

Agenda
School Board Work Study Session
November 15, 2022
7:00 PM

- | | |
|---|----|
| 1. Recruitment and Retention Update/Sub Shortage Report | 2 |
| 2. Strategic Planning Update | 25 |
| 3. Finalize School Board Self-Evaluation | 26 |



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-1

Agenda Topic: Recruitment and Retention Update/Sub Shortage Report

Meeting Date: November 15, 2022

Contact Person: Amanda Cotton, Kenyatta McCarty and Melissa Sonnek

Background:

Amanda Cotton, recruitment and retention specialist; Kenyatta McCarty, director of human resources; and Melissa Sonnek, assistant superintendent, will provide an update on the district's recruitment and retention efforts, current staffing levels, and substitute fill rates and potential solutions to the substitute shortage.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Recruitment and Retention Overview

Roseville Area Schools

How do we define Recruitment and Retention Post-Pandemic in
Roseville Area Schools?

Narrative

Roseville Area Schools' commitment to equity is more than just a tagline. Quality Teaching & Learning for All... Equity in All We Do is alive and breathing.

- We strive to be an anti-racist district. We are mission driven and value driven, living out our commitment to equity.
- We live a culture of excellence through high expectations and high support.
- We foster a community of belonging for our employees by providing our staff with learning and growth opportunities.
- We continue to make strides to provide competitive compensation for our employees.

Our recruitment and retention plan addresses:

Focus Area 2: Improve Communication and genuine engagement with families and communities, especially with our underrepresented communities.

- ***Recruit and retain more staff of color and American Indian Staff.***

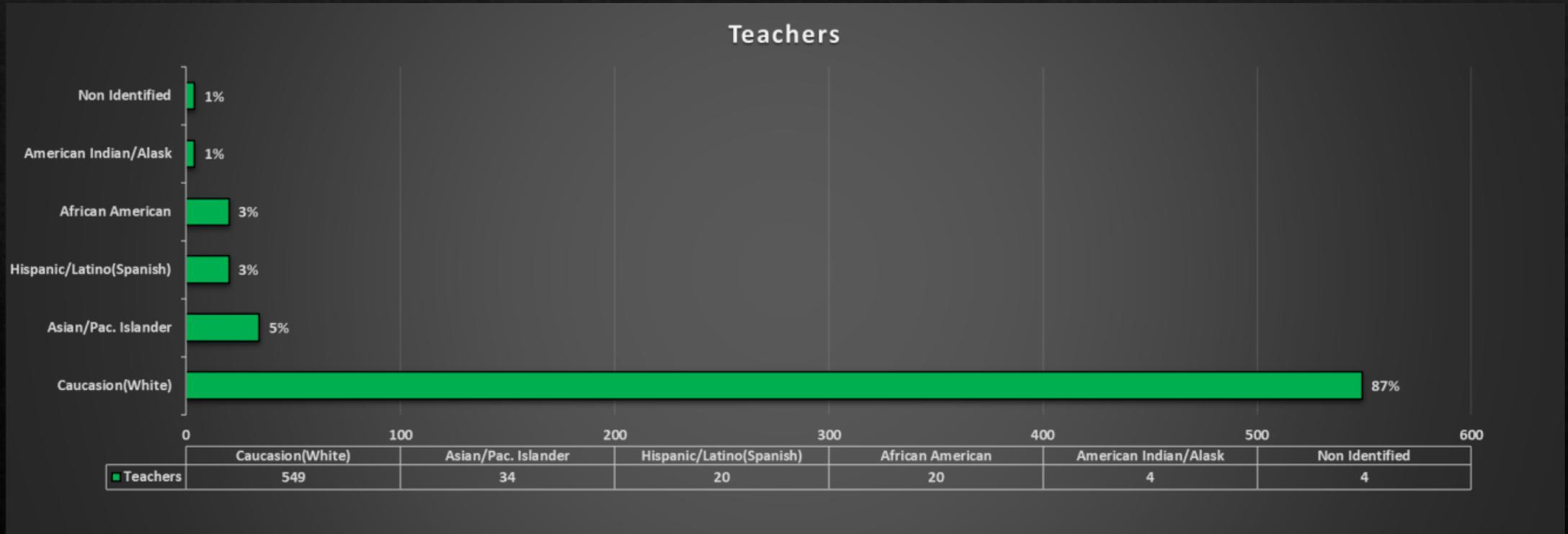


Why?

- Approximately **58%** of our students identify as students of **color**
- Approximately 31% of our entire student population speak languages other than English at home
- Approximately **12%** of our district's teacher workforce identify as **BIPOC**

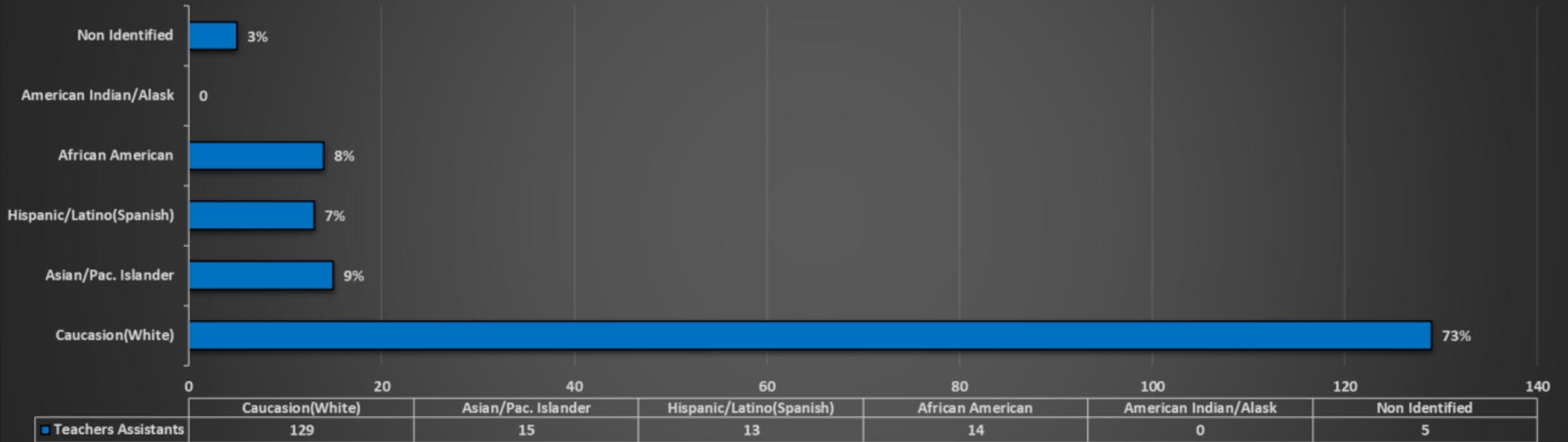
Demographics

Teacher/Licensed



Demographics, cont

Teacher Assistants

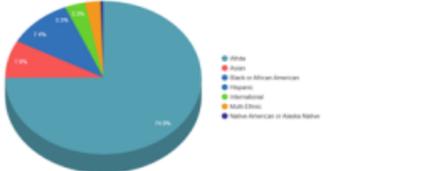
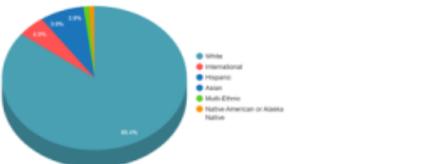
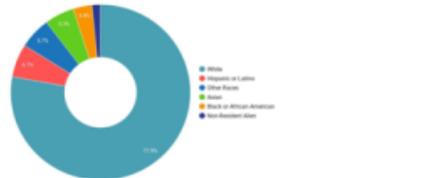


Recruitment in Action looks like ...

Improve our recruitment and retention of Roseville Area Schools teachers who identify as BIPOC. Develop an internal pathway to build our teacher applicant pipeline.

Strategy 1: Develop a system for recruitment of College and University partners	Strategy 2: Grow Your Own Exploration
<ul style="list-style-type: none">● Identify key higher education institutions to build intentional partnership and active engagement opportunities.● Identify and Tier area colleges and universities that align with our values.● Exploring opportunities of engagement with college and career fairs specifically targeting educators, vocational, and nutritionist service providers.	<ul style="list-style-type: none">● Explore traditional GYO residency program cohort model.● Pursue Grow your Own funding - vision the multiple potential layers.● Partnering with Community Ed.

-College Recruiter Profile-

<h2>University of Minnesota, Twin Cities</h2>	<p>BIPOC Overview</p> <p>During the 2019-2020 academic year, the University of Minnesota Twin Cities had more American Indian students graduated with Bachelor Degrees in Education than any of the twin cities metropolitan colleges and universities. Of those graduates who received a bachelor's degree in grade specific ed at UMN Twin Cities in 2019-2020, 19.7% were racial-ethnic minorities*. This is lower than the nationwide number of 25%. As of the 2019-2020 school year, of the 392 Master's Degrees in education awarded, 14.8% were BIPOC candidates.</p>	<p>Fast Facts <small>Source: College Factual.com</small></p> <ul style="list-style-type: none"> *For 2022-2023, University of Minnesota, Twin Cities rank #1 for best Minnesota Schools for Education degrees. *Rank #12 out of 277 as best graduate school according to 2023 U.S. News and World Report. 	<p>ID5623 Ranking: Tier</p>																																																																				
<p>About</p> <p>The University of Minnesota, Twin Cities Teacher Preparation Program is housed under the College of Education Department.</p>	<p>Demographics Snapshot</p> <p>University of MN, Twin Cities Racial-Ethnic Diversity for Education Bachelor's Degree Graduates as of 2019-2020. Average number of students of Asian decent is 41 or 7.91% compared to 32 for African American (7.65%) and 20 for Hispanic (3.2%).</p>  <table border="1"> <caption>Demographics Snapshot Data</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>Number of Students</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>White</td><td>293</td><td>74.74%</td></tr> <tr><td>Asian</td><td>31</td><td>7.91%</td></tr> <tr><td>Black or African American</td><td>29</td><td>7.65%</td></tr> <tr><td>Hispanic</td><td>13</td><td>3.32%</td></tr> <tr><td>International</td><td>5</td><td>1.28%</td></tr> <tr><td>Other Races</td><td>4</td><td>1.02%</td></tr> <tr><td>Native American or Alaska Native</td><td>1</td><td>0.26%</td></tr> <tr><td>Non-Resident Alien</td><td>1</td><td>0.26%</td></tr> </tbody> </table>	Race/Ethnicity	Number of Students	Percent	White	293	74.74%	Asian	31	7.91%	Black or African American	29	7.65%	Hispanic	13	3.32%	International	5	1.28%	Other Races	4	1.02%	Native American or Alaska Native	1	0.26%	Non-Resident Alien	1	0.26%	<p>2021-2022 Graduate Recipients</p> <p>During the 2020-2021 academic year, teacher candidates identified as Hispanic/Latino and Asian decent graduated with a Teacher Education related Bachelor's degree.</p> <p>University of Minnesota - Twin Cities Student Racial-Ethnic Diversity Breakdown</p>  <table border="1"> <caption>2021-2022 Graduate Recipients Data</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>White</td><td>88</td><td>85.64%</td></tr> <tr><td>International</td><td>5</td><td>4.85%</td></tr> <tr><td>Asian</td><td>4</td><td>3.88%</td></tr> <tr><td>Hispanic</td><td>4</td><td>3.88%</td></tr> <tr><td>Native American or Alaska Native</td><td>1</td><td>0.97%</td></tr> <tr><td>Multi-Ethnic</td><td>1</td><td>0.97%</td></tr> </tbody> </table>	Race/Ethnicity	Number	Percent	White	88	85.64%	International	5	4.85%	Asian	4	3.88%	Hispanic	4	3.88%	Native American or Alaska Native	1	0.97%	Multi-Ethnic	1	0.97%	<p>2021-2022 Graduate Recipients</p> <p>During the 2020-2021 academic year, 6.7% of teachers of Hispanic/Latino decent graduated with a Teacher Education related Master's degree. Students who identified as Asian decent were the second largest post graduate BIPOC candidates.</p> <p>Ethnic Diversity of Teacher Education Grade Specific Master's Degree Recipients at University</p>  <table border="1"> <caption>Ethnic Diversity of Teacher Education Grade Specific Master's Degree Recipients</caption> <thead> <tr> <th>Ethnic Background</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>White</td><td>204</td></tr> <tr><td>Hispanic or Latino</td><td>16</td></tr> <tr><td>Other Races</td><td>4</td></tr> <tr><td>Asian</td><td>14</td></tr> <tr><td>Black or African American</td><td>9</td></tr> <tr><td>Non-Resident Alien</td><td>4</td></tr> </tbody> </table>	Ethnic Background	Number of Students	White	204	Hispanic or Latino	16	Other Races	4	Asian	14	Black or African American	9	Non-Resident Alien	4						
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<p>Programs</p> <p>The University of Minnesota, Twin Cities offers over 67 majors in their education department in the areas that include the following:</p> <ul style="list-style-type: none"> Undergraduate Undergraduate Certification Masters Graduate Certification PhD <p>Licensures: Elementary, English as a Second Language (ESL), Secondary, Special Education, and Administrative</p> <ul style="list-style-type: none"> ** Arts in Education Autism Spectrum Disorder Dual Language and Immersion Education Early Childhood Education **English as Second Language Elementary Education Moth Online Learning Secondary Language Education **Science Education -chemistry -earth and space science 	<table border="1"> <thead> <tr> <th>Race/Ethnicity</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>Asian</td><td>41</td></tr> <tr><td>Black or African American</td><td>32</td></tr> <tr><td>Hispanic or Latino</td><td>20</td></tr> <tr><td>Native American or Alaska Native</td><td>1</td></tr> <tr><td>Native Hawaiian or Pacific Islander</td><td>0</td></tr> <tr><td>White</td><td>262</td></tr> <tr><td>International Students</td><td>16</td></tr> <tr><td>Other Races/Ethnicities</td><td>19</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Faculty Race/Ethnicity</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>White</td><td>293</td><td>74.74%</td></tr> <tr><td>Asian</td><td>31</td><td>7.91%</td></tr> <tr><td>Black or African American</td><td>29</td><td>7.65%</td></tr> <tr><td>Hispanic</td><td>13</td><td>3.32%</td></tr> </tbody> </table> <p>The majority of the UMN Twin Cities Grade Specific Ed Bachelor's graduates are White.</p>	Race/Ethnicity	Number of Students	Asian	41	Black or African American	32	Hispanic or Latino	20	Native American or Alaska Native	1	Native Hawaiian or Pacific Islander	0	White	262	International Students	16	Other Races/Ethnicities	19	Faculty Race/Ethnicity	Number	Percent	White	293	74.74%	Asian	31	7.91%	Black or African American	29	7.65%	Hispanic	13	3.32%	<table border="1"> <thead> <tr> <th>Faculty Race/Ethnicity</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr><td>White</td><td>88</td><td>85.64%</td></tr> <tr><td>International</td><td>5</td><td>4.85%</td></tr> <tr><td>Asian</td><td>4</td><td>3.88%</td></tr> <tr><td>Hispanic</td><td>4</td><td>3.88%</td></tr> <tr><td>Native American or Alaska Native</td><td>1</td><td>0.97%</td></tr> <tr><td>Multi-Ethnic</td><td>1</td><td>0.97%</td></tr> </tbody> </table>	Faculty Race/Ethnicity	Number	Percent	White	88	85.64%	International	5	4.85%	Asian	4	3.88%	Hispanic	4	3.88%	Native American or Alaska Native	1	0.97%	Multi-Ethnic	1	0.97%	<table border="1"> <thead> <tr> <th>Ethnic Background</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>Asian</td><td>14</td></tr> <tr><td>Black or African American</td><td>9</td></tr> <tr><td>Hispanic or Latino</td><td>16</td></tr> <tr><td>White</td><td>204</td></tr> <tr><td>Non-Resident Aliens</td><td>4</td></tr> <tr><td>Other Races</td><td>15</td></tr> </tbody> </table>	Ethnic Background	Number of Students	Asian	14	Black or African American	9	Hispanic or Latino	16	White	204	Non-Resident Aliens	4	Other Races	15
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Retention in Action will reflect...

◆ **Strategy: Elevating the voice of the Educator**

- ❖ **Goal 1: Implementation of Stay/Insight Interview process**
- ❖ **Goal 2: Implementation of Exit Interview process and analysis of data**
- ❖ **Goal 3: Employee Value Proposition - “The voice of the educator is alive and well in this process”**

Summary:



- ◆ Focus for the 2022-2023 School Year
 - ◆ Highlights, not all encompassing.
 - ◆ A-3 Framework used to develop and will be used to refine.
 - ◆ University of MN November 18 engagement; Metro State partnership; Roseville Lutheran.
 - ◆ Explore and engage in job fairs that target potential hires in education, vocational, and nutritional services.
- ◆ Phased approach
 - ◆ Year 1
 - ◆ Using a FY calendar

Future Projections

- ◇ 2023-2024, 2025 projected outlook - Recruitment and Retention projections includes:
 - ❖ Further expanding and improving the Black Teacher Roadmap.
 - ❖ Examining internal workforce to determine staffing opportunities.
 - ❖ Enhancing and utilizing college & university profiles.
 - ❖ Fostering relationships within the community and surrounding areas.
 - ❖ Building and sustaining a solid workforce.



Resources

www.collegefactual.com

www.title2.ed.gov

www.tntp.org

www.comcenternetwork.com



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

School Readiness & Sub Shortage Overview

Board Report

November 15, 2022

School Readiness Staffing Report



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

School Readiness - Hiring Summary

2022 - 2023 Hires	Total New Hires
Teachers	48
Paraprofessionals	32
Support Staff	32
Administration	6

Total hires: 118

Licensed Staff: 48% of total hires

BIPOC hires: 32%

BIPOC Teacher hires: 10.4%

2021 - 2022 Hires	Total New Hires
Teachers	14
Paraprofessionals	9
Support Staff	22
Administration	2

Total hires: 47

Licensed Staff: 29% of total hires

BIPOC hires: 51%

BIPOC Teacher hires: 14%

School Readiness – Current Vacancies

Setting	Number of Vacancies	Total FTE
Teacher/Licensed	3 vacancies	2.5FTE
Paraprofessionals	17 vacancies	3.93 FTE (based on school calendar and hours/day)
Support Staff	2 vacancies	1.66 FTE

- All positions are posted on District website, Ed Post (St. Cloud State Job Board), and K12JobSpot.com
- 2 Para Hiring Events
- Recruitment and Retention Specialist joined the district October 10.
- Hiring 4 Floater subs for our elementary schools to support ongoing substitute needs

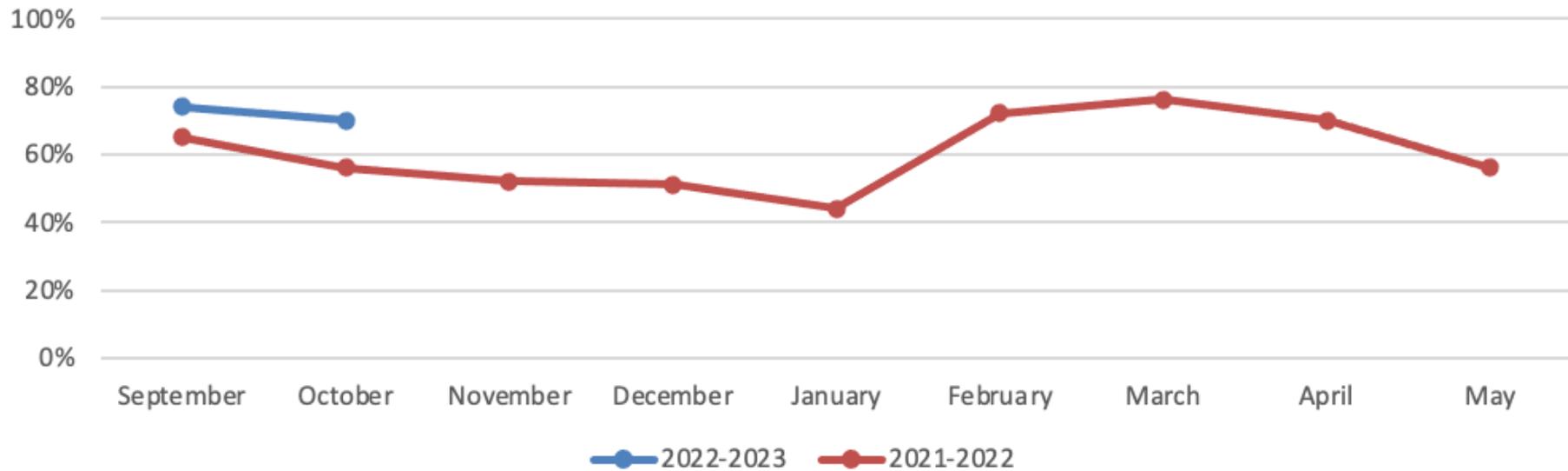
Sub Data



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Teacher Monthly Fill Rate



Roseville Schools	Teachers			
Location	Requests	Filled	Unfilled	Fill %
Brimhall Elementary	61	35	26	57%
Central Park Elementary	47	30	17	64%
E.D. Williams Elementary	46	34	12	74%
Edgerton Elementary	53	20	33	38%
Fairview Alternative High School	7	5	2	71%
Fairview Early Childhood SPED	9	7	2	78%
Falcon Heights Elementary	37	28	9	76%
Harambee Elementary	34	15	19	44%
Little Canada Elementary	91	57	34	63%
Parkview Center	59	55	4	93%
Roseville High School	139	113	26	81%
Roseville Middle School	81	62	19	77%

Three Goals to Address Substitute Shortage

01

Increase Sub Pool

How do we continually grow the number of substitute teachers that serve Roseville Area Schools?

02

Increase Acceptance Rate

How do we get substitute teachers that already serve Roseville Area Schools to accept more positions?

03

Reduce Sub Demand

What are strategies we can leverage to reduce absences and decrease pressure on our substitute teacher pool?

Strategies



Roseville Area Schools

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Current Strategies

Enhanced Daily Sub Rates

- Increased daily pay rate to \$185
- Increased retired 623 teachers daily rate to \$200

Additional Sub Resources Investments

- 10 building subs through TOC (7 currently filled)
- 4 additional Guaranteed Pay subs through TOC at Elementary level
- 4 Internal Subs for Elementary Schools (hired through district)

*Guaranteed Pay and Internal Subs in process of being filled.

Welcoming Environment

- Sub Plan Welcome Templates in Frontline for each school
- Sub plans for absences added to Frontline
- Common expectations of sub plans
- Preferred substitute list in Frontline
- “Thank you” notes from Dr. Loeck and Assistant Superintendent, Melissa Sonnek



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Thank you.



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Agenda Item: SS-2

Agenda Topic: Strategic Planning Update

Meeting Date: November 15, 2022

Contact Person: Director Kitty Gogins

Background:

Director Kitty Gogins will provide an update on the strategic planning process.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: SS-3

Agenda Topic: Finalize School Board Self-Evaluation
Meeting Date: November 15, 2022
Contact Person: Chair Curtis Johnson

Background:

The board will engage in a gallery-walk activity as part of its annual self-evaluation.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested