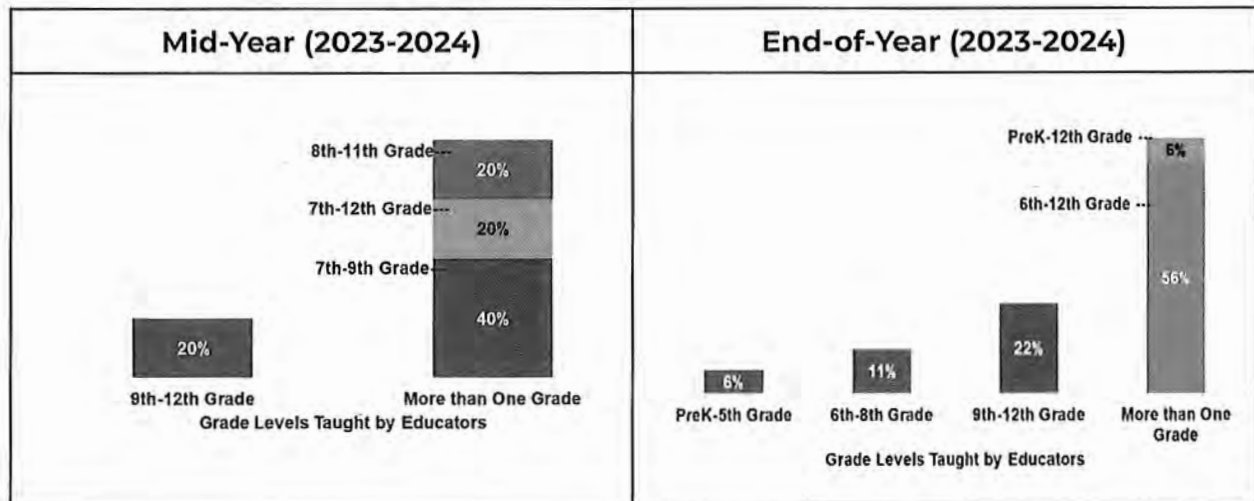
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Profile of Educators at Sejong Academy Years as an Educator



Grade Levels Taught by Educators



Quantitative Data

Classroom Culture and Agreements

Positive classroom culture allows students to feel welcome and prepared to engage in learning. In the globally competent classroom, classroom culture is cultivated through the inclusion of student voice, clear classroom agreements, consistent learning routines, thoughtful curation of learning spaces, and honoring of students' experiences and identities.

Average Self-Ranking for Use of Classroom Culture & Agreements

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|---|---|
| <p>Advanced 67%</p> <p>Intermediate 33%</p> | <p>15% Integrated Teacher Practice</p> <p>Advanced 65%</p> <p>Intermediate 15%</p> <p>6% Emerging</p> |

Breakdown of Key Area Self-Rank:

1. I can explain the use and purpose of positive classroom culture & agreements in developing global competence.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|----------------------------------|--|
| 20% Intermediate 80% Advanced | 6% Emerging 11% Intermediate 61% Advanced 22% Integrated Teacher Practice |

2. I integrate classroom culture and agreements in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|----------------------------------|--|
| 40% Intermediate 60% Advanced | 6% Emerging 17% Intermediate 67% Advanced 11% Integrated Teacher Practice |

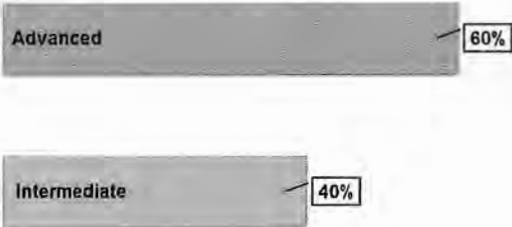
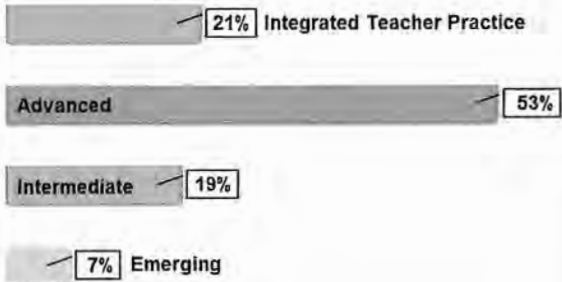
3. I integrate co-creation with students and stakeholders into my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 40% Intermediate 60% Advanced | 6% Emerging 17% Intermediate 67% Advanced 11% Integrated Teacher Practice |

Dialogue

Classroom dialogue allows students and educators to think out loud together. In the globally competent classroom, teachers use a range of questioning strategies and dialogue structures to teach, model, and practice inclusive dialogue. Over time, students strengthen the skill of sharing across differences in order to reach a sustained approach to problem-solving.

Average Self-Ranking of Integration of Dialogue

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|---|
|  |  |

Breakdown of Key Area Self-Rank:

1. I can explain the use and purpose of dialogue as a means to developing global competence.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|---|
| 40% Intermediate 60% Advanced | 11% Emerging 17% Intermediate 56% Advanced 17% Integrated Teacher Practice |

2. I integrate dialogue practices including teacher/student talk ratios in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|-------------------------|-------------------------|
| 40% Intermediate | 6% Emerging |

| | |
|---------------------|--|
| 60% Advanced | 17% Intermediate 56% Advanced 22% Integrated Teacher Practice |
|---------------------|--|

3. I integrate equity of voice strategies in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 40% Intermediate 60% Advanced | 6% Emerging 22% Intermediate 44% Advanced 28% Integrated Teacher Practice |

4. I integrate depth of knowledge in my classroom practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 40% Intermediate 60% Advanced | 6% Emerging 22% Intermediate 56% Advanced 17% Integrated Teacher Practice |

Feedback and Assessment

Feedback and assessment in the classroom provides communication about learning. In the globally competent classroom, feedback supports growth and application towards future learning. Students are included in the feedback process when they are asked to reflect and apply feedback to their learning.

Average Self-Ranking for Use of Feedback & Assessment

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|---|---|
| <p>Advanced 60%</p> <p>Intermediate 40%</p> | <p>13% Integrated Teacher Practice</p> <p>Advanced 56%</p> <p>Intermediate 25%</p> <p>7% Emerging</p> |

Breakdown of Key Area Self-Rank:

1. I can explain the use and purpose of feedback in developing global competence.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 20% Intermediate 80% Advanced | 6% Emerging 22% Intermediate 61% Advanced 11% Integrated Teacher Practice |

2. I integrate feedback and assessment practices including shared success criteria in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 60% Intermediate 40% Advanced | 6% Emerging 28% Intermediate 56% Advanced 11% Integrated Teacher Practice |

3. I integrate self and peer-evaluation in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|---|
| 20% Intermediate 80% Advanced | 11% Emerging 17% Intermediate 56% Advanced 17% Integrated Teacher Practice |

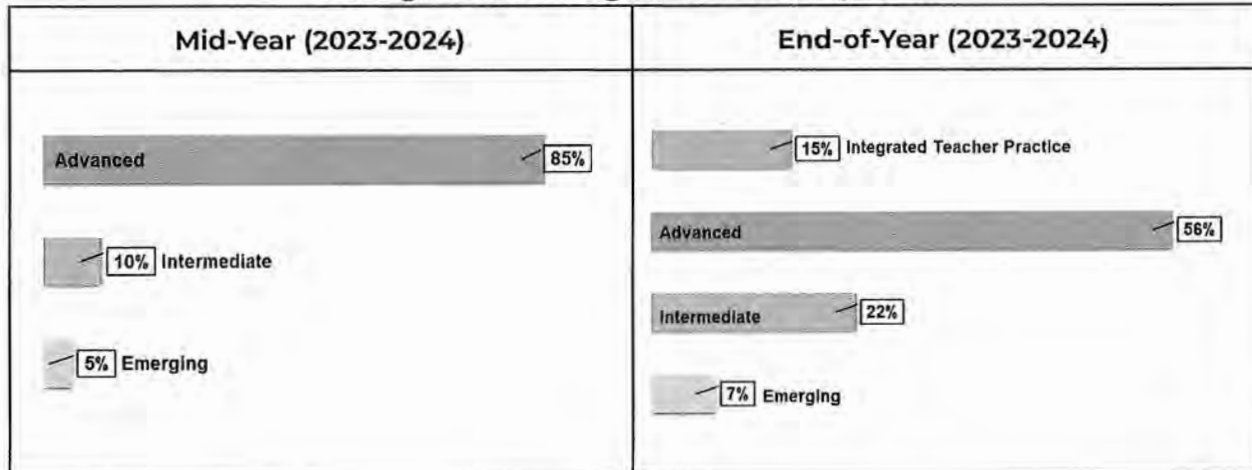
4. I integrate just-in-time lessons into my classroom practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 60% Intermediate 40% Advanced | 6% Emerging 33% Intermediate 50% Advanced 11% Integrated Teacher Practice |

Group Work

Collaboration is required to solve complex world problems. In the globally competent classroom, collaboration is a skill that is taught, modeled, and practiced in order to support the learning process and the learning products. In a globally competent school model, staff collaboration is valued and supported with time and resources.

Average Self-Ranking for Use of Group Work



Breakdown of Key Area Self-Rank:

1. I can explain the use and purpose of using group work to develop global competence.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|----------------------------------|---|
| 20% Intermediate 80% Advanced | 11% Emerging 11% Intermediate 67% Advanced 11% Integrated Teacher Practice |

2. I integrate group work opportunities that prioritize learning as a collective process in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|----------------------------------|--|
| 100% Integrated Teacher Practice | 6% Emerging 33% Intermediate 50% Advanced 11% Integrated Teacher Practice |

3. I integrate providing equitable work experiences in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|----------------------|-------------------------|
| 20% Emerging | 6% Emerging |

| | |
|---------------------|--|
| 80% Advanced | 22% Intermediate 56% Advanced 17% Integrated Teacher Practice |
|---------------------|--|

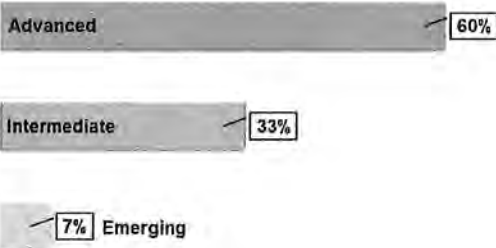
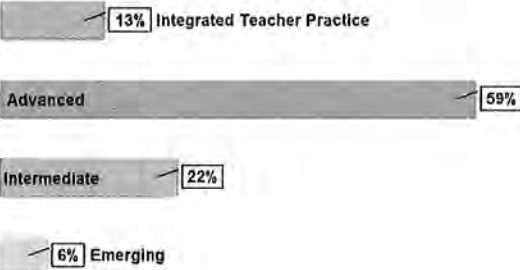
4. I integrate and prioritize a focus on locally and globally significant issues in my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 20% Intermediate 80% Advanced | 6% Emerging 22% Intermediate 50% Advanced 22% Integrated Teacher Practice |

Reflect and Adapt

Increased awareness of the teaching and learning process for both teachers and students can lead to a greater ability to transfer learning to new contexts and tasks. In the globally competent classroom, reflection is an important strategy for building capacity to adapt to an ever changing world.

Average Self-Ranking for Use of Reflect & Adapt

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
|  <p>Advanced 60%</p> <p>Intermediate 33%</p> <p>Emerging 7%</p> |  <p>13% Integrated Teacher Practice</p> <p>Advanced 59%</p> <p>Intermediate 22%</p> <p>Emerging 6%</p> |

Breakdown of Key Area Self-Rank:

1. I can reflect and continuously adapt towards incorporating global competence into my practice.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 40% Intermediate 60% Advanced | 6% Emerging 17% Intermediate 61% Advanced 17% Integrated Teacher Practice |

2. I have a system in place to help me capture lesson, unit, and curriculum reflections and patterns that emerge to apply to my practice in upcoming years.

| Mid-Year (2023-2024) | End-of-Year (2023-2024) |
|--|--|
| 40% Intermediate 60% Advanced | 6% Emerging 11% Intermediate 72% Advanced 11% Integrated Teacher Practice |

3. I integrate feedback from multiple stakeholder groups (students, families, administrators/colleagues) into my reflective practice.

| Mid Year Data | End of Year Data |
|---|--|
| 20% Emerging 20% Intermediate 60% Advanced | 6% Emerging 39% Intermediate 44% Advanced 11% Integrated Teacher Practice |

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Mid-Year and End-of-Year Qualitative Data

Thinking about this year and your experiences with World Savvy, which global competencies have been most relevant to you and your practice?

| Mid Year Data | End of Year Data |
|---|---|
| <p>-Discussion is the category I chose for my personal classroom goal. This goal helped me to focus on the types of questions students are asking and answering of each other, and also helped me to think critically about integrating home communication as a part of my practice.</p> <p>-I have learned/reflected tremendously on feedback & assessment pieces, which was helpful. I am very happy to be affirmed in the area of classroom culture & routine.</p> <p>-The world is connected and complex. As a math teacher, I bring math problems from different countries and see if the students are able to solve the problem based on the symbols and numbers given in the problem, not the language used in.</p> <p>-Well I appreciate your program but I really do not see the connection between savvy and IB</p> | <p>-knowledge and skill</p> <p>-Values multiple perspectives</p> <p>-I am focusing a lot on assessment and ways to include my students' voice in assessment.</p> <p>-I think "Embrace new opportunities, ideas and ways of thinking" has been really important for me this year, since I have never worked with IB or World Savvy before, so there have been so many concepts that are new to me. World Savvy has been really helpful to me in embracing these new concepts and ideas.</p> <p>-One of the global competencies that have been most relevant to me is empowered. Student practices</p> <p>-World Savvy makes me reflect on my teaching and it was more helpful than the admin's observation feedback...</p> <p>-skills - how to research by giving meaningful questions</p> <p>-I think that this is the first time I am learning specifically about classroom dialogue.</p> <p>-Dialogue--I really wanted to focus on student/student questioning and self-group-monitoring.</p> <p>-Skills, values and attitude</p> <p>-I didn't know about the global competencies but World Savvy gave great resources</p> <p>-Identity and relationships</p> <p>-develop cultural awareness and respectful interactions in increasingly diverse societies</p> <p>-3.3 Demonstrates self awareness about identity and culture</p> <p>-One's own culture and history is the key to understand one's relationship to others</p> |

Can you provide an example of one way you have integrated the global competencies into your classroom practice?

| Mid Year Data | End of Year Data |
|--|---|
| <p>-I am going to create a tab on Toddle to help parents better see and understand the units my students are working through in my classroom.</p> <p>-Student self-assessment and setting IEP goals based on the student input.</p> <p>-I bring a question related to their daily life that can be connected to the class content; math. Either how gas price impacts their life, how much to tip, which coupon will be better, will the same percentage be always the same, or even currency difference as well.</p> <p>-Introducing world instruments and music.</p> | <p>-While we were reading about community garden, we discussed about how we could contribute to our community, how we could make a difference in our family, community, and the county,</p> <p>-Creating a positive classroom.</p> <p>-Every Monday, my students are asked to set a goal on IB Learner Profile. At the end of each week, they select one thing they are proud of and connect the deed with an attribute. Every month, the students set goals and at the end of the month, they write a reflection report.</p> <p>-Throughout my teaching this year, I have worked to adopt IB practices and be a successful IB educator. Many of the concepts were new to me, so I needed the global competency of embracing new ideas in order to be successful.</p> <p>-Students learn about the community and think of ways on how they can help and provide for the community.</p> <p>-Giving different perspectives.</p> <p>-Reflection and self-evaluation activities after the unit gives students opportunities to form their values and perspectives appreciating different cultures.</p> <p>-I have used a lot of self-evaluation in my teaching practice.</p> <p>-I have been practicing providing scaffolded question stems, and my hope is that students will be able to continue their use of question stems independently.</p> <p>-Fundraising project: making a product to raise awareness and fund for chosen world problems.</p> <p>-facilitating classroom dialogue</p> <p>-I teach students with word problems which include math skills and real life related problems.</p> <p>-not off the top of my head</p> <p>-Participate and perform local events.</p> <p>-In Asian American studies class, we looked at how one Karen warlord partnered with China's Belt and Road Initiative to open a gambling,</p> |

| | |
|--|---|
| | <p>human-trafficking, and phone scam hub in Kawthoolei (the Karen State in Burma)</p> <p>-After having conversation with a student in class, or share the experience, it gave be lot more hints to create better example word problems that the student can relate, which helped the student understand the concept better and deeper</p> |
|--|---|

Thinking about this year and your experiences with World Savvy, how has the coaching component of your programming been for you?

| Mid Year Data | End of Year Data |
|---|--|
| <p>-I enjoy an outside look at my teaching, and the observations being separated from Qcomp help me to focus more on the process instead of just the evaluations.</p> <p>-Adam has been an incredible supporter in my teaching and learning. Overall, it has been very positive and I feel very supported!</p> <p>-Nice to have a coaching session and observation session separately, and be able to choose it either before/after the observation. The coach was open to listen to what I am facing, what I would like to focus on from the lesson, and gave me some recommendations based on the subject/grade area I am working with. Yet, scheduling can be announced in short notice, and sometimes the time slot doesn't work on the current school's schedule. Having World Savvy coaching is a great opportunity, but it adds up another work/pressure on teachers/staff on campus.</p> <p>-It is a burden for experienced teachers because we are too busy trying to keep up with our school work. I do not see a strong connection between school and being tech-savvy. There are too many observations.</p> | <p>-Great! lots of helpful resources and strategies</p> <p>-It has been very helpful.</p> <p>-It was an incredible instructional coaching by World Savvy. As a PLC lead, I was able to engage in deeper discussion quarterly. I learned and grew a lot as an educator & a teacher leader.</p> <p>-Adam has been so helpful! He has helped me so much in shaping my units and ensuring I am fostering globally competent environments.</p> <p>-Not sure.</p> <p>-It was good.</p> <p>-Very helpful and resourceful</p> <p>-My coaching from World Savvy has given me room to receive individual feedback and guidance so I was able to develop context specific materials.</p> <p>-It's been great! I have really enjoyed having an outside set of eyes on my practice instead of solely the higher-stakes observations by the admin.</p> <p>-It was helpful.</p> <p>-It was great to get help from World Savvy because of their knowledge and profession. Also the feedback that I got was useful and helpful.</p> <p>-fine</p> <p>-I could exercise World Savvy's feedback to my class</p> <p>-It's been terrific to receive outside input about my teaching. WS has helped me improve my teaching practice.</p> <p>-Generally nice, but I would like a small, short comment about the area to growth</p> |

| | |
|--|--|
| | -Very good. I enjoyed the instruction and career coaching and discussions with Adam Koehler. |
|--|--|

How have resources provided by World Savvy helped you understand how to cultivate connections in the classroom?

| Mid Year Data | End of Year Data |
|---|---|
| <ul style="list-style-type: none"> -I have received helpful reflection and discussion resources that I can directly use in my classroom. -It's wonderful to receive feedback from a group of professionals with different perspectives. The resources helped me expand my practice. -It is helpful in obtaining ideas from the provided materials and applying them in the classroom. -not really | <ul style="list-style-type: none"> -Yes! -It provided me with more resources to help understand how to cultivate connections in the classroom. -Different strategies to use -World Savvy, particularly Adam, has helped me tie together local and global materials into my units and ensure my students are connecting their own lives with the materials. -It helps teachers plan lessons more effectively. -By conversations. -It polished my questioning strategies and reduced time to research resources. -It is helpful to have resources to use for activities that help cultivate connections in the classroom. -They have helped me find resources that target my personal, specific classroom goals. -Some small tips were ready to apply right away. -It was helpful -I think the explanations from World Savvy related to resources were easy to understand. -Fine -It was very helpful to receive and utilize resources suitable for my classroom situation. |

END OF REPORT

Shakopee ISD 720

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--------------------------------|
| Legal Name of Applicant Organization | Shakopee Public Schools |
| Total Grant Amount | \$83,056.05 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | Mike Redmond |
| Title | Superintendent |
| Address | 1200 Shakopee Town Square |
| City, State and Zip Code | Shakopee, MN, 55379-1902 |
| Phone Number and Email | 952-496-5000 mredmond@shakopee.k12.mn.us |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | Monika Summer |
| Title | Assistant Director of Learning, Teaching, and Equity |
| Address | 1200 Shakopee Town Square |
| City, State and Zip Code | Shakopee, MN, 55379-1902 |
| Phone Number and Email | 952-496-5972 msummer@shakopee.k12.mn.us |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award.

We will utilize these funds to strengthen and supplement our new teacher induction and mentorship programming. Specifically, the funds will be used for an induction/mentorship facilitator as well as stipends for mentor teachers.

In August 2024, to create a welcoming, positive experience in the district, new-to-district teachers will participate in Induction. Induction programming will focus on community building, high-quality curriculum, assessment for learning, and culturally responsive pedagogy. The induction/mentorship facilitator will plan Induction, facilitate Induction, and provide ongoing and onsite support to new educators throughout the school year.

New teachers will be paired with a high-quality mentor that currently works in Shakopee Schools. Mentors will be recommended by principals and supervisors due to their leadership, teaching experience, and good standing in the district. The induction/mentorship facilitator will plan and facilitate specialized mentor training before the school year begins on working effectively with adult learners and fostering collaborative conversations.

Mentors will spend time with their mentees prior to school starting to provide information on curriculum and assist with onboarding in district goals. To guide the effectiveness of these check-ins, new educators will complete a needs assessment during Induction. These results will provide valuable information to the induction/mentor facilitator and mentor for use in professional learning and collaboration. Throughout the school year, the mentor will connect with their new colleague using the needs assessment to guide their conversations. Mentor/mentee connections correlate to retention of new educators.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award. New Teacher Induction and Mentorship will begin in August of 2024.

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award. New Teacher Induction and Mentorship will begin in August of 2024.

[illegible]

Analysis of Data

Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award. New Teacher Induction and Mentorship will begin in August of 2024.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|---|-------------------------------|------|
| FY24; \$0 | <i>Between July 1st, 2023 and June 30th, 2024, we had not yet used funds from this award. Mentorship and Induction are the categories we will be using these funds for starting in August of 2024.</i> | X Mentorship <input type="checkbox"/> Retention X Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | | |

St Paul Public Schools ISD 625

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--|
| Legal Name of Applicant Organization | Saint Paul Public Schools |
| Total Grant Amount | FY23: \$126,256.11 FY24: \$212,593.60 |

Identified Official with Authority

| | |
|--|----------------------------------|
| Name of Official with Authority to Sign | Dr. John Thein |
| Title | Superintendent |
| Address | 360 Colborne Street |
| City, State and Zip Code | St. Paul, MN 55102 |
| Phone Number and Email | 651-767-8152 john.thein@spps.org |

Primary Program Contact

| | |
|---------------------------------|---|
| Name of Program Contact | Dawn Ransom |
| Title | Assistant Director of Educator Development Human Resources |
| Address | 360 Colborne Street |
| City, State and Zip Code | St. Paul, MN 55102 |
| Phone Number and Email | 651-666-8554 dawn.ransom@spps.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Saint Paul Public Schools (SPPS) used the Teacher Mentorship and Retention of Effective Teachers Grant

funds to:

- enhance the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for TOCAIT mentors,
- strengthen mentoring experiences by offering The Art of Transformational Coaching professional development for a group of mentors
- expand the induction support model to additional schools, and
- initiate site-level racial affinity induction and retention programs in four schools.

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for TOCAIT mentors

SPPS induction and retention efforts include the Educator Support Pathway (ESP), which provides professional learning opportunities for teachers during their probationary period that deepen educators' abilities to personalize learning and create safe, equitable learning environments for all. The Mentor Mentee Program (MMP) is part of the ESP first-year support. The vision for the MMP is that every educator new to SPPS will be mentored by a highly trained, equity-driven educator to support their social-emotional and professional needs. Educators new to SPPS will be equipped with the knowledge, tools, and reflective practice necessary to thrive in their role and ensure achievement and support for all learners.

During SY23-24, our MMP supported 335 new educators. We strengthened the existing mentoring program by developing an SPPS Mentor Framework based on the MN Mentoring and Induction Framework and Elena Aguilar's Transformational Coaching model. Mentor professional development opportunities were then aligned to the SPPS Mentor Framework and standards. Mentors engaged in a self-assessment regarding the mentor standards twice during the year and set goals for their own development as a mentor. Based on our PELSB awards and the number of mentors in SY23-24, the FY23 PELSB grant carryover funds and FY24 grant funds allowed us to pay additional mentor stipends for all mentors (\$500 for full-year mentors and \$250 for half-year mentors) and an additional mentor stipend for TOCAIT mentors (\$400 for full-year TOCAIT mentors and \$200 for half-year TOCAIT mentors). This allowed us to more easily recruit a high number of mentors and more effectively recruit TOCAIT mentors. We instituted a Mentor of the Year award this year as well based on mentee and principal nominations. We are thrilled to share that four out of the six finalists for Mentor of the Year identified as an educator of color. Mentoring is a wonderful leadership opportunity, and this grant has allowed us to recruit more TOCAIT mentors and provide more leadership opportunities for TOCAITs.

Strengthening mentoring experiences by offering The Art of Transformational Coaching professional development for up to 20 mentors

In SY23-24, we used FY24 PELSB grant funds to strengthen mentoring experiences by offering The Art of Transformational Coaching professional development and resources for up to 20 mentors. This professional development opportunity is designed as a starting point to grow skills as a Transformational Coach focusing on moving from knowledge building to effective implementation. Not all interested mentors were able to attend the live/synchronous professional development sessions, so we also offered an independent study option (with the consent of the professional development provider) using the professional development resources. We had 13 mentors participate in this training: eight mentors participated in the independent study and five mentors participated in the live professional development. Because we did not have as many mentors as we planned for and because some mentors could only participate in the independent study, we did not spend all of the funds we allocated for this activity.

Expanding the induction support model to additional schools

We used FY23 carryover funds to expand our site-level induction model to one additional school. We had hoped to expand to include more than three schools total, however, there was not enough capacity within the additional schools with high numbers of new educators to support this model. Therefore, we did not spend all of the FY23 carryover funds allocated in this area. Having a site-based induction model has strengthened retention efforts by creating stronger communities and connections within the schools that are participating. In addition, support is tailored to the specific needs of the new educators in those buildings. Thus, their voices, perspectives, and needs are addressed more explicitly and effectively as the sessions are built for, by, and with them.

Initiating site-level racial affinity induction and retention programs in four schools

This was a new goal/activity pursued with FY24 grant funds. Due to the timing of when FY24 grant funds were awarded and the phase of the school year, we spent the spring of SY23-24 seeking input from participants, facilitators, and principals about how this program might best fit the needs of TOCAITs in the other specific schools in order to achieve a differentiated approach. One thing we learned in this planning phase was that we had two schools that not only wanted to provide programming for licensed TOCAITs but also for non-licensed TOCAIT. We are fortunate to have enough funding to be able to do that. We were able to implement a non-licensed site-level racial affinity retention program at one school. Our district retention specialist spent time with focus groups at three of the four schools and additional time with school administrators to share the vision for the program and then to listen to how they believe it would best meet their particular needs and context. Because we engaged predominantly in planning during SY23-24, we did not spend all of the allocated funds. We

are launching/implementing this program in four schools starting fall 2024 and look forward to sharing more about the progress in next year's report. Additionally, because we did not receive our full request for funding in FY24, the University of St. Thomas in collaboration with SPPS decided to pause their implementation of the proposed programming at the Maxfield Collaborative Learning School.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | 4 | 0 | 1 | 0 | 1 | NR | 0 |
| Asian or Pacific Islander | 26 | 4 | 5 | 0 | 23 | NR | 0 |
| Hispanic | 24 | 2 | 5 | 0 | 18 | NR | 0 |
| Black | 28 | 4 | 8 | 0 | 19 | NR | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | NR | 0 |
| Other | 188 | 21 | 15 | 0 | 101 | NR | 0 |
| Total | 270 | 31 | 34 | 0 | 162 | NR* | 0 |

*NR = not reported

Table 2. Other teachers supported by TMRG funding in FY24 (including a total of Table 1 + Table 2)

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 4 | 0 | 0 | 0 | 0 | NR | 0 | 9 |
| Asian or Pacific Islander | 24 | 0 | 1 | 0 | 13 | NR | 0 | 60 |
| Hispanic | 17 | 0 | 0 | 0 | 8 | NR | 0 | 48 |
| Black | 26 | 1 | 0 | 0 | 16 | NR | 0 | 67 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | NR | 0 | 0 |
| Other | 255 | 0 | 0 | 0 | 121 | NR | 0 | 479 |
| Total | 326 | 1 | 1 | 0 | 158 | NR* | 0 | 663 |

*NR = not reported

Analysis of Data

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for TOCAIT mentors

During SY23-24, 318 mentors supported 335 educators new to SPPS. Some mentors supported more than one new educator throughout the year. This school year, 50% of mentors were new to mentoring, 25% mentored at least one year previously, and 25% of mentors mentored two or more years previously. 19% of mentors identified as TOCAITs. We are hoping to see this number increase in future years. We instituted a Mentor of the Year award this year as well based on mentee and principal nominations. We are thrilled to share that four out of the six finalists for Mentor of the Year identified as an educator of color. Mentoring is a wonderful leadership opportunity, and this grant has allowed us to recruit more TOCAIT mentors and provide more leadership opportunities for TOCAITs. In addition, all of our mentors held either a Tier 3 or 4 license.

Mentors and mentees complete mentor collaboration reports to document their work together throughout the school year. Mentees also provide reflections on their collaborative work with their mentor related to their professional goals during the school year. Additionally, the department of Research, Evaluation, and Assessment conducted a survey of new educators that included questions regarding mentoring experiences and support. Some highlights include:

Mentors report the mentor trainings....

- ✓ Provided new knowledge (88%)
- ✓ Gave opportunity to practice new skills (85%)
- ✓ Were differentiated to meet their needs 84%)

Both **Mentors** and **Mentees** report addressing key components of the Mentor Mentee Program.

Mentor: With mentee...

Mentee: My mentor...

■ Mentor

■ Mentee



Mentor Mentee Program impact on Mentors' professional growth

"This is my first time taking on a mentoring role and I have learned a lot by following the Schoology courses and being mindful of my communication with my mentee. I feel that I am a better coach now because of the different tools that were shared with me."

"The Mentor Mentee Program has impacted my growth as a professional this year, in that as a mentor, I gained just as much: strengthened my knowledge and continued learning. I developed my interpersonal and leadership skills, and built confidence. Mentorship truly is a two-way street – and benefits both mentee and mentor."

"It has increased my own self-reflection skills, especially related to beliefs, behaviors, and ways of being. I am more comfortable with showing my vulnerability as I seek to grow and learn."

"One of my mentees made me reflect a lot this year about how to motivate adults and help them see how their actions affect the classroom community."

"Mentoring a new hire has helped me to reflect on the ways I implement classroom strategies and how I navigate administration. I had to examine and articulate how I build relationships with my students and what my professional boundary standards are. This was all productive for me and I feel for my mentee as well."

| Mentor Mentee Program impact on Mentees' professional growth | |
|--|--|
| "The Mentor Mentee Program has provided me with a great support system as I have started my career as a XXX. It has been helpful to bounce ideas off my mentor, learn from her practice, and gain valuable insight and experience through observations, sharing resources and knowledge, and times to reflect and talk about questions each week." | "I find this program very valuable. It is not a program I ever had in my previous district and it helped me choose to join SPPS. Even as a teacher with many years experience there is room to grow, reflect and strengthen my practice and a thought partner who is teaching in the same role as me is invaluable." |
| "Helped me be more reflective about my practice. Given me new ideas and approaches to lessons and to guiding learners with a variety of learning styles." | |
| "The Mentor Mentee Program has helped me become more comfortable in my teaching. It has also helped me ask questions about different lessons or any other questions." | |
| "I was able to ask questions and get feedback that was intentional and relevant." | "Helped me be more reflective about my practice. Given me new ideas and approaches to lessons and to guiding learners with a variety of learning styles." |
| "It has allowed me to think out loud but be challenged to think differently." | |
| "My mentor allowed to give me the space to open up about my teaching, and she helped me guide through my bumps in the road. Her knowledge was very useful and it impacted me a lot on my skills. I really appreciated her honesty and guidance." | |

Strengthening mentoring experiences by offering The Art of Transformational Coaching professional development for up to 20 mentors

We had 13 mentors participate in this training: eight mentors participated in the independent study and five mentors participated in the live professional development. Only one of the mentors who participated identified as an educator of color. We faced some challenges in implementing this grant activity. First, the professional development provider changed the dates of the sessions. This caused some interested mentors to not be able to participate in the live sessions and move to the independent study instead. We found that a few interested mentors did not participate in either learning opportunity. Secondly, it can be challenging to get mentors to commit additional time when they are already very busy.

Expanding the induction support model to additional schools

We used FY23 carryover funds to expand our site-level induction model to one additional school. Our hope was to expand this program to a total of 10 schools and we only expanded to serve three schools total. This is the area where we were unable to spend all of our FY23 carryover funds. This was due to the fact that there was not enough capacity within the additional schools with high numbers of new educators to support this model. Additional schools were unable to find a school-level facilitator and/or add additional afterschool time to implement this model. This points to the challenge of asking teachers to take on more than they already are carrying, particularly when it is not embedded within their day. In SY24-25, we are implementing a multi-school model where new educators from multiple schools can participate in site-level induction at a “hub” school that is near their home school.

| Total Number of Educators Supported | Number of TOCAITs Supported |
|-------------------------------------|-----------------------------|
| 43 | 15 |

Initiating site-level racial affinity induction and retention programs in four schools

One school, Frost Lake Elementary, began implementing their site-level racial affinity program for non-licensed staff during the spring of 2024. Nine participants and one facilitator were supported with grant funds at this school; all of whom identify as educators of color. These 10 non-licensed educators are not listed in Table 1 or 2 above because they are not teachers, so I have included a chart with their data below. Two of the four schools, Highwood Hills Elementary and Frost Lake, participated in focus groups in order to plan for implementation of these programs for licensed educators in their schools in SY24-25.

Non-Licensed Educator Racial Affinity Retention Program Data from Frost Lake

| Identified racial and/or ethnic group disaggregation | American Indian or Alaskan Native | Asian or Pacific Islander | Hispanic | Black | Other | Total |
|--|-----------------------------------|---------------------------|----------|-------|-------|-------|
| | 0 | 1 | 2 | 7 | 0 | 10 |

Licensed Educator Racial Affinity Induction and Retention Program Data from Highwood Hills and Frost Lake

| Identified racial and/or ethnic group disaggregation | American Indian or Alaskan Native | Asian or Pacific Islander | Hispanic | Black | Other | Total |
|--|-----------------------------------|---------------------------|----------|-------|-------|-------|
| | 0 | 3 | 2 | 5 | 0 | 10 |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|--|---|-----------|
| FY23 \$89,096.00 | Mentorship Program Stipends | ✓Mentorship ✓PD | Mentee Reflections, Mentor Collaboration Reports, Mentor stipend requests, conference registration, and supplemental pay forms | See above |
| FY23 \$4,970.00 | Induction Program Stipends | ✓Induction | Site-level induction surveys and supplemental pay forms | See above |
| FY23 \$17,143.61 | All Fringe | ✓Mentorship ✓Induction ✓PD | N/A | N/A |
| FY24 \$73,932.45 | Mentorship Program Stipends Art of Coaching Workshop for Mentor | ✓Mentorship ✓Retention ✓Affinity Group | Mentee Reflections, Mentor Collaboration Reports, Mentor stipend requests, site-level induction surveys, and supplemental pay forms | See above |
| FY24 \$824.57 | Affinity Groups | ✓Affinity Group ✓Retention | Supplemental pay forms | See above |
| FY24 \$12,991.89 | All Fringe | ✓Mentorship ✓Retention ✓Affinity Group | N/A | N/A |

Spring Lake Park ISD 16

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--------------------------|
| Legal Name of Applicant Organization | Spring Lake Park Schools |
| Total Grant Amount | \$34,725.40 |

Identified Official with Authority

| | |
|--|--|
| Name of Official with Authority to Sign | Dr. Hope Rahn |
| Title | Executive Director of Learning & Innovation |
| Address | Spring Lake Park Schools, 1415 81 st Ave NE |
| City, State and Zip Code | Spring Lake Park, MN 55432 |
| Phone Number and Email | 763-600-5027 --- hrahndistrict16.org |

Primary Program Contact

| | |
|---------------------------------|--|
| Name of Program Contact | Dr. Hope Rahn |
| Title | Executive Director of Learning & Innovation |
| Address | Spring Lake Park Schools, 1415 81 st Ave NE |
| City, State and Zip Code | Spring Lake Park, MN 55432 |
| Phone Number and Email | 763-600-5027 – hrahndistrict16.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Our goal for the first year (FY24) of the grant was to establish an affinity group for our teachers and staff of color, and begin group meetings.

The group formed in the fall and met 5 times during the 2023-2024 school year (two group meetings were held before the grant was formally funded). The teacher and staff of color affinity group was intended to include both certified teachers and non-certified staff. This is important to note as we work to provide opportunities to support our non-certified staff of color in a teacher licensure program.

This group supplemented and strengthened our existing retention efforts by providing time and compensation for our staff of color to gather regularly to learn, and to celebrate culture, connection, and community.

During group meetings, the affinity group members discussed the mission and vision of the group, had circle time together, and engaged in professional learning around trauma-informed practices.

At the end of the 2023-24 school year, affinity group members created a schedule to share leadership of the group for the 2024-25 school year.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 5 | 1 | 3 | 0 | 0 | 0 | 0 |
| Black | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9 | 1 | 3 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 18 | 2 | 1 | 0 | 0 | 0 | 0 | 33 |

Analysis of Data

While the above table provides information about our licensed teachers, we also had a number of non-certified staff of color participate in our affinity group.

Of our non-certified staff who participated, 5 were new to Spring Lake Park Schools; 4 new staff identify as Hispanic/Latino, and 1 new staff identify as Asian. We had 12 non-certified staff who participated in the affinity group who were not new to the district; of these staff, 7 staff identify as Hispanic/Latino, 2 staff identify as Black or African American, 1 staff identifies as Asian, and 1 staff identifies as White.

In total, we had 50 teachers and staff of color participate in the affinity group meetings during the first year of the grant, which met our goal for this first year. In our application, we intended to offer affinity group meetings both after school, and during the school day using substitutes. Given the challenge with substitutes, we chose to only hold meetings after school, compensating staff for attending. Having affinity group meetings during the school day may increase desirability of people to attend (given conflicting priorities after school) but would limit the collaboration and connections across schools and across certified and non-certified staff as we would have to have limits on attendance during a school day.

As we look to Year 2 and the 2024-25 school year, we have members of the group from Year 1 in a shared leadership team. Our coordinator for culturally proficient practices is meeting regularly with the shared leadership team as they design the learning and community activities for this school year.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|--|--|--|
| FY24 \$7825.20 | Extra pay for attending affinity group network activities outside of contracted day | <input type="checkbox"/> Mentorship | Hiring & staffing reports | Number of hired and retained certified and non-certified staff |
| \$2560.08 | Food and beverages for affinity group network activities | <input type="checkbox"/> Retention <input type="checkbox"/> Induction XX Affinity Group <input type="checkbox"/> PD | Qualitative reports from affinity group participants | Feedback from affinity group participants |

Star of the North Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|---------------------------|
| Legal Name of Applicant Organization | Star of the North Academy |
| Total FY24 Grant Amount | \$14,652.00 |
| Total FY25 Grant Amount | \$19,360.00 |

Identified Official with Authority

| | |
|---|---|
| Name of Official with Authority to Sign | Eman Ibrahim |
| Title | Executive Director |
| Address | 1562 Viking Blvd NE |
| City, State and Zip Code | East Bethel, MN 55011 |
| Phone Number and Email | (763) 450-5560 - ebrahim@snacharterschool.org |

Primary Program Contact

| | |
|--------------------------|---|
| Name of Program Contact | Eman Ibrahim |
| Title | Executive Director |
| Address | 1562 Viking Blvd NE |
| City, State and Zip Code | East Bethel, MN 55011 |
| Phone Number and Email | (763) 450-5560 - ebrahim@snacharterschool.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work. RE FY23 awards > please list highlights and examples of best practices to share with other teacher education institutions pertaining to the use of grant funds. If grant outcomes were not met, please provide background/narrative on contributing factors and the context.

Funding from TMRG provided resources for Star of the North Academy to offer additional responsibilities and pay to Lubna Moon, an experienced teacher who was more than willing to provide mentorship for teachers in our building. As an instructional coach with more than a decade of experience, Lubna was able to take time one-on-one with teachers at Star of the North to provide feedback on classroom activities, assist with curriculum planning, and be a sounding board for teachers with challenges needing to be overcome. Knowing that someone was available helped teachers by knowing that a support system existed beyond just administrators.

Additionally, Star of the North Academy was able to contract with ELL Advocates for the facilitation of Affinity Groups. As a school, Star of the North has a large percentage of BIPOC staff which closely matches the school's majority student of color population. In these group sessions, teachers were able to explore different intervention strategies and models while using their own backgrounds to connect.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | 1 | 1 | 5 | | | | |
| Hispanic | | | | | | | |
| Black | | | 2 | | | | |
| Two or More Racial or Ethnic Groups | | | | | | | |
| Other | | | 1 | | | | |
| Total | 1 | 1 | 8 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

[illegible]

Analysis of Data

Qualitative and/or quantitative conclusions drawn from grant work conducted and an assessment of the data provided in Section III. Were intended goals achieved? What were the challenges and successes in conducting this grant-funded work?

Prior to the 2023/24 school year, Star of the North Academy had a large turnover of teachers with 10 out of 12 teachers being new to the school. As a result, TMRG funding was hugely beneficial as the school worked toward stabilizing its teaching force and lifting up teachers for success. This is even more important because the school had been working for the last two years on a plan to expand, splitting the school from one campus serving grades K-8 into two campuses in two different locations. This happened officially this fall with Star of the North Academy opening a second location in Coon Rapids to serve grades 6-8 while the existing campus continues to serve grades K-8.

Going into the 2024/25 school year, Star of the North retained 6 out of 12 teachers from the previous year and expanded the number of teachers because of the new campus. The school now employs 16 teachers in Coon Rapids and 13 teachers in East Bethel. At the same time, the student population enrolled between the two campuses has almost doubled.

Star of the North Academy had grant funded activities for the first six months of 2024 which provided a good template for what the school will undertake for the entirety of the 2024/25 school year. We believe that this will result in an increase in teacher retention as we build on teacher retention growth from the previous year. By building more consistency in our teaching staff, Star of the North aims to then increase student achievement levels as well.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|---|---|---|---|
| \$8,000 | Funding was used to pay an experienced teacher to provide mentorship and instructional coaching as well as contract with an outside provider to facilitate affinity groups. | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Teacher Retention, Diversity of Teachers, and Student Performance | SNA retained 50% of teachers from 2023/24 to 2024/25. Teacher diversity going into 2024/25 has increased to where BIPOC teachers make up 68% of staff. Black students and ELL students are outperforming their peers statewide in Math and Reading. |

STEAM Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|---------------|
| Legal Name of Applicant Organization | STEAM Academy |
| Total FY24 Grant Amount | \$10,626.00 |
| Total FY25 Grant Amount | \$12,880.00 |

Identified Official with Authority

| | |
|---|---|
| Name of Official with Authority to Sign | Sarah Chebli |
| Title | Board Chair |
| Address | 4100 66th St. E |
| City, State and Zip Code | Inver Grove Heights, MN 55076 |
| Phone Number and Email | 612-545-6222 - schebli@steamacademymn.org |

Primary Program Contact

| | |
|--------------------------|---|
| Name of Program Contact | Luli Axhijaj |
| Title | Executive Director |
| Address | 4100 66th St. E |
| City, State and Zip Code | Inver Grove Heights, MN 55076 |
| Phone Number and Email | (763) 450-5560 - leadingedser@gmail.com |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

How grant-funded activities have strengthened and/or supplemented existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work. RE FY23 awards > please list highlights and examples of best practices to share with other teacher education institutions pertaining to the use of grant funds. If grant outcomes were not met, please provide background/narrative on contributing factors and the context.

STEAM Academy moved campus locations between the end of the school year in June 2023 and the beginning of the next year in September 2023. As a result, the school had a full turnover of all teachers making it more important than ever to implement a strong TMRG effort. As a small school that employed primarily Tier 1 teachers during the year, STEAM Academy contracted with ELL Advocates to provide our mentorship and affinity group gatherings. Doing this brought professionals with strong backgrounds in teacher training, lesson planning, assessment, and teaching pedagogies to grow the abilities of the STEAM Academy teaching staff. The school has a majority ELL student population making ELL Advocates the best partner to improve STEAM.

Going into the work with ELL Advocates, STEAM Academy really set the tone for the work by ensuring that the mentors understood their role as collaborators rather than supervisors of the teachers they worked with. Keeping consistency between the mentorship as well as the affinity group meetings allowed for the relationship between STEAM teachers and ELL Advocates to strengthen. As a very small group, a flexible and adaptive program was able to take place.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | | | | | | | |
| Asian or Pacific Islander | | | | | | | |
| Hispanic | | | 1 | | | | |
| Black | | | 1 | | | | |
| Two or More Racial or Ethnic Groups | | | 2 | | | | |
| Other | | | 2 | | | | |
| Total | 0 | 0 | 6 | 0 | 0 | 0 | 0 |

Analysis of Data

Qualitative and/or quantitative conclusions drawn from grant work conducted and an assessment of the data provided in Section III. Were intended goals achieved? What were the challenges and successes in conducting this grant-funded work?

STEAM Academy retained 4 of the 6 teachers from the end of the 2023/24 school year to the beginning of the 2024/25 year. The school has put an emphasis on supporting teachers, especially our teachers who are new to the profession and school. Since the 2023/24 school year was the first in the Inver Grove Heights location, we do not have a good track record to compare results to but look to continue adding to this history and improving our retention rates further. One challenge to this work has just been about finding a routine and flow to the activities that work best within the school schedule and environment. This is another piece that will continue to improve with time and be adjusted as the needs of our teachers change.

Going into the 2024/25 school year, not only have we retained 4 of the 6 teachers, but we have hired new teachers to fill the two spots that were not retained and added one additional teacher with our school growing and needs increasing bringing our total teacher count to 7 for this school year.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|---|--|--|
| FY24 \$7,950 | Funding from FY24 was used to conduct teacher mentoring and affinity group gatherings at STEAM Academy | <div>X Mentorship</div> <div><input type="checkbox"/>Retention</div> <div><input type="checkbox"/>Induction</div> <div>x Affinity Group</div> <div><input type="checkbox"/>PD</div> | Teacher Retention Rates, Teacher Demographics, and Student | STEAM Academy retained 66% of teachers from 2023/24 to 2024/25. Teaching diversity has increased going into 2024/25 with 5 of 7 teachers of color. |

STEP Academy

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|---|--------------|
| Legal Name of Applicant Organization | STEP Academy |
| Total Grant Amount | \$24,886 |

Identified Official with Authority

| | |
|--|---|
| Name of Official with Authority to Sign | Mustafa Ibrahim |
| Title | Superintendent |
| Address | 835 5 th St. E. |
| City, State and Zip Code | St. Paul, MN 55106 |
| Phone Number and Email | 651-289-6120 mibrahim@stepacademymn.org |

Primary Program Contact

| | |
|---------------------------------|--------------------------------------|
| Name of Program Contact | Darlah Krug |
| Title | Elementary Coordinator |
| Address | 835 5 th St. E. |
| City, State and Zip Code | St. Paul, MN 55106 |
| Phone Number and Email | 651-289-6120 dkrug@stepacademymn.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

During the 2023-2024 school year, STEP Academy ran a more informal mentorship program. As a result of this, we did not payout any of our staff members for participating in the mentorship program. Rather we wanted to save our funds to make the 2024-2025 school year more valuable for staff. We have now updated our mentorship processes and have a mentor coordinator who is facilitating a true mentorship program at STEP Academy. This school year (2024-2025) we will use the \$24,886 of funds we were awarded for our mentors and mentees, along with the coordinators of the programming.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Analysis of Data

Due to not awarding any grant funding to our teachers this year, there is no data to analyze. We will analyze the data of our current teachers for the upcoming grant distribution. For the 23-24 school year, we did not use any of the funds available and will use the funds available during the 2024-25 school year.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-----------------------------|---|-------------------------------|------|
| FY 2024 - \$0 | Did not use funds | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | NA | NA |

Southwest West Central Service Cooperative

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|--|
| Legal Name of Applicant Organization | Southwest West Central Service Cooperative District #991 |
| Total Grant Amount | \$18,572.50 |

Identified Official with Authority

| | |
|---|--|
| Name of Official with Authority to Sign | Cliff Carmody |
| Title | Executive Director |
| Address | 1420 East College Drive |
| City, State and Zip Code | Marshall, MN 56258-2065 |
| Phone Number and Email | 507-537-2250, cliff.carmody@swsc.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Lisa Gregoire |
| Title | Director of New Teacher Center |
| Address | 1420 East College Drive |
| City, State and Zip Code | Marshall, MN 56258-2065 |
| Phone Number and Email | 507-530-2902, lisa.gregoire@swsc.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

TMRG grant funding has provided SWWC the opportunity to offset training cost for a new cohort of mentor/coaches in the region, with the goals of recruiting, retaining and effectively supporting new teachers in our region.

The funding will also allow us to contract to provide professional learning around developing and leading Communities of Practice to:

- 1) Deepen understanding of the role that white individuals have in creating welcoming and inclusive school communities for all;
- 2) Reflect on how identity, power, and privilege show up in educational settings and in leadership roles;
- 3) Explore culturally responsive/sustaining leadership in the context of schools/districts that have diverse student populations and predominantly white staff; and
- 4) Build capacity to develop and facilitate communities of practice and/or affinity groups for coaches and teachers in the region.

Both of these grant activities are at the onset and will be completed by the end of the grant timeline.

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

***TMRG grant funding was not utilized in FY24.Funding has begun to be used toward grant goals in FY25.

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

[illegible]

Analysis of Data

***TMRG grant funding was not utilized in FY24.Funding has begun to be used toward grant goals in FY25. No data has been collected to date. SWWC is currently working towards goals outlined in the grant. The new cohort of mentor/coaches began in Fall of 2024. Professional learning for school leaders, mentors/coaches around developing Communities of Practice will begin approximately in November of 2024.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)
Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|-----------------------------|---|-------------------------------|------|
| FY24 \$0 | | <div><input type="checkbox"/>Mentorship</div> <div><input type="checkbox"/>Retention</div> <div><input type="checkbox"/>Induction</div> <div><input type="checkbox"/>Affinity Group</div> <div><input type="checkbox"/>PD</div> | | |

Teach for America, Twin Cities Coalition

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|-------------------------|
| Legal Name of Applicant Organization | Teach For America, Inc. |
| Total Grant Amount | \$23,000 |

Identified Official with Authority

| | |
|---|---|
| Name of Official with Authority to Sign | Mikisha Nation |
| Title | Executive Director, Teach For America Twin Cities |
| Address | 2429 Nicollet Ave |
| City, State and Zip Code | Minneapolis, MN 55404 |
| Phone Number and Email | (612) 297-1790 mikisha.nation@teachforamerica.org |

Primary Program Contact

| | |
|--------------------------|--|
| Name of Program Contact | Mikisha Nation |
| Title | Executive Director, Teach For America Twin Cities |
| Address | 2429 Nicollet Ave |
| City, State and Zip Code | Minneapolis, MN 55404 |
| Phone Number and Email | (612) 297-1790 mikisha.nation@teachforamerica.org |

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Narrative

Teach For America (TFA) Twin Cities is incredibly grateful for the opportunity to be a part of the FY24 Teacher Mentorship & Retention of Effective Teacher Grant (TMRG) program during the 2023-24 school-year. Grant funds were used to support the mentorship of 14 early-career teachers who were mentored by 4 veteran teachers. Additionally, funds were used to support our coalitions' five affinity groups as described in our application: The Collective, PRISM, The Alumni Board, Activate, and Inspire. 33 current and former coalition educators, 36% BIPOC (28% unknown, 36% White), participated in these groups, supporting educators' professional learning, while building skillsets, mindsets, and belief in teaching as sustainable vocation. Programming took place as described in our application. Here are some highlights from the coalition this year:

Mentorship Highlights

New teachers received mentorship and development. Teachers and mentors meet throughout their entire two-year commitment. Mentors observe and provide feedback using an internal rubric and research-backed Cultivate and CLASS student survey tools. Cultivate and CLASS aid coaches in developing teachers to build student-responsive, positive classrooms that foster student learning. Teachers also participated in monthly development sessions called Learning Summits with other novice teachers in the coalition, staff from our partner schools, and community members. Learning Summits built their skills and fostered community.

Additionally, novice teachers and their students reported the following:

- 80% of novice teachers last year reported that coaching and Learning Summits were an effective use of time. 83% of novice teachers reported growing as an anti-racist educator.
- 94% of novice teachers reported mentorship from veteran educators effectively contributed to their growth as an educator.
- 90% of students of novice teachers reported that they trusted their teacher wants what's best for them and that their teacher shows all students that their questions and contributions are important.

Affinity Group Highlights

Activate and Inspire are two new Teach For America Twin Cities Affinity Groups supported as a part of our TMRG award this past year. As a part of their participation in the groups, veteran educators completed Capstone Projects. Projects covered topics such as elevating student voices and implementing restorative justice in Chinese Immersion classes. We've attached a couple project samples so you can learn more about this and the impact veteran educators have on fellow's students as a part of their participation in the group. You will see in some of the projects things like, "students' sense of belonging and feeling of importance had increased from the first survey given" or 100% of parents reported their students' grew in their understanding of self through a fellows' impact project work. Results like this help us understand the difference the Inspire and Activate fellowships are having on BIPOC fellows, students, and families.

In addition to veteran educators' impact with students and families, participants shared Activate and Inspire had the following impact on them:

- 95% of participants strongly agreed or agreed that they were growing the capabilities needed to play a valuable role in education equity.
- 92.5% of participants strongly agreed or agreed that they felt part of a community that is driven to help each other increase collective impact.
- 95% of participants strongly agreed that the fellowship contributed to their growth as an anti-racist educator.
- 95% of Inspire and Activate participants were retained into the second year of the program, including 100% of BIPOC identifying fellows.
- Fellows are continuing in educational roles while taking on increased leadership. One fellow shared, "I like the atmosphere and the ways we learned about the content. I felt comfortable to share perspectives in this community."

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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers* | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching |
|--|---------------------|------------------|-----------------|--------------------|------------------------------------|-----------------------------|---|
| American Indian or Alaskan Native | - | - | - | - | - | - | - |
| Asian or Pacific Islander | - | 2 | - | - | 1 | - | - |
| Hispanic | - | 1 | - | - | 1 | - | - |
| Black | - | 1 | - | - | 1 | - | - |
| Two or More Racial or Ethnic Groups | - | 1 | - | - | - | - | - |
| Other | - | 9 | - | - | 8 | - | - |
| Total | 0 | 14 | 0 | 0 | 11 | 0 | 0 |

Table 2. Total teachers supported by TMRG funding in FY24*

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | | | | | | 1 | 1 |
| Asian or Pacific Islander | 3 | | | | | | 3 | 5 |
| Hispanic | 1 | | | | | | 1 | 2 |
| Black | 1 | 1 | 1 | | | | 3 | 2 |
| Two or More Racial or Ethnic Groups | 1 | | | | | | 1 | 2 |
| Other | 8 | | | | | | 8 | 17 |
| Total | 15 | 1 | 1 | 0 | 0 | 0 | 17 | 29 |

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Note > In addition to the teachers listed above, we also supported the following 18 educators:

| | License not found on PELSB website | Professional Administration | Short Call Substitute | Special Permission - Community Expert |
|--|---------------------------------------|--------------------------------|--------------------------|--|
| American Indiana or Alaskan Native | | | | |
| Asian or Pacific Islander | 2 | | | |
| Black | 3 | | 2 | |
| Hispanic | | | | |
| Two or More Racial or Ethnic Groups | | 1 | | 1 |
| Other | 8 | | 1 | |
| TOTAL | 13 | 1 | 3 | 1 |

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Analysis of Data

Below is a report on the goals stated in Teach For America Twin Cities' TMRG proposal and progress made towards these goals during school-year 2023-24:

Goal 1: Increase retention of novice teachers – with an emphasis on teachers of color – across multiple schools and/or district(s) by providing ongoing mentorship and intentional community building through an affinity group.

Teach For America Twin Cities Coalition of Educators has a long history of high retention of novice teachers supported through the coalition. From 2017-18 to 2022-23 our retention rate of novice teachers has averaged 93% and reached as high as 100% during the 2021-22 school-year as evidenced in the table below:

| School-Year | Teachers Started | Teachers Finished | % Completed |
|-------------|------------------|-------------------|-------------|
| 2017-18 | 32 | 29 | 91% |
| 2018-19 | 33 | 30 | 91% |
| 2019-20 | 36 | 34 | 94% |
| 2020-21 | 32 | 31 | 97% |
| 2021-22 | 18 | 18 | 100% |
| 2022-23 | 8 | 7 | 88% |
| 2023-24 | 14 | 10 | 71% |

However, last school-year (2023-24) was challenging for our novice educators and we saw a dip in our retention to 71% (10 of 14 completed the year). Though our retention was lower than our previous stellar retention rates, it is similar to retention rates in Minnesota with nearly a third of teachers leaving the state within their first five years of teaching ([ESR, 2024](#)). Additionally, we still had a strong retention rate for BIPOC educators, with 80% being retained and the one BIPOC educator we did lose had to resign early for a personal emergency release reason that was beyond their and the program's control. For the other three, white-identifying teachers, we examined trends and found two themes in their inability to complete the program this year:

1. Financial challenges with completing licensure requirements
2. Lack of clarity on and ability to meet expectations of program and placement requirements and rigor

To return to high levels of novice teacher retention, we identified these themes in the spring and adjusted our Summer Training and onboarding practices with incoming novice teachers. Specifically, we did the following:

- Held Summer Training locally, with a local community school partner to ensure members were beginning their experience in a location similar to where they would serve. This change also resulted in members learning earlier about school placement partners, locations, and expectations.

- We are providing more coaching for members on the financial aid options we offer and supporting them in the application process to ensure they are more equipped to access financial aid for completing their licensure programs.
- We are also providing earlier and more individualized mentorship for members to learn the detailed requirements for various licensure areas and placement schools to ensure novice teachers' preferences and experiences are a strong fit to their licensure program and school placement partner needs.

With these changes, we are optimistic we will return to high levels of retention during the 2024-25 school-year as we address the challenges in the ways described.

Goal 2: Support professional learning community affinity groups of current and former educators to build skillsets, mindsets, and belief in teaching as a sustainable vocation.

Similar to what was shared in the narrative section above, we know we are meeting this goal through our survey data results:

- 95% of participants strongly agreed or agreed that they were growing the capabilities needed to play a valuable role in education equity.
- 92.5% of participants strongly agreed or agreed that they felt part of a community that is driven to help each other increase collective impact.
- 95% of participants strongly agreed that the fellowship contributed to their growth as an anti-racist educator.
- 95% of Inspire and Activate participants were retained into the second-year of the program, including 100% of BIPOC identifying fellows, and fellows are continuing in educational roles while taking on increased leadership. One fellow shared, "I like the atmosphere and the ways we learned about the content. I felt comfortable to share perspectives in this community."

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Final expense report was provided on 6/5/2024 and funds have fully been expensed and refunded.

Waseca ISD 829

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Report Cover Sheet

| | |
|--------------------------------------|-----------------------|
| Legal Name of Applicant Organization | Waseca Public Schools |
| Total Grant Amount | \$12,375 |

Identified Official with Authority

| | |
|---|--|
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FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Program Narrative

Our district is working on establishing a solid teacher mentorship and retention program. We have the foundation of a program established, but we are working to strengthen and enhance our structure and practices to focus on increasing the effectiveness of educators and to ensure they experience success and to improve teacher retention.

In addition to this grant, we have also partnered with South Central Service Cooperative and Minnesota State University, Mankato, to help strengthen our program and learn more about increasing and retaining teachers of color.

While we were unable to use the awarded funds for mentors of color for FY24 (because our teachers of color were not in positions that would support our new staff), the grant helped initiate discussions regarding how to increase our mentors of colors in the future. As we develop a written teacher mentorship and retention plan, this will be a component of our plan.

The funding we were able to use allowed us to provide stipends for mentors to provide mentorship to our new teachers and professional development focused on culturally-responsive practices. More specifically, mentors participated in professional learning to help them learn evidence-based practices for supporting new teachers, and our staff participated in a book study that helped them engage in reflection and conversations about successful equity implementation centered around establishing belonging through a culture of dignity. The book centers on honoring dignity through appreciation, acceptance, validation, and equitable treatment. This book study established a solid foundation upon which to continue our equity implementation work through the use of common concepts and language, reflection on our current systems and structures, and determination of next steps to continue forward momentum.

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) Program Data

Table 1. Teachers new to the profession or district supported by TMRG funding in FY24

[illegible]

Table 2. Total teachers supported by TMRG funding in FY24

| Identified racial and/or ethnic group disaggregation | Tier 3 & 4 teachers | Tier 2 teachers | Tier 1 teachers | Teaching residents | Teachers in license shortage areas | Teachers with special needs | Experienced teachers in need of peer coaching | Total Number of Teachers Supported (Table 1 + Table 2) |
|--|---------------------|-----------------|-----------------|--------------------|------------------------------------|-----------------------------|---|--|
| American Indian or Alaskan Native | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Asian or Pacific Islander | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Hispanic | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Two or More Racial or Ethnic Groups | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Other | 114 | 0 | 0 | 0 | 38 | 0 | 0 | 114 |
| Total | 119 | 0 | 0 | 2 | 39 | 0 | 0 | 119 |

Analysis of Data

As evidenced from the FY24 data, we have not been successful with increasing our teachers of color. We need to increase our teachers of color in order to have opportunities for those teachers to become mentors.

So, that is our first step, which is why we used a book study to establish a foundation of cultural competency with our teachers and paraprofessionals.

We were successful with establishing that foundation as our staff members participated in reading and discussions of “Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation.” Below are some of the comments/quotations from our professional development feedback surveys. In addition to the challenge of a low number of teachers of color for FY24, we were also focused on ensuring teachers in phases one and two were completing required literacy training by the deadline. Some of our goals were achieved, while others were not. We were unable to begin working on affinity groups because of our low numbers of teachers of color. I started conversations with other districts to see if we could develop regional affinity groups instead and are in the early planning stages of that opportunity. We were unable to move teachers of color into mentorship positions, because it did not make sense for those limited numbers we have into mentoring the new staff members we had for FY24, therefore, we were unable to offer additional stipends for teachers of color and indigenous mentoring teachers. We were able to offer mentoring stipends and provide professional development focused on closing opportunity and achievement gaps for students of color and indigenous students. Grant funding allowed us to begin this work, and, as we move into FY25 with additional staff of color, we are in a good position to expand upon this work and achieve more of our goals in the future.

“I feel like the CRIS conversations are really beneficial to have with staff. It was cool hearing staff members talk about what they took away from the reading and how it will change their approach moving forward.”

“Learning how to connect with students by understanding their background is so helpful in developing trustworthy relationships with them. Our student populations are changing and we need to evolve along with them.”

FY24 Teacher Mentorship & Retention of Effective Teachers Grant (TMRG)

Fund Expenditure

Table 3. Please list funding utilized during state fiscal year 2024 (July 1, 2023 – June 30, 2024), differentiating between second-year FY23 and FY24 award funds, if applicable. Identify fund use in terms of Mentorship, Retention, Induction, Affinity Group Network Activity, and/or Professional Development. Fill in the “Method of Progress Monitoring” and “Data” columns based on the information provided in Section 6 of your FY24 TMRG application.

| Fiscal Year and Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|------------------------|--|--|-------------------------------|--|
| FY24 \$2,700.00 | Mentorship Program Stipends | <input checked="" type="checkbox"/> Mentorship <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input type="checkbox"/> PD | Surveys Mentor Meetings | Surveys Documentation of Meetings |
| FY24 \$2,312.50 | Professional Development focused on closing opportunity gaps for students of color and indigenous students: Book Study | <input type="checkbox"/> Mentorship <input type="checkbox"/> Retention <input type="checkbox"/> Induction <input type="checkbox"/> Affinity Group <input checked="" type="checkbox"/> PD | PD Surveys Book Study | PD Surveys Book Study Reflection Notes |

Policy Recommendations

State Goals

The Increase Teachers of Color Act proposes an established State goal of increasing the percentage of teachers of color and Indigenous teachers by 2 points per year. While this legislation has not been passed, PELSB, the Minnesota Department of Education, and the Minnesota Office of Higher Education continue to work in partnership on increasing teacher diversity. However, the establishment of a state goal would solidify the State's commitment to creating a teaching workforce that more closely reflects the State's increasingly diverse student population and ensuring all students have equitable access to effective and diverse teachers by 2040.

Pursuant to statute, beginning in 2024, a minimum of \$2,330,000.00 each fiscal year must be awarded for the development and expansion of mentoring, induction, and retention programs designed for teachers of color or Native American teachers under the Teacher Mentorship and Retention of Effective Teachers grant program.

The base appropriation for grant for fiscal year 2026 and later is \$4,500,000.00, of which at least \$3,500,000.00 each fiscal year must be utilized to develop and expand mentoring, induction, and retention programs designed for teachers of color or American Indian teachers.

Research-Based Recommendations

The literature on teacher diversity is vast and this report does not aim to synthesize all of the major studies conducted on the topic. However, the common themes presented in this research are worth highlighting.

While not exhaustive, common policy recommendations are that the State should:

- Ensure teachers are offered mentoring, support, and training in culturally-responsive practices.
- Support local pathways and “Grow Your Own” programs.
- Invest in the development of high-quality principals who work to include teachers in decision-making and foster positive school cultures.

Induction & Retention

- Invest in induction/mentorship programs using ESSA, Title II funds, and competitive Grant funds, such as the Supporting Effective Educator Development program.
- Increase teacher salaries in schools and communities where salaries are not competitive through salary minimums and salary incentives (such as for National Board Certification or taking on additional responsibilities).
- Provide financial incentives to recruit and retain teachers of color and Indigenous teachers.
- Increase teachers' overall compensation through housing incentives.
- Increase teacher leadership opportunities that include increased compensation, responsibility, and recognition.
- Encourage early hiring notifications and multistep hiring processes that allow the school staff and candidate to assess their fit based on extensive information.
- Increase salaries so teachers of color are paid comparably to other professionals with similar knowledge, skills, and responsibilities.
- Survey teachers to assess the quality of their work environments and recommendations for improvement.
- Incentivize professional development and collaboration. This requires changes in scheduling and resource allocation.

Additional Recommendations

- Ensure the accuracy and integrity of teacher data collected from all public school districts and charters—including data on the race and ethnicity of teachers—and make that data available to the public.
- Review all educational policy and amend or modify it as necessary to promote teacher diversity.