

Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers final completed report by June 30, 2020 to saba.teshome@state.mn.us.

Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. Teacher Mentorship & Retention of effective Teachers Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	
Total Grant Amount	
Identify the category you applied under	<input type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions <input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

Identified Official with Authority

Name of official with authority to sign	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Primary Program Contact

Name of program contact	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

I, Roberta Hernandez, am writing this narrative of our implementation of the PELSB grant. Spring 2020, in Roseville Area Schools along with my observations and experiences of doing so during the time of the Coronavirus 2020.

After we received notice of the grant award at the end of January, we further developed our mentoring program information and recruitment process for Roseville Area Schools' Black Indigenous and Teachers of Color (BITOC). We had spring break the second week of March and never returned to school with students. The rest of the year is 2020 COVID-19 history. The global pandemic sent us all into Crisis Teaching, otherwise known as Distance Learning, and the amount of energy, time, and professional development for completely revamping our teaching, as well as emotional/social support we all needed took precedence over implementing this grant in the time and manner we originally intended. We did, however, connect mentors to our new BITOC that requested one. Our affinity group, F.O.C.U.S. (Future Oriented Collaborative United Support) and Minnesota Humanities Center partner also provided the support needed to access our cultural capital and regain our equilibrium as effective BITOC with our students, colleagues, and the district.

This is the long-term goal of our grant work: to retain our BITOC while mentoring them to understand, navigate and challenge ideological, institutionalized, individual/interpersonal, and internalized racism in K-12 schools. This grant gives us the needed resources to dream, design and implement strategies through mentoring and through our affinity group, F.O.C.U.S. The ongoing challenge is that even while working within White dominant systemic ways knowing and being, such as hierarchical structuring, concepts and use of power, leadership style, perspectives about collective relationships, valuing product/outcomes over process/people, and acquisition gained by the extra emotional and physical labor of BITOC, we create transformative strategies that authentically reflect the epistemologies and ontologies common to communities of color represented here in Roseville Area Schools Community. It feels as if we are continuously swimming against the rushing current in an effort to bring transformation and further racial justice for our students and colleagues of color. In so doing, we continue to identify and address other racist systemic barriers that cause BITOC to leave schools and districts where they once passionately served. It is my hope and belief that Roseville Area Schools' District Leadership will continue to exemplify the cultural humility and moral courage needed to center the voices of BIPOC and take necessary action to sustain our collective work towards racial justice in our Roseville Area Schools Community as they have done to now.

We recognize that given the changes due to the COVID pandemic, we have funds that we will be pushing forward into next year. I have recently submitted an amendment to modify the use of those funds and may be doing so again as our upcoming year unfolds.

F.O.C.U.S. Affinity Group

Our proposal had us partner with the Minnesota Humanities Center (MHC) to develop their Absent Narratives Educators Institute for our affinity group. I am attaching a report compiled by Sung Ja Shin, our MHC liaison that includes the program quantitative and qualitative data as well as results of the survey we gave to BITOC at the end of the year. This survey is informing our work over the summer to plan for our upcoming year. I served as lead facilitator of our F.O.C.U.S. group the past two years. The past two years we have developed an affinity group focused on building community, our cultural capital and our capacity to understand, navigate and challenge ideological, institutionalized, individual/interpersonal, and internalized racism in K-12 schools. Our work with MHC will continue to build these racial literacy skills as we explore Absent Narratives.

As a result of COVID-19 and the Crisis Teaching we were all engaged in, we found that F.O.C.U.S. educators were experiencing the overwhelm in their personal and professional lives that was common to all. We moved from face to face gatherings every other month to weekly Zoom gatherings to support each other during this time. As a result of our partnership with the Minnesota Humanities Center and facilitation with Rose McGee and Sung Ja Shin during this time, F.O.C.U.S. collectively composed a document that affirmed what the district had done well in light of the change to distance learning as well as equity concerns we all observed and experienced as the district implemented Distance Learning and our recommendations. These are currently being addressed by district leadership. This is one of our priorities as requested by the district-To serve as advocates in our continuing racial justice work here in Roseville Area Schools.

Then, in May 2020, with the murder of George Floyd, our worlds were shattered again. As we had weeks of established gatherings, we were able to easily draw together for support needed to process, check on physical safety of those living in affected areas of the Twin Cities, and giving needed voice to our pain. Many of us were asked to support the processing of this travesty within our schools with our colleagues as well. And we served as resources for our White colleagues needing support in addressing this tragedy with their students.

Due to the constant schedule demands and changes teachers were experiencing on a daily basis, we had flexible attendance at our weekly gatherings. We were not able to find a time that worked well for all as the high school, middle school, and elementary schools were on different schedules during the day. We will modify our schedule for the 2020-2021 school year as we do not plan to meet face to face this coming school year in light of COVID-19 and will make use of Zoom again. We hope this will maximize attendance opportunities for those that want to be a part of our gatherings. I do recognize that the uncertainty BITOC are facing at this time is an added challenge.

The PELSB grant funds enabled us to partner with MHC and in so doing, turned a hopeless and helpless feeling of overwhelm from this global pandemic into a powerful call for action to the district to address the inequities that were magnified as a result of distance learning. As the lead facilitator of F.O.C.U.S., the support from both Rose McGee and Sung Ja Shin also strengthened me to carry on our race equity work during this time. It is a frequent question of mine, where do the BITOC leaders draw their support from to sustain their leadership and work?

During the 2020-2021 school year, we will continue to partner with the Minnesota Humanities Center to develop their Absent Narratives Educators Institute around the survey information we received and the need to continue to develop our racial literacy skills as we build our navigational skills and learn how to effectively address systemic racism that affects us and our whole Roseville Area Schools community.

Mentoring New Teachers Program

I believe COVID-19 impacted the numbers of new teachers that opted to be mentees as well as our established teachers as mentors. It was reported that they felt an overwhelming sense of not wanting to commit to more responsibilities as all were so challenged with trying to revamp our educational system and tend to personal lives as well in the midst of this global pandemic. We were able to accomplish our goals of recruiting some mentors and mentees. They met for a few months to be additional support beyond their assigned district mentor. We also had a Zoom panel presentation for our Urban Pathways course at Roseville Area High School which the students responded to very well as BITOC shared their stories and journeys to becoming teachers.

The district this year had a large budget deficit and originally did not renew many of the newly hired BITOC as they were the most recently hired. However, the attached data shows that most were rehired. The data analysis regarding mentorees and BITOC retention is attached showing the comparison of teacher retention for the past six years. Also attached is a detailed ethnographic data sheet with the details required in the report for new BITOC mentees.

As these new BITOC were also part of the New Teacher Academy, they received a district mentor from the beginning of the school year as a district requirement, it has been valuable to include the district's equity work as part of the New Teacher Orientation to provide a platform for discussing race equity issues with their district mentor.

We are using PELSB funds to expand the training for mentors of color to address ideological, institutionalized, individual/interpersonal, and internalized racism in K-12 schools. These funds are enabling us to build BITOC mentor and mentee racial literacy skills, which is beyond the scope of the district mentoring program. We have the opportunity to train mentors with Dr. Rita Kohli, an Associate Professor at University of California, Riverside and co-founder of Institute for Teachers of Color Committed to Racial Justice. I have been fortunate to be a Fellow of this Institute for the past few years, along with a growing group of other BITOC across the Twin Cities. Dr. Kohli is the most published academic researcher I have come across that focuses on the experiences of BITOC, with BITOC, for BITOC and others in higher education regarding various areas needing to be addressed for retention of BITOC.

As we continue to develop our Mentoring Program during the 2020-2021 school year, I will be piloting ways of mentoring that are more reflective of communities of color, collectively relationship based, and focusing on function over form. The PELSB grant funds provide opportunity to design programs that I think will resonate with our BITOC more as mentors and mentees and lead to mutuality in learning as a collective. These mentoring relationships will transition to the F.O.C.U.S. community as well.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

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

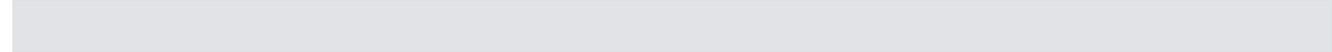
Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district						
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas						
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding						

*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

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

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
Black		
White		
Other		
Total		

Analysis of Data



See the attached Excel documents showing the new teacher detailed information regarding this requirements and a comparison of teacher retention for the past 6 years. Also attached is the report from the Minnesota Humanities Center and our work together with F.O.C.U.S., our Roseville affinity group.

We had fewer mentors and mentees due to responsibilities and challenges involved with COVID-19 for teachers both professionally and personally. This may not change this coming year either as the uncertainty of return to school is leaving teachers in the same position.

We also had most 1st year teachers non-renewed in June 2020 due to a huge district budgetary deficit. The fact that most were rehired before July shows that they were effective teachers. We had 2 BITOC that were not rehired. I would recommend further exploration as to why this was not the case. Possible reasons include those positions went to other tenured teachers needing to move back into the classroom due to the budget deficit, personal life circumstances changed, if principal evaluations were not showing progress towards renewal the district mentor assigned wasn't informed or was not able to address the areas of concern, racial harassment.

I will be modifying how we do mentorship to reflect our collective communities of color ways of knowing and being this coming year. The challenge of COVID-19 as a constant danger, changes capacity to engage as effectively with our new teacher mentees face to face. We are becoming adjusted to our new normal and hope to see more mentors this year.

Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

Retention Strategies

Per Minn. Stat. § 122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

Additional Funding

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching.

Retention Strategies

The district did not include added incentives to the contract during our negotiations this past fall. I will be working with the union negotiation team to press for this as a part of the next round of negotiations, giving them contract language to include and using the collective voices of F.O.C.U.S. to demand we are represented in this contract by addressing this as well as other contract issues that can lead to retention.

Additional Funding

Our Elementary Program coordinator has contributed ongoing in-kind hours. This time was dedicated to ongoing collaboration in with the lead mentor, communicating different elements of the PELSB grant with a larger audience including but not limited to principals, administrators, and staff and ongoing collaboration with our lead BITOC mentor to retain and support new BITOC staff.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

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

Teacher Mentorship and Retention of Effective Teachers Grant
FY20 PELSB Report

Roseville Area Schools District #623

Prepared by

Roberta A. Hernandez-Narrative and Data Compilation

Melissa Sonnek-Data compilation

Shari Thompson-Financial Funds Expenditure

Thomas Krueger, HR support-Data Compilation

Sung Ja Shin, Minnesota Humanities Center Liaison-Data Compilation

Grantee Information

Legal Name of Applicant Organization	Roseville Area Schools District ^23
Total Grant Amount	\$49,522.00
Identify the category you applied under	<input checked="" type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions <input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

Identified Official with Authority

Name of official with authority to sign	Shari Thompson
Title	Director of Business Services
Address	Roseville Area Schools 1251 County Road B2 W
City, State and Zip code + 4	Roseville, MN 55113
Phone Number and Email	651-631-1615 Shari.thompson@isd623.org

Primary Program Contact

Name of program contact	Roberta A.Hernandez
Title	Academic Interventionist
Address	Central Park Elementary School County Road B2 W.
City, State and Zip code + 4	Roseville MN 55113
Phone Number and Email	651-491-3535

Teacher Mentorship and Retention of Effective Teachers Program Narrative

Context

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Teacher Mentorship and Retention of Effective Teachers Grant Program Data

See the attached documents showing the new teacher detailed information regarding this requirement and a comparison of teacher retention for the past 6 years. I've also pasted some of them in below.

Data Analysis

See the attached 3 attached documents showing the new teacher detailed information regarding mentees and a comparison of teacher retention for the past 6 years. Also attached is an ethnographic report about our F.O.C.U.S. affinity group work with MHC.

We had fewer mentors and mentees due to responsibilities and challenges involved with COVID-19 for teachers both professionally and personally. This may not change this coming year either as the uncertainty of return to school is leaving teachers in the same position.

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Additional Funding

Our Elementary Program coordinator has contributed ongoing in-kind hours. This time was dedicated to ongoing collaboration in with the lead mentor, communicating different elements of the PELSB grant with a larger audience including but not limited to principals, administrators, and staff and ongoing collaboration with our lead BITOC mentor to retain and support new BITOC staff.

Last Name	First Name	Home Building	Assignment e.g. grade 2, social studies, psychologist, etc	Gen. Education / Student Services	FTE	Identity	Licensure Tier	Licensure Shortage Area	PELSB Mentee Spring 2020	Renewed for 2020-2021 year	PELSB Mentee 2020-2021	Renewed for 2021-2022	PELSB Mentee 2021-2022	Renewed for 2022-2023 Tenured
Teacher	1		Art	General Education	0.94	American Indian, Latinx	3	Visual Arts	Yes	Yes				
Teacher	2		Special Education Work Based Learning	Special Education	1	Black	4	Special Education Work Based Learning	Yes	Yes				
Teacher	3		Social Worker	Student services	1	American Indian, Latinx	3	No	No	Yes				
Teacher	4		Social Studies	General Education	1	American Indian, Asian	2	Social Studies	No	Yes				
Teacher	5		Grade 4	General Education	1	Black, Latinx	4	Elementary Education	Yes	No				
Teacher	6		Grade 5 "culture"	General Education	1	Black	4	Elementary Education	Yes	Yes				
Teacher	7		Special Education Setting III EBD Teacher	Student services	1	Black	2	Special Education Emotional Behavior Disorders	No	No				
Teacher	8		Special Education Teacher - CID	Special Education	1	Asian, White	2	Special Education Autism Spectrum Disorders	Yes	Yes				
Teacher	9		Special Education Setting 3/Social Studies Co-Teacher	Special Education	1	Black, White	4	Social Studies Special Education Emotional Behavior Disorders	No	Yes				
Teacher	10		Grade 3 Teacher	General Education	1	American Indian	3	Elementary Education	No	Yes				
Teacher	11		OT	Student services	1	Asian	None	No	No	Yes				

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Calculation for 2019-20
Total Teacher Turnover (Teachers non-renewed/Total # of Teachers)	7.04%	4.45%	5.88%	7.55%	3.63%	6.47%	39 out of 602
Turnover in General Ed (Gen. Ed teachers non-renewed/Total # of Gen Ed. Teachers)	7.01%	3.93%	4.42%	5.53%	3.49%	5.76%	28 out of 486
Turnover in Special Ed (SPED Teachers non-renewed/Total # of SPED Teachers)	7.14%	6.25%	10.83%	13.64%	4.03%	9.48%	11 out of 116
Turnover of Teachers of Color (TOC non-renewed/Total # of TOC)	9.52%	6.12%	11.54%	10.00%	3.70%	9.85%	7 out of 71
Turnover of White Teachers (White Teachers non-renewed/White Teachers)	6.23%	4.27%	5.26%	7.29%	3.62%	6.02%	32 out of 531
Percentage of Teachers of Color (# of TOC/ # of Teachers)	8.45%	9.92%	9.68% (10.00%)	9.42% (10.3%)	9.33% (11.10%)	11.79%	71 out of 602
Total New Teacher Turnover (# of New Teachers non-renewed/ # of new Teachers)	N/A	N/A	N/A	N/A	N/A	12.06%	7 out of 58
TOC New Teacher Turnover (# of New Teachers TOC non-renewed/ # of new Teachers)	N/A	N/A	N/A	N/A	N/A	18.18%	2 out of 11

*() is the number presented to the school board in May 2020.

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

Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district						1
Tier 2 new to the profession or district						1
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas				2		3
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding				2		3

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

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander	1	
Hispanic	2	
Black	1	
White		
Other	1	1
Total	5	1

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
2317.80	Lead mentor salary and benefit costs	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		
486.00	PD for mentors & mentors visiting RAHS	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		
3513.22	Mentor stipends and benefit costs for staff of color	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		
5412.15	Funding our focus Affinity group and PD	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		
11729.17	Total Expenses	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Calculation for 2019-20	
Total Teacher Turnover (Teachers non-renewed/Total # of Teachers)	7.04%	4.45%	5.88%	7.55%	3.63%	6.47%	39 out of 602	
Turnover in General Ed (Gen. Ed teachers non-renewed/Total # of Gen Ed. Teachers)	7.01%	3.93%	4.42%	5.53%	3.49%	5.76%	28 out of 486	
Turnover in Special Ed (SPED Teachers non-renewed/Total # of SPED Teachers)	7.14%	6.25%	10.83%	13.64%	4.03%	9.48%	11 out of 116	
Turnover of Teachers of Color (TOC non-renewed/Total # of TOC)	9.52%	6.12%	11.54%	10.00%	3.70%	9.85%	7 out of 71	
Turnover of White Teachers (White Teachers non-renewed/White Teachers)	6.23%	4.27%	5.26%	7.29%	3.62%	6.02%	32 out of 531	
Percentage of Teachers of Color (# of TOC/ # of Teachers)	8.45%	9.92%	9.68% (10.00%)	9.42% (10.3%)	9.33% (11.10%)	11.79%	71 out of 602	*() is the number presented to the school board in May 2020.
Total New Teacher Turnover (# of New Teachers non-renewed/ # of new Teachers)	N/A	N/A	N/A	N/A	N/A	12.06%	7 out of 58	
TOC New Teacher Turnover (# of New Teachers TOC non-renewed/ # of new Teachers)	N/A	N/A	N/A	N/A	N/A	18.18%	2 out of 11	

Last Name	First Name	Home Building	Assignment e. g. grade 2, social studies, psychologist, etc	Gen. Education / Student Services	FTE	Identity	License Tier	License Shortage Area	PELSB Mentee Spring 2020	Renewed for 2020-2021 year	PELSB Mentee 2020-2021	Renewed for 2021-2022	PELSB Mentee 2021-2022	Renewed for 2022-2023 Tenured
Teacher	1		Art	General Education	0.94	American Indian, Latinx	3	Visual Arts	Yes	Yes				
Teacher	2		Special Education Work Based Learning	Special Education	1	Black	4	Special Education Work Based Learning	Yes	Yes				
Teacher	3		Social Worker	Student services	1	American Indian, Latinx	3	No	No	Yes				
Teacher	4		Social Studies	General Education	1	American Indian, Asian	2	Social Studies	No	Yes				
Teacher	5		Grade 4	General Education	1	Black, Latinx	4	Elementary Education	Yes	No				
Teacher	6		Grade 5 Teacher	General Education	1	Black	4	Elementary Education	Yes	Yes				
Teacher	7		Special Educationin - Setting III EBD Teacher	Student services	1	Black	2	Special Education Emotional Behavior Disorders	No	No				
Teacher	8		Special Education Teacher - CID	Special Education	1	Asian, White	2	Special Education Autism Spectrum Disorders	Yes	Yes				
Teacher	9		Special Education Setting 3/Social Studies Co-Teacher	Special Education	1	Black, White	4	Social Studies Special Education Emotional Behavior Disorders	No	Yes				
Teacher	10		Grade 3 Teacher	General Education	1	American Indian	3	Elementary Education	No	Yes				
Teacher	11		OT	Student services	1	Asian	None	No	No	Yes				



Minnesota
Humanities
Center

June 16, 2020

F.O.C.U.S. Year End Survey

compiled by Sung Ja Shin
for
Roseville Area Schools and F.O.C.U.S. Planning Team



Overview

Professional Development

January-June 2020



Group Identified Needs

- Build individual and collective cultural wealth, as defined by Tara J. Yosso
- Community building between participants to develop support networks and impact retention of educators of color
- Build capacity to navigate a white-dominated field while maintaining social-emotional wellbeing



Sessions



In Person Sessions

Story Circle with Rose McGee (January 16)

Ways of Knowing and Being with Dr. Tlahtoki Xochimeh
(March 26 – CANCELLED due to COVID-19)

Virtual Sessions

Planning Team Session: Initial Responses to Distance Learning,
April 1 (8:00–9:15 a.m.)

Session One: Individual and Collective Needs
April 17 (8:00–9:00 a.m.)

Session Two: Opportunities for Equity
April 24 (7:50–9:00 a.m.)

Session Three: District Disparities
May 4 (8:00–9:30 a.m.)

Session Four: Expectations of Students, Staff, and Families
May 8 (7:50–9:00 a.m.)

Session Five: Collective Advocacy, part 1
May 15 (7:50–9:00 a.m.)

Session Six: Collective Advocacy, part 2
May 22 (8:30–10:00 a.m.)

Session Seven: Reflections on George Floyd
May 29 (7:50–9:00 a.m.)

Session Eight: Evaluation and Affirmations
Jun 5 (7:50–9:00 a.m.)

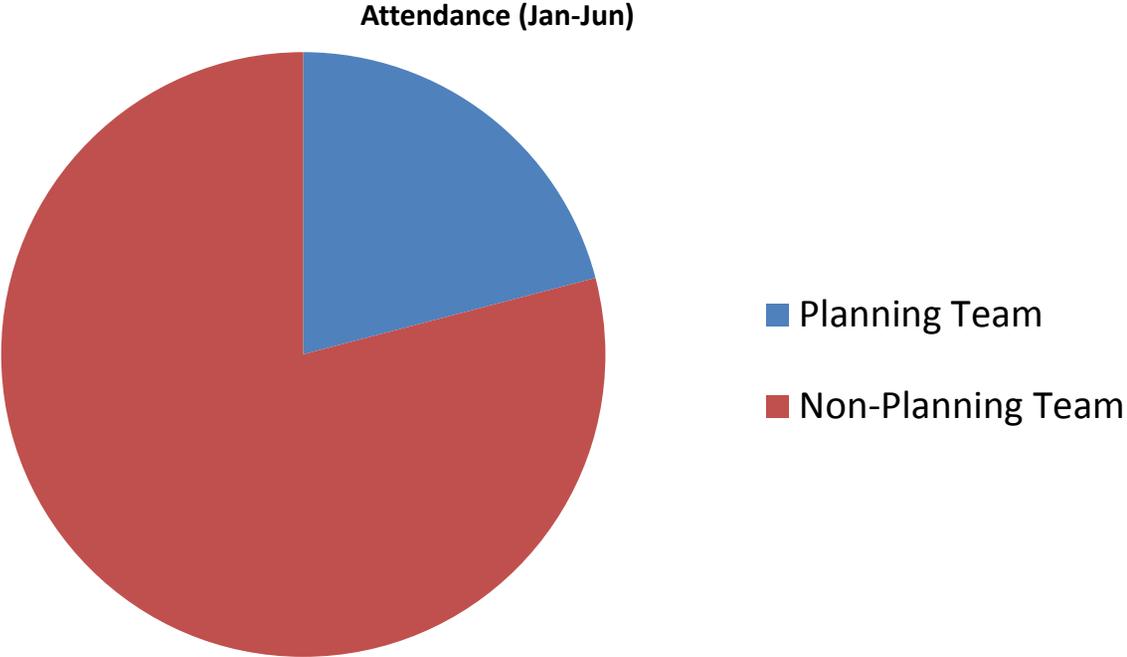




Attendance

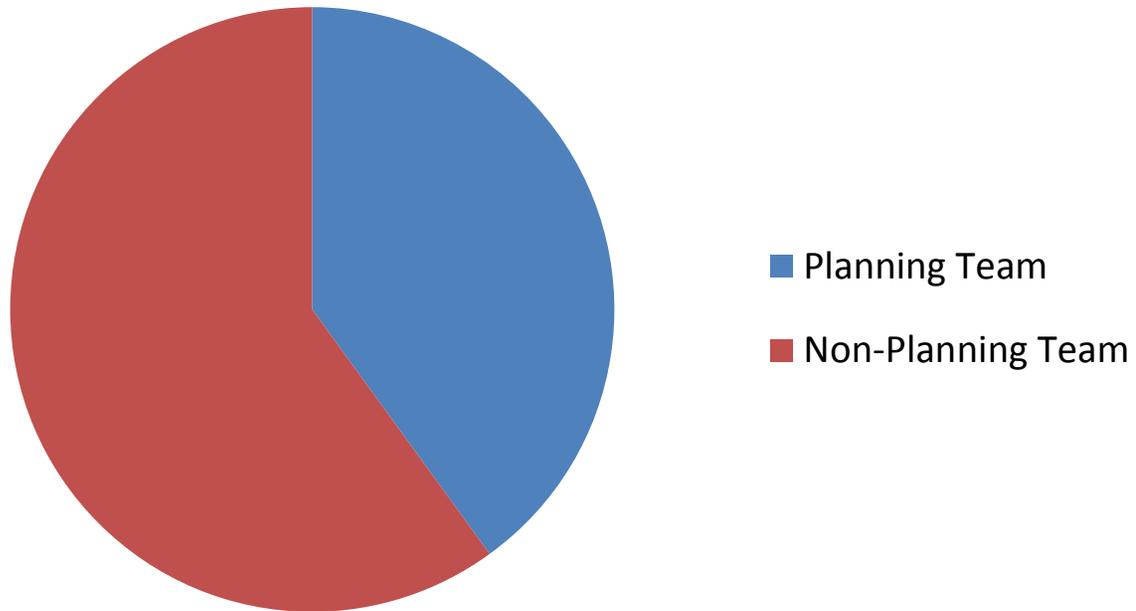


Attendance (Jan-Jun)

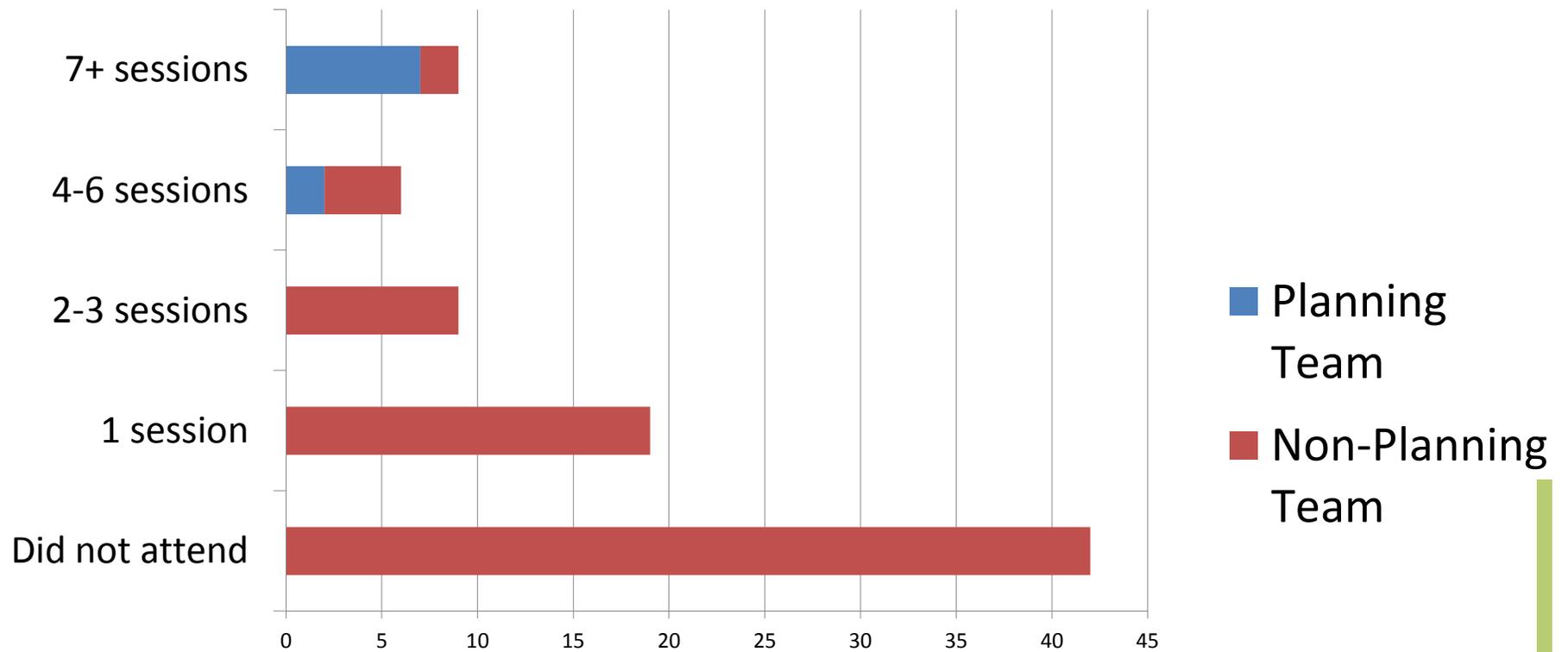


Survey Responses

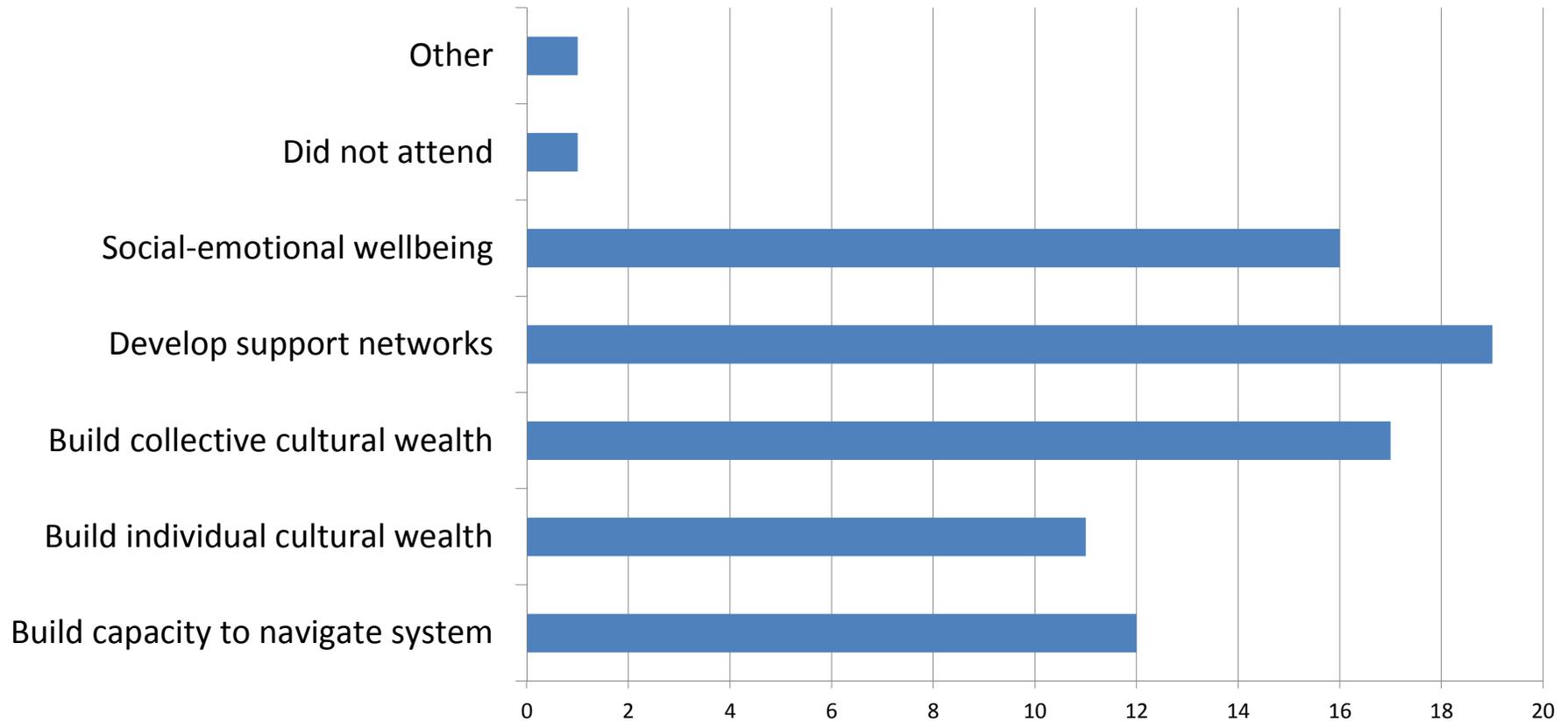
Survey Responses



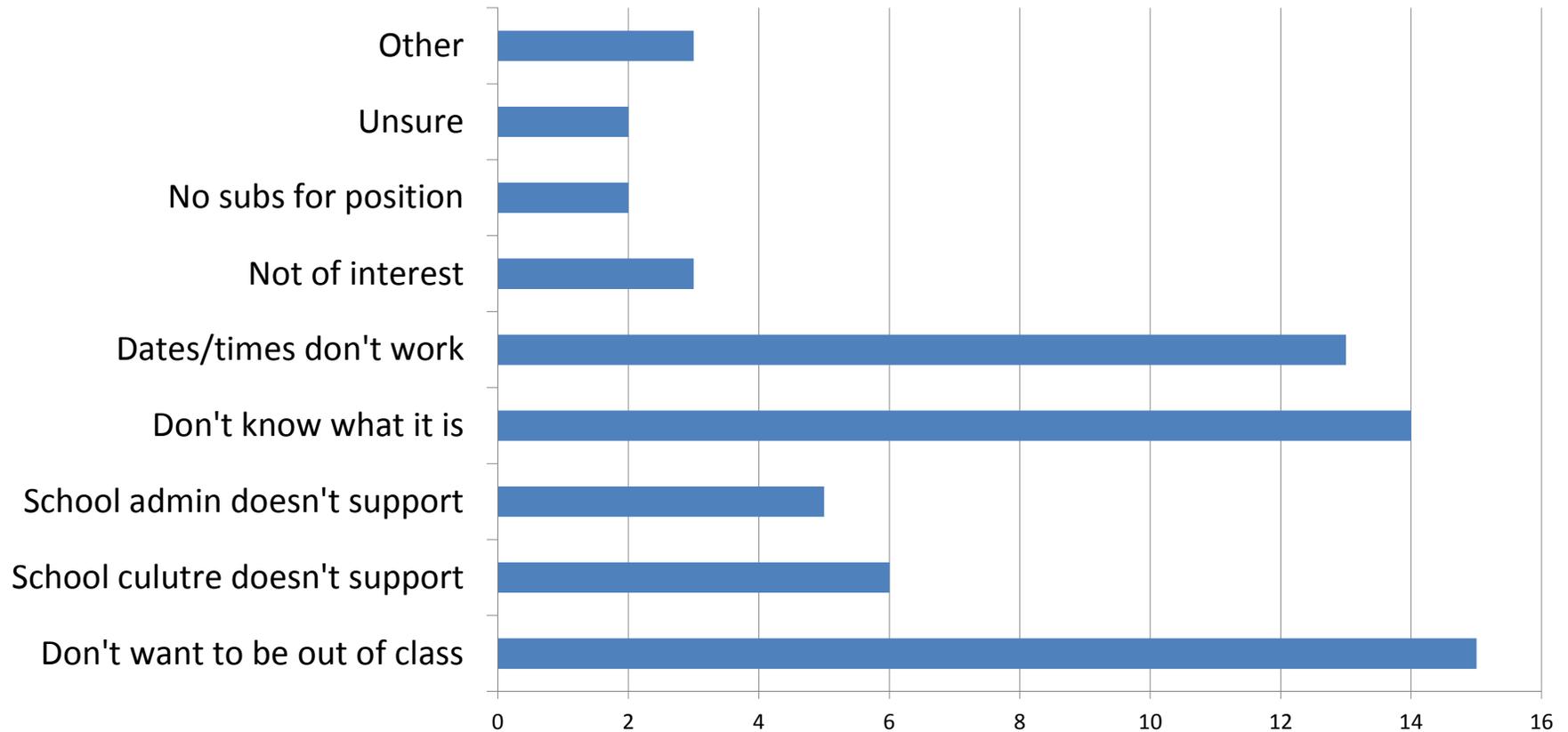
Session Attendance (Jan-Jun)



Reasons for Attending F.O.C.U.S.



Reasons Others Don't Attend

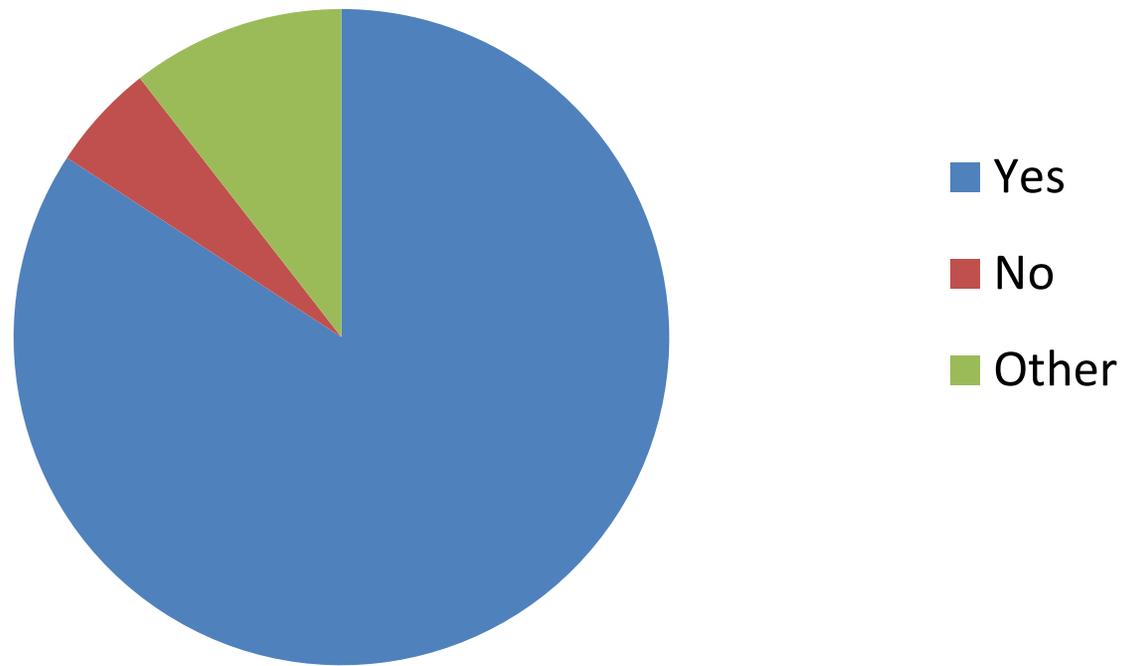




Impact



Did the F.O.C.U.S. sessions help you become a stronger educational leader and/or advocate in your school community and/or district?



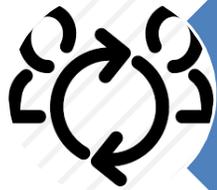


“ Meeting with the F.O.C.U.S. group has made me more empowered and a better advocate for all students but especially students of color and students of differing abilities.

”



Comments



Fortified and affirmed



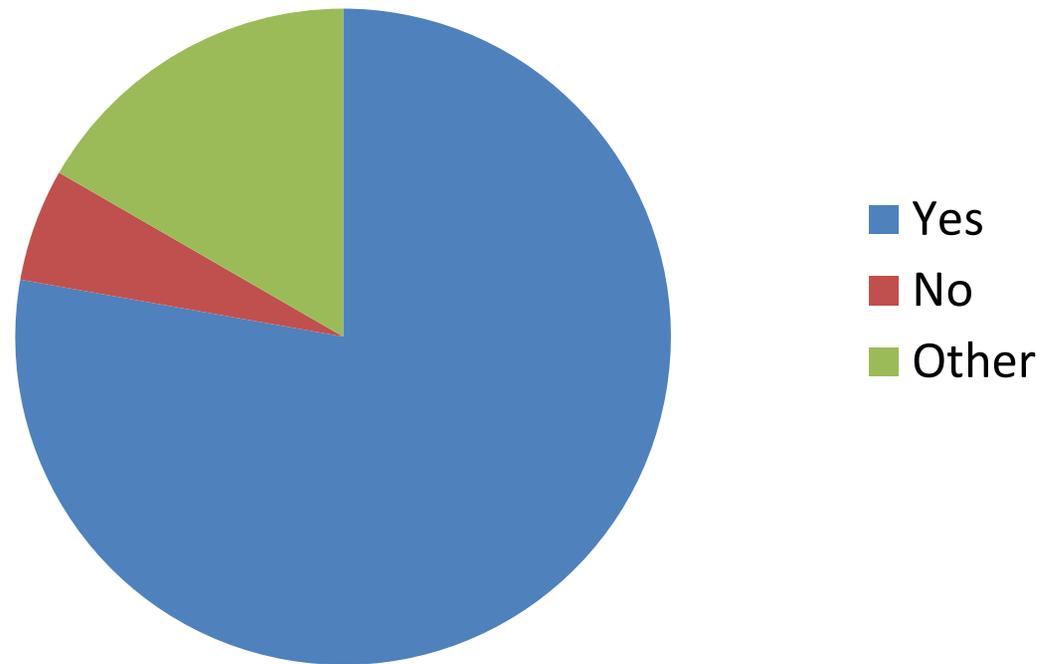
Empowered individually and collectively



Connected to resources and practices



Did the F.O.C.U.S. sessions strengthen your capacity to bring systemic change to your school community and/or district?





“ Meeting with the F.O.C.U.S. group has made me more empowered and a better advocate for all students but especially students of color and students of differing abilities.

”



Comments



Personal growth and ongoing collective support to enact change



Changed relationships and practices in classroom and school



Collectively presented concerns and solutions for equitable practices to district



“ F.O.C.U.S. is on its way to making bigger changes on a district level and is a support for making changes and suggestions on a building level. I am ready for the group to become more visible in the community and there is no time better than now.

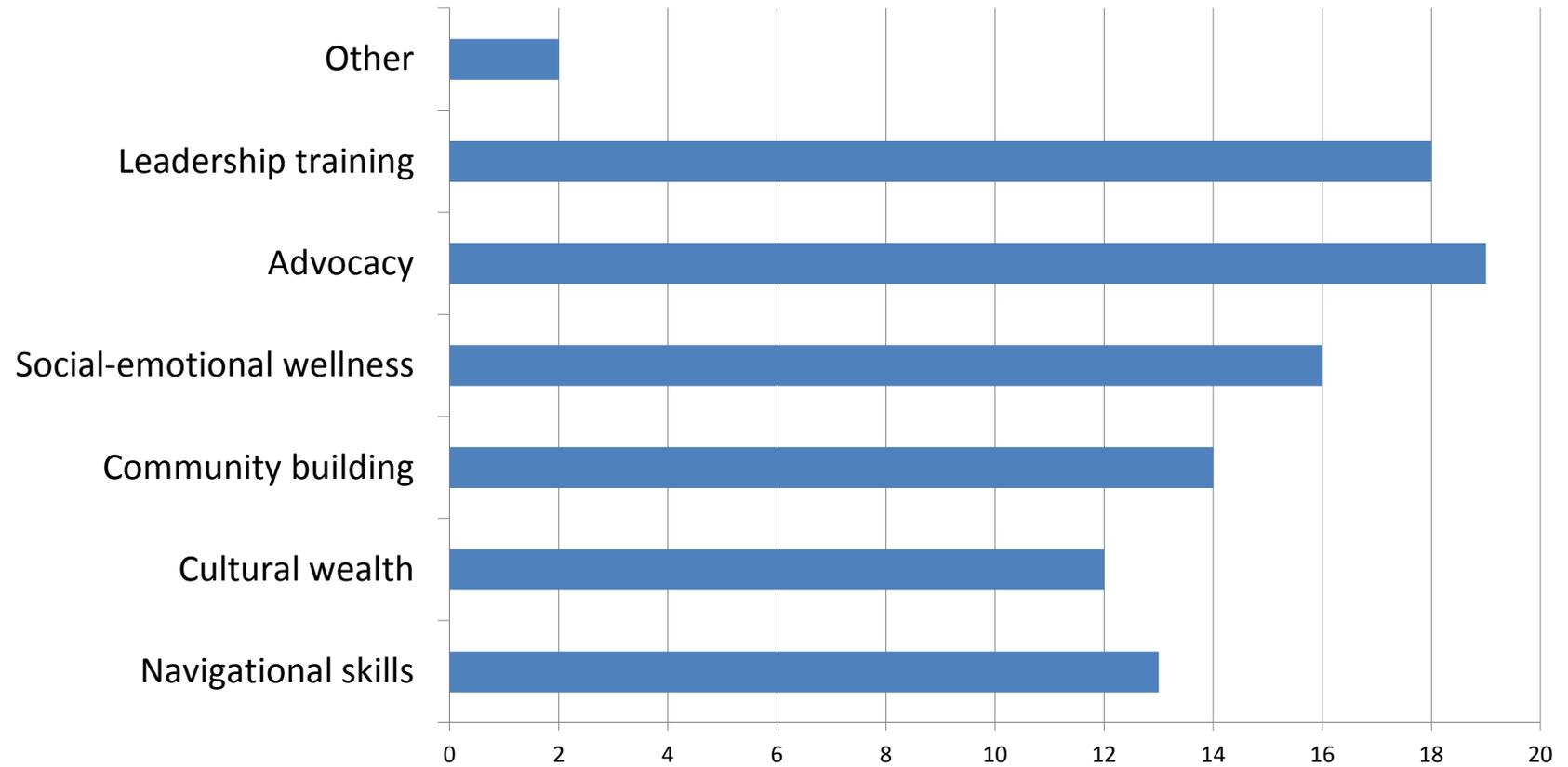
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2020-21 Recommendations



Topics and Themes

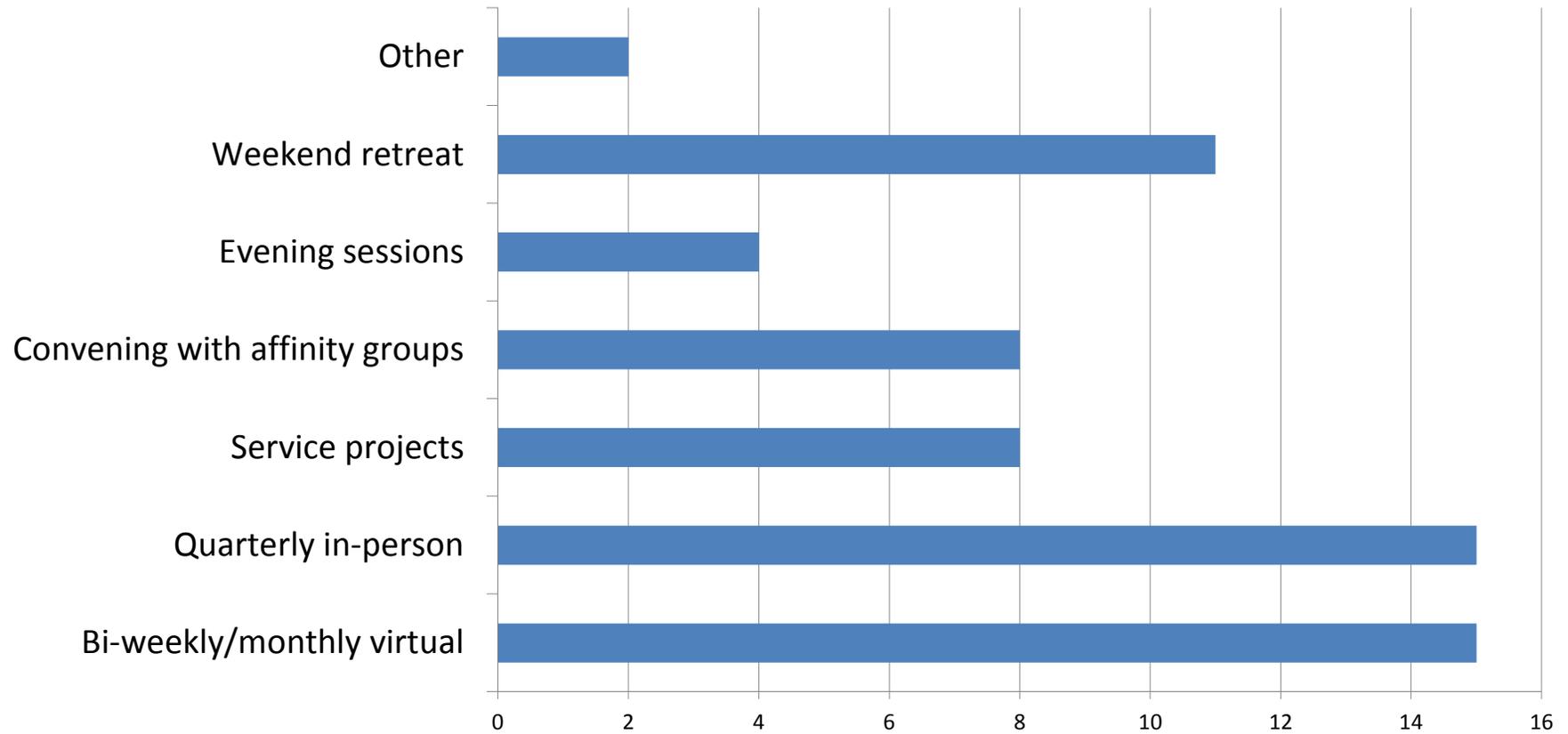




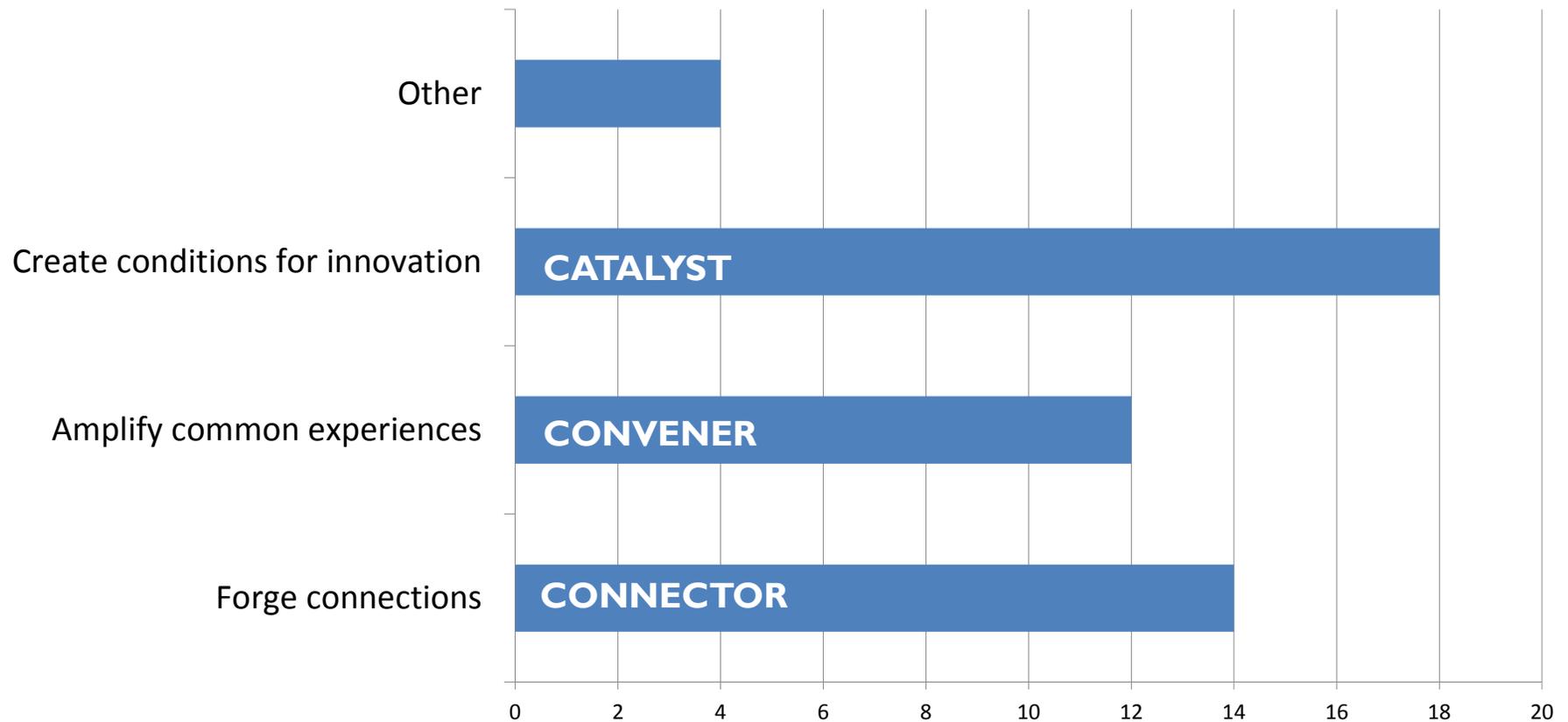
“ The more I learn about how to advocate,
how to reach admin effectively, the
better I’ll be able to bring about systemic
change ”



Format



Role for MHC



Attendance (Jan-Jun)

