

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, April 9, 2024 6:00 PM
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Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

This regular meeting of the Osseo School Board is being conducted the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
Tanya Prince, Board Vice Chair
2. 6:05 p.m. Check in
Dr. Bryan Bass, Assistant Superintendent of Equity and Achievement
3. 6:05-6:45 p.m. Monitoring Report C 3
Robin Gunsolus, Director of Learning and Achievement; Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment; Tom Watkins, Coordinator of Data and Assessment; Kay VILLELLA, Executive Director of Community Relations
4. 6:45-7:30 p.m. Input and reflection from the 2023-2024 School Year Student School Board Representatives on Strategic Direction C: Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication
Amy Tollefson, District Level Principal and Student Board Representatives Mina Beattie and Gautham Barani
5. 7:30-8:30 p.m. Strategies to Recruit and Retain a Diverse Workforce 22
Dr. Bryan Bass, Assistant Superintendent of Equity and Achievement; Bou Moua, Human Resources Director and Susan Hang, Recruitment and Retention Manager; Markus Flynn and Alex McCoy of Black Men Teach
6. 8:30 p.m. Adjournment
Tanya Prince, Board Vice Chair

To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "Info Center > School Board."

OSSEO AREA SCHOOLS

ISD  279

Vision Card C

*Jenna Johnshoy-Aarestad, Tom Watkins,
and Robin Gunsolus*

April 9th, 2024

Presentation Outcomes

School Board members will:

- ▶ receive data for the High Priority Initiatives for Strategic Direction C
- ▶ understand alignment of the operational plan to the vision card data collection



Vision Cards serve as critical data points toward the realization of the desired daily experience.

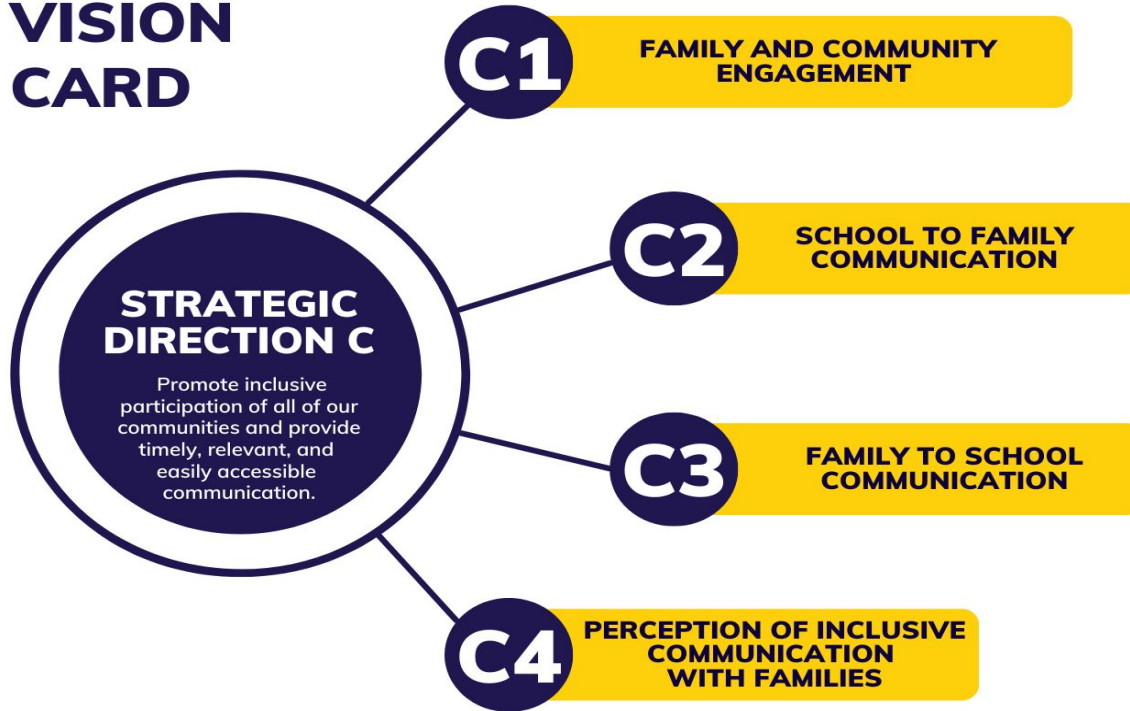


District Three Year Operational Plan

Work aligned with Strategic Direction C:

Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<p><i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i></p>	<ul style="list-style-type: none"> ● Achievement for Excellence Summit 	<ul style="list-style-type: none"> ● Legislative Action Committee (LAC) ● American Indian Education Program Improvement <ul style="list-style-type: none"> ○ Graduation rate focus ○ Indigenous Content Standards ● Establish site communication plans that incorporate best practices - Yr. 1

VISION CARD



From Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

C1. Family and Community Engagement

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023	
Process	C1. Family and Community Engagement	Advisory Committees - % of sites with representation	≤ 78%	79-84%	85-90%	91-96%	≥ 97%	NA	NA	NA	87%	97%	
		Family Engagement Rubric (scale of 1-3)	Effective Communication	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	2.3
			Intentional Collaboration and Inclusive Practices	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	1.9
			Climate and Culture	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	2.1
			Empowerment and Advocacy	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	1.9

C2. School to Family Communication

<u>Data Source</u>	<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
TalkingPoints Messages Sent from Staff to Families per Student	≤1.4	1.5-1.9	2.0-2.4	2.5-2.9	≥3.0	NA	2.3	9.4	2.2	2.9
TalkingPoints Announcements Sent from Staff to Families per Student	≤0.1	0.2	0.3	0.4	≥0.5	NA	0.4	1.7	.3	.4
Blackboard overall message delivery rate	≤74%	75%-79%	80-84%	85-89%	≥90%	NA	NA	NA	84%	87%
Morris Leatherman Community Survey - overall communication rating at "Excellent" or "Good"	≤77%	78-81%	82-85%	86-89%	≥90%	87%	NA	NA	81%	84%

Blackboard Messages

		<i>Communication Methods</i>					
		Phone Calls		Email Messages		Text Messages	
Site/Message Purpose	# Messages	% Delivered	% of All Phone	% Delivered	% of All Emails	% Delivered	% of All Texts
Elementary Schools	2304	91%	18%	91%	23%	89%	18%
Middle Schools	729	91%	20%	90%	22%	89%	11%
High Schools	506	93%	45%	80%	30%	91%	21%
ABE/OALC/OEC	195	78%	5%	80%	1%	72%	2%
District	304	39%	12%	68%	25%	82%	48%
Absence Reporting	2683	92%	67%	82%	14%	90%	33%
Bus/Transportation	184		0%	92%	2%	88%	8%
Conferences	100	93%	5%	80%	6%	88%	3%
Translated	15	5%	1%	6%	0%	89%	0%
Other	1056	88%	27%	86%	78%	82%	57%
Total	4038	78%	100%	81%	100%	85%	100%

C3. Family to School Communication

<u>Data Source</u>	<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
TalkingPoints Messages Sent by Families to School Staff per Student	≤ 1.6	1.7-2.1	2.2-2.6	2.7-3.1	≥ 3.2	NA	0.3	1.5	2.6	2.9
Percent of Parents Using ParentVUE	≤ 69%	70-79%	80-89%	90-94%	≥ 95%	NA	NA	NA	86%	88%

C4.Perception of Inclusive Communication with Families

<u>Element</u>	<u>Indicators</u>	<u>Data Source</u>	<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Outcome	C4.Perception of Inclusive Communication with Families	Family Stakeholder Survey: Inclusive Communication with Communities Scale	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	NA	NA	75%	NA

Next Steps and Lessons Learned

- ▶ Continue selecting and sorting data that closely aligns with the Strategic Directions and high priority initiatives
- ▶ Explore ways to collect community specific information to better understand preferred engagement opportunities
- ▶ Humanize the data and include student voice



Monitoring Report
Strategic Plan Implementation

Date: Prepared for the 4.9.2024 School Board Work Session

Authors: Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
 Tom Watkins, Coordinator of Data and Assessment
 Robin Gunsolus, Director of Learning & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- provide data on the High Priority Initiatives for Strategic Direction C
- show alignment of the operational plan to the vision card data collection

Strategic Direction C: Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

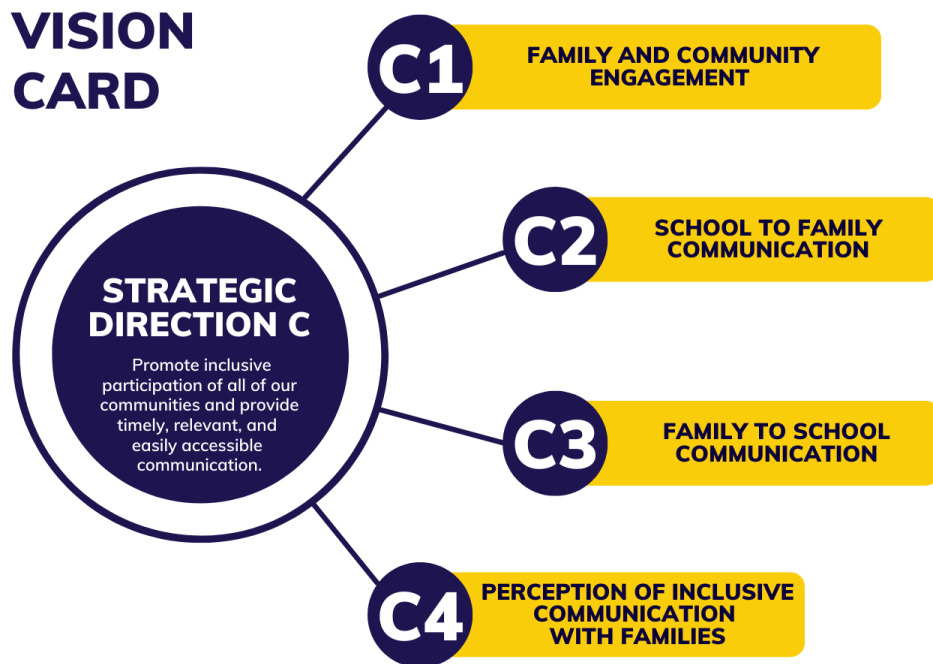
Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i>	<ul style="list-style-type: none"> ● Achievement for Excellence Summit 	<ul style="list-style-type: none"> ● Legislative Action Committee (LAC) ● American Indian Education Program Improvement <ul style="list-style-type: none"> ○ Graduation rate focus ○ Indigenous Content Standards ● Establish site communication plans that incorporate best practices - Yr. 1

Vision Cards serve as critical data points toward the realization of the desired daily experience for students, staff and families.

Vision Cards measure the district’s success in achieving the strategic directions. Administrators create Vision Cards and the board provides guidance through the Strategic Roadmap. Vision Cards provide the data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap. The Vision Cards can be used to measure growth or gaps in district performance. Vision Cards set the ongoing district goals for performance and continuous improvement.

Definition Statement: Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.

The data that was collected for Vision Card C is very high level data or “satellite data”. This data can be used to measure the district’s progress towards achieving the Strategic Directions, but lacks the specificity required to transform instruction or make decisions on programming as the data may vary greatly across the sites, grade levels and even classrooms.



Vision Card C:

C1. Family and Community Engagement

The Family and Community Engagement indicator contains five metrics:

1. Advisory Committees - % of sites with representation
2. Effective Communication (Family Engagement Rubric)
3. Intentional Collaboration and Inclusive Practices (Family Engagement Rubric)
4. Climate and Culture (Family Engagement Rubric)
5. Empowerment and Advocacy (Family Engagement Rubric)

The first metric, Advisory Committees - % of sites with representation, measures what percentage of district sites are represented across advisory committees and the RISE (Radically Investing in Scholars Excellence) committee. Representatives were defined as a student, family member, or staff member from that site (excluding principals). See the link within the vision card for more information on other advisory groups that were included.

Overall, 97% of sites were represented on at least one committee. As a point of celebration, this rate of representation is within the “vision” category. The rate of representation ranged significantly across sites. The sites with the highest representation across advisory committees were Maple Grove Senior High (35 representatives) and Osseo Senior High (29 representatives).

Metrics two through five are new this year and part of the Family Engagement Rubric: Effective Communication, Intentional Collaboration and Inclusive Practices, Climate and Culture, and Empowerment and Advocacy. These metrics were selected for this indicator as they are important in ensuring the district is adequately partnering with our scholars, families, and community members at the margins, and the intent of this vision card is to ensure inclusive participation.

The numbers represented in these metrics were gathered in December 2023 learning leaders meeting and calculated by assigning numeric values to the rubric responses so that Emerging = 1, Progressing = 2, and Excelling = 3. In cases where respondents selected two responses an average between the two responses was calculated. Responses were averaged across respondents within each rubric item to arrive at the final number shown in the vision card.

Effective communication had the highest average rating at 2.3 which indicates that most sites who responded on the rubric felt they were progressing in this area. “Progressing” in this area was described as “We provide our families direct access to school and district information that is translated into multiple languages, in written, oral, audio, and video formats.”

When considering Intentional Collaboration and Inclusive Practices, sites rated themselves as being at 1.9 on average. This is within the “Emerging” range, which is described as “As a school, we intentionally participate in external community events/activities/celebrations. We aim to have family participation in our school-wide surveys and committees directly reflect the school's population.”

In the area of Climate and Culture, sites rated themselves at 2.1 on average. This was within the “Progressing” range and is characterized by the following statement “We welcome and celebrate the diverse cultural, racial, ethnic, and religious/spiritual backgrounds within our community. We strive to ensure all families feel valued, connected, and see their culture(s) visually reflected in the school. We celebrate what we value.”

Empowerment and Advocacy was also rated at 1.9 on average, which is within the “Emerging” range. Emerging on this rubric item was described as “We value and respect our families’ lived experiences and cultural wealth. We honor our parents/caregivers as the experts of their scholar(s).”

Access the full rubric and all descriptors at the link below or the link within the vision card:

[Osseo Area Schools Engagement Rubric](#)

C2. School to Family Communication

School to Family Communication is measured using data from the TalkingPoints and Blackboard family communication systems, and through the Morris Leatherman Community Survey. With TalkingPoints, staff can send a message or announcement to family members in English and it is automatically translated into the family’s home language. When family members reply, that is also automatically translated back into English. For these measures, we are reporting the number of messages and announcements sent by staff to families using Talking Points during the first trimester of each of the last three school years (the first three years in which the platform has been used in the district). Messages and announcements both increased to more than three times as much from Fall 2020 to Fall 2021, returned to baseline levels in Fall 2022, and increased again in Fall 2023.

In the first trimester of the 2023-24 school year, the following schools sent three or more TalkingPoints messages per student to families (at or above the “Vision” level for this measure): Osseo Education Center, Crest View Elementary, Birch Grove Elementary, Palmer Lake Elementary, Edinbrook Elementary, Garden City Elementary, Zanewood Community School, Fair Oaks Elementary, 279Online Elementary, Fernbrook Elementary, Brooklyn Middle School, 279Online High School and Osseo Area Learning Center.

Our second measure is our Blackboard data from the first Trimester of the 2023-24 school year (Fall 2023). Blackboard is used at the district and school level to communicate with families via phone calls, email messages and text messages. The measure is the overall percent of Blackboard messages that were delivered, which is at 88%, with a goal of 90%, knowing that some transition will always be happening for our families. This is up 4% over last year, and high enough to reach the “Progress” performance level.

As was the case last year, data were coded based upon the site/location and the message purpose. Then, the percentage of attempted messages that were delivered was calculated for each site and message type. Next, the percent of all messages sent for each site/message purpose was calculated. The table below provides the percent delivered for each site/message purpose and delivery method (phone, email or text). The median across all of these values is 88%. We can also see in the table that the largest number of messages sent in Fall 2023 were from elementary schools and regarding absence reporting.

Site/Message Purpose	# Messages	Communication Methods					
		Phone Calls		Email Messages		Text Messages	
		% Delivered	% of All Phone	% Delivered	% of All Emails	% Delivered	% of All Texts
Elementary Schools	2304	91%	18%	91%	23%	89%	18%
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Total	4038	78%	100%	81%	100%	85%	100%

Because this is the second year we have reported on this measure, we can provide some trend information. In the table below, we can see that there were more phone, email and text messages sent overall in Fall 2023 than in Fall 2022. However, the average number of recipients per message and total number of recipients reached decreased from Fall 2022 to Fall 2023.

	Messages Sent			Recipients per Message			Recipients Reached		
	Fall 2022	Fall 2023	Change	Fall 2022	Fall 2023	Change	Fall 2022	Fall 2023	Change
Phone	2,472	2,704	+9%	119.4	66.6	-44%	449,594	268,781	-40%
Email	3,502	3,655	+4%	354.7	297.0	-16%	1,335,342	1,199,173	-10%
Text	2,520	2,928	+16%	195.0	133.0	-32%	734,294	536,950	-27%

Our third measure is the Morris Leatherman Community Survey. This survey has been conducted with a random sample of community members for several years. The specific data we will use from this survey is the percentage of community members responding “Excellent” or “Good” to the following question: “Overall, how would you rate the job the School District does in communicating with residents - excellent, good, only fair, or poor?”. This percentage was at 84% in 2023.

C3. Family to School Communication

Family to School Communication includes two measures:

- TalkingPoints messages sent from family members to staff during the first trimester of each school year. Like the school to family measures described above, the measure is the number of messages sent per student. Family messages to staff increased each of the past three years. The following schools had family message rates at or above the Vision level: Birch Grove Elementary, Crest View Elementary,

Fernbrook Elementary, Zanewood Community School, Fair Oaks Elementary, Woodland Elementary, Brooklyn Middle School, 279Online Elementary, and Rice Lake Elementary.

- The percent of parents using ParentVUE. ParentVUE allows parents to check attendance, course grades, health records, high school credits, test scores and other student data. The Information Systems Department began reporting ParentVUE use data in January of 2023. The records for February were used for this report. The baseline level for this indicator was 86%, and it increased to 88% in February 2024.

C4. Perception of Inclusive Communication with Families

This indicator contains one metric, or data source, the Family Stakeholder Survey: Inclusive Communication with Communities Scale. The survey results for the 21-22 school year is reported on this vision card as this survey is conducted every other year. The administration of this survey is currently in progress for this school year. The scale is based on the following six questions:

- I understand how to access the various communication tools from my scholar's school.
- My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).
- Communication from my scholar's school is provided in my preferred language.
- Staff provide regular updates on the progress of my scholar.
- Staff create space for me to provide feedback regarding my scholar.
- Staff use my feedback to support my scholar.

An update of this metric will be available in June.

Next Steps:

As we are learning about Vision Card C and aligning data sources, we will continue to seek feedback to ensure that we are representing the intent of the Strategic Direction. For Vision Card C, we will need to identify the data that will give us the most important information to move our work forward and work collaboratively across our system and with vendors to create systems to collect this data. We also know that we will need to explore how to collect community specific information to gauge community needs and preferences for engagement and communication.

We will continue to adjust our data sources to provide transparent measurement of our work towards achieving the goals. We will continue to research how we include additional data that provides greater context, is asset based, and humanizes our scholars' learning experiences.

(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

Definition Statement	Mindful Critical Question(s) (MCQs)
Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community.	<ul style="list-style-type: none"> How have we provided multiple pathways for families or community members to engage in communication? What practices have we established to ensure that communication is accessed universally? What feedback loops have we created to ensure our communication is making intended connections?

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023	
Process	C1. Family and Community Engagement	Advisory Committees - % of sites with representation	≤ 78%	79-84%	85-90%	91-96%	≥ 97%	NA	NA	NA	87%	97%	
		Family Engagement Rubric (scale of 1-3)	Effective Communication	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	2.3
			Intentional Collaboration and Inclusive Practices	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	1.9
			Climate and Culture	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	2.1
			Empowerment and Advocacy	≤ 1.4	1.4-1.8	1.9-2.3	2.4-2.8	≥ 2.9	NA	NA	NA	NA	1.9
Process	C2. School to Family Communication	TalkingPoints Messages Sent from Staff to Families per Student	≤ 1.4	1.5-1.9	2.0-2.4	2.5-2.9	≥ 3.0	NA	2.3	9.4	2.2	2.9	
		TalkingPoints Announcements Sent from Staff to Families per Student	≤ 0.1	0.2	0.3	0.4	≥ 0.5	NA	0.4	1.7	.3	.4	
		Blackboard overall message delivery rate	≤ 74%	75%-79%	80-84%	85-89%	≥ 90%	NA	NA	NA	84%	87%	
		Morris Leatherman Community Survey - overall communication rating at "Excellent" or "Good"	≤ 77%	78-81%	82-85%	86-89%	≥ 90%	87%	NA	NA	81%	84%	
Outcome	C3. Family to School Communication	TalkingPoints Messages Sent by Families to School Staff per Student	≤ 1.6	1.7-2.1	2.2-2.6	2.7-3.1	≥ 3.2	NA	0.3	1.5	2.6	2.9	
		Percent of Parents Using ParentVUE	≤ 69%	70-79%	80-89%	90-94%	≥ 95%	NA	NA	NA	86%	88%	
Outcome	C4. Perception of Inclusive Communication with Families	Family Stakeholder Survey: Inclusive Communication with Communities Scale	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	NA	NA	75%	NA	

OSSEO AREA SCHOOLS

ISD  279

Recruitment and Retention

April 9, 2024


The goals are for us to highlight

- ▶ **Recruitment**

- ▶ **Retention**

Recruitment Efforts

Highlighting some of the recruiting efforts

- ▶ Grow Your Own Osseo Pathways Program
- ▶ College and Career Readiness, Sites and Programs recruiting events
- ▶ Higher Education and Community Partnerships
- ▶ Black Men Teach 

GYO

G R O W Y O U R O W N O S S E O

PATHWAYS PROGRAM

GYOO Adult (General Education) Pathway

Program provides:

- Scholarships/stipends
- Professional development
- Mentorship
- Summer work experience

GYOO Special Education Pathway

Program provides:

- Scholarships/stipends
- Professional development
- Mentorship
- Summer work experience

GYOO Student Teaching/ Similar Field Experience (MOU) Pathway

Program provides:

- Financial support as employees who participate under this MOU can be paid at their current pay rates while completing their student teaching/field experience
- Student teaching/field experience at Osseo Area Schools

GYOO Secondary Student Pathway

Program provides:

- Concurrent enrollment college credit
- Paid Internships
- Professional development and mentorship of scholars
- Park Center High is the current education program of study

Some recruitment efforts

- ▶ Optional Memorandum of Understanding (MOU) for Alternative Mandatory Probation
 - for BIPOC staff
- ▶ Partnerships with Building and Program Leaders
 - Extending probation for teachers who may need more time
 - Career Panels and Job/Community Events
- ▶ Osseo Area Schools is an employer of choice - Career Fairs, Social Media, etc.

Retention Efforts

Some retention efforts

- ▶ Mentorship Programs
 - Teachers of Color Mentorship
 - New Teacher Mentorship (adding 2 FTEs for 2024/2025 through grant)
 - Special Education Mentorship
 - ESP Mentorship
- ▶ Department of Educational Equity Affinity Groups
- ▶ New Teacher Workshop and just in time training
- ▶ New ESPs Onboard and just in time training

Questions?

Thank you.

Welcome,

Black Men Teach





**BLACK
MEN
TEACH**

Five Conditions for Collective Impact



Common Agenda



**Shared
Measurement**



**Mutually Reinforcing
Activities**



**Continuous
Communication**



**Backbone
Organization**

Collective Impact Overview

What has been done to date:

Four strategy meetings: July, August, September, and November

- Government agency reps, higher education leadership, district and building leadership, community organization leadership, policy advocacy leaders, and Black male educators
- Strategy meetings 1 & 2 focused on exploring data and creating potential solutions to increase the number of Black male elementary school teachers
- Strategy meetings 3 & 4 focused on questioning the proposed solutions and refining them

Outcome of the Meetings

Result

1. Increased **academic outcomes** for students
2. More **affirming learning** environments for students
3. Environments where Black men **THRIVE**

Population

Elementary schools in Minnesota with a student body where Black students make up at least 40% of the population.

Indicators

1. 20% of teachers in partnering schools are Black men by the **2034-35** school year
2. Measuring academic outcomes through a composite metric
3. Measuring students' perception of joy and belonging
4. Measuring Black male teachers' perception of **belonging, financial security, and support of their health and wellness.**

There are currently 96 elementary schools* in Minnesota that have a 40% or more Black student population. These schools employ 2,166 teachers.



CURRENTLY

Of those 96 schools, there are only 49 Black male teachers in the classroom. This accounts for 2.26% of the total amount of teachers in these schools.



GOAL

In order to reach 20% Black male teachers in each school, we would need to recruit, prepare, place and retain 384 Black male teachers.



MAKE HISTORY

This is an unprecedented number for Minnesota to reach. This is an 880% increase than what we currently have (if all current Black male teachers are retained.)

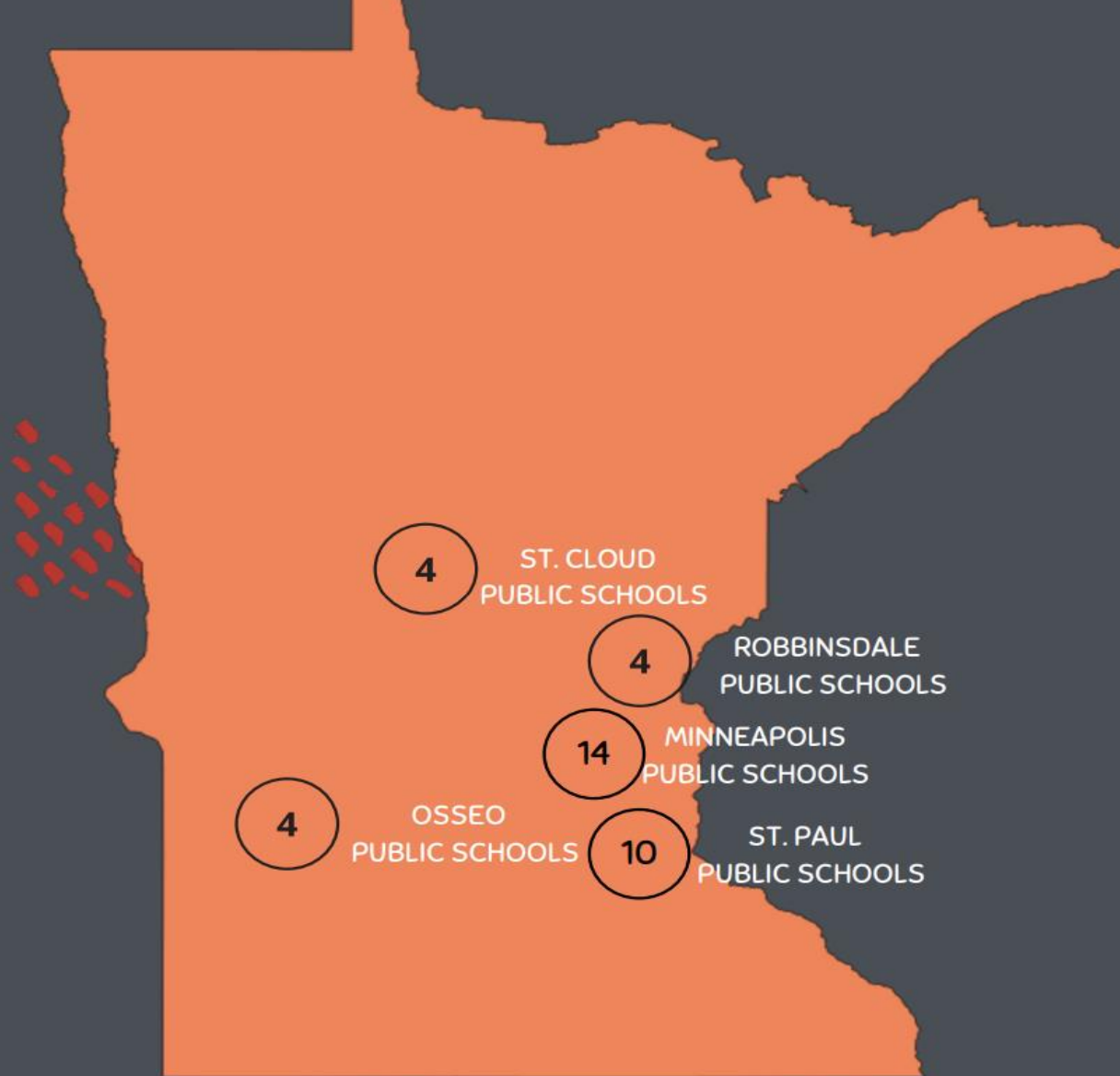
*Elementary schools are defined as all MN schools that include grades Pre-K through 5th grade

Collective Impact Overview

10 Years

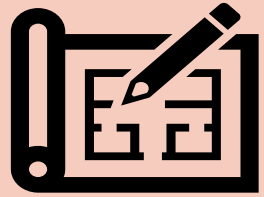
96 Elementary Schools:

- 10 districts
- 49 Charter Schools
- 5 schools in greater Minnesota



Strategies

Collective Impact Strategies



10 Strategies



High School



College



Non-traditional
teacher prep



Professional

High School Level Strategies

Concurrent Enrollment Participation

Engage students in partner districts. host annual summit of Black male HS students. Measure completion and experience with classes

Youth Serving Internships

Provide opportunities for young Black men serving in out of school time and summer youth programs, gaining exposure to positive work with youth; start with programs already employing teens (eg, CDF Freedom School); partner with city-wide workforce initiatives to ensure placements

Leverage Athletic Coaches as Recruiters

Provide recruitment incentives, participate in summit with HS students interested in careers.

College Level Strategies

Cohort
partnerships w/
Universities

Develop a cohort of Black male teachers that attend college together, have intentional connection points, and take classes together. Provide tutoring services, mentoring, financial and mental health support;

Recruit Black
men to major
changers to
education

Recruit men in social work, psych, etc. to participate in BMT offerings at targeted campus events at partnering colleges and universities. Leverage Athletic Coaches as Recruiters Provide recruitment incentives, participate in summit with HS students interested in careers.

Non-Traditional Teacher Prep Strategies

Apprenticeship Pathway

Support a path to licensure that provides credit for experience and support Black men working in schools and youth development already;

Alternative Licensure Pathway

Provide cohort support to a select number of men annually including professional development, fellowship opportunities, living stipends, and tuition assistance.

Professional Level Strategies

School Culture Support

Work to develop a strong school culture of belonging in partner schools that supports Black male teacher success. Develop culturally specific training for BM teachers that are not being offered by the district. Develop and support cohort of principals that have increased BM teachers to establish best practices

Address Policy Barriers

Work with districts and unions to create policies and systems changes that support an increase in BM teachers. Create a system of information sharing about recruitment, preparation, placement and retention of BM teachers

Address Financial Barriers

Provide recruitment incentives, participate in summit with HS students interested in careers.

Health and Wellness Support

Provide a set of health and wellness supports to the Black men in partnering schools to bolster retention, promote strong classroom environments, and ensure the men thrive

Next Steps

Year 1 Steering Committee Timeline

Next Steps

- Design Days to finalize numerical benchmarks, workgroup memberships, and supplemental activities
- Quarterly meetings of the steering committee begin in June 2024
- Name the Coalition and create unique branding assets.

Date	Task
January 2024	Invite Steering Committee Members
February & March 2024	Confirm Steering Committee Members and conduct follow-up meetings
April 2024	Kick-off meeting to celebrate the Collective Impact Initiative
April /May 2024	Conduct a Design Day for each workgroup
June 2024	Quarterly Steering Committee Meeting
September 2024	Quarterly Steering Committee Meeting
December 2024	Quarterly Steering Committee Meeting
March 2025	Quarterly Steering Committee Meeting
June 2025	Annual Gathering of the Collective Impact Coalition

Tentative Event Timeline

Date	Task	Purpose
December 2024	Coaches and Community Leader Summit	Bring coaches and community leaders together to get them to being recruiting into summer internships and fall 2025 concurrent classes
April 2025	High School Summit	Bring 100+ Black male high school students together to
June 2025	Annual Gathering of the Collective Impact Coalition	Bring together the coalition members to conduct