

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Anoka-Hennepin School District
Total Grant Amount	\$35,052
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	David Law
Title	Superintendent
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City, State and Zip code + 4	Anoka, MN 55303
Phone Number and Email	763-506-1001; David.Law@ahschools.us

Primary Program Contact

Name of program contact	Julie Phillips
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Teacher Mentorship & Retention of Effective Teachers Grant Program

Prior to this year, Anoka-Hennepin School District had no formal mentorship program. Support was provided through the Q-Comp program to licensed staff. Individual schools and principals may have assigned informal mentors at the school level, but there was no training or structured program. There was no additional mentorship or support given to teachers of color and American Indian teachers via the district, however there has been a non-district sponsored affinity group, Anoka Hennepin Teacher of Color Coalition (“AHTOCC”) which met 2-3 times per year. The group did support and informal mentorship to new teachers of color that sought out the group and a mentor.

The district identified the need to support teachers of color and American Indian teachers new to the profession and/or the district and to provide opportunities to tenured teachers of color. A mentorship program pilot was developed that would help to fill both of these needs and assist in the efforts to retain the districts’ current teachers of color and attract new teachers of color.

The pilot planning took place November 2019 to February 2020, with a planned implementation of March 2020. The award given by this grant was to pay the stipends to the mentors and mentees during this initial pilot as they assisted in developing the program for the future. Unfortunately, the COVID-19 pandemic’s impact on our district did not allow us to move forward as we had planned.

Planning for the mentorship program was a combined effort of Employee Services (Recruitment/Retention Specialist and Director) and Q-Comp (Coordinator and Director). This team partnered with leadership from AHTOCC for input on roll out presentation and other key topics during planning.

In late February, communication was sent to all Teachers of Color /American Indian Teachers inviting them to a free lunch and learn regarding the program and participation as a mentee or mentor. All district administrators also received this communication and encouraged their teachers of color to attend.

- The March 3 event was highly successful and well attended. Over 50% of the district’s teachers of color/American Indian teachers attended the event. In addition, many administrators, including those of color attended.
 - With a principal of color as a keynote speaker, attendees heard the message of the program’s purposes:
 - Build relationships with colleagues of color across the district, helping to prevent feelings of isolation
 - Assist teachers of color/American Indian teachers new to profession and/or our district as they navigate their first years
 - Provide professional development and informal leadership opportunities (as mentors and lead mentors) to tenured teachers of color
 - Retain the teachers of color currently in the district and use the program in recruitment of new teachers of color --- in order to provide a teacher workforce that more closely matches the demographics of the students served, a district strategic priority.
 - Overall feedback on the event and the program was very positive.
 - Attendees met colleagues they had not met before.
 - Questions about the program and process were answered.
 - Feedback and suggestions were taken (and later used in writing the FY21 grant proposal).

- Excitement for this action was very high.
 - March 5th a follow up was sent to all Teachers of Color/American Indian Teachers, including those that were not able to attend. It invited all probationary teachers to “opt in” to becoming a mentee. It invited all tenured teachers that were interested to apply to become one of the mentors for the program. Principals were asked to give feedback / recommendations on all teachers applying to be mentors.
 - Mentees and Mentors were matched. The first training was set.
 - Prior to notifying mentors, COVID-19 shut down our district. We put the program “on hold” initially. Priority for all teachers needed to be on distance learning and the new norm. Life did not return to normal during the weeks that followed. The decision was made to postpone the program to fall of 2020. We are rolling our full allotment of FY20 grant funds to FY21. It will be used with the FY21 funds received to implement a full year mentorship program that is 1:1 mentor to mentee (instead of 2:1 -- a recommendation received from attendees at the meeting in March). All mentors will be teachers of color/American Indian teachers. There will be four lead mentors to coach and mentor the individual mentors. Lead mentors will all be experienced in mentoring/coaching/leadership. At least one lead will be from the AHTOCC leadership group. Lead mentors will be training mentors and developing the program this summer/fall as a group.
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Progress

Teachers of color / American Indian Teachers felt heard by the actions taken by the district. The lunch event was well received and became the first of future “affinity group” events that the district will be hosting. New teachers felt supported by the prospect of the mentorship program and tenured teachers felt valued at the opportunity to be a mentor.

The desired outcome is to retain great teachers of color is measurable through the number of voluntary resignations. Although data is preliminary at this time, currently we are at only 1% of teachers of color resigned, compared to 5% from last year.

During the staffing process probationary teachers in buildings with reduced positions are probationary terminated for staffing. Historically, this included teachers of color/American Indian teachers. In spring 2020, teachers of color were exempt from this process unless there was a performance or licensure issue. There were no probationary teachers of color terminated for staffing reasons - they were all retained in their building or placement offered in another building. This is a significant change, considering that in spring 2019 eight probationary teachers of color were terminated for staffing (and only three were hired back). This improvement in retention will result in a measurable increase in the number of teachers of color starting Fall 2020 compared to Fall 2019. However, this point the numbers cannot yet be determined.

The planned mentorship program was used as a recruitment tool to attract teachers of color to apply to our district. This impacted the number of applicants and potentially the number of hires this year. We do not yet have reportable data on this as we are still in hiring mode for Fall 2020. No other feedback or progress is measurable at this time due to not fully implementing the program as initially planned, due to COVID-19.

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.

*** Anticipated, but did not occur due to non-implementation due to COVID-19

Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other Multi-Race
Tier 3 Teachers new to the profession or district	1	4	3			2
Tier 2 new to the profession or district			2	1		2
Tier 1 teachers new to the profession or district	1	2		4		2
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	2	6	5	5	0	6

*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. * Anticipated, but did not occur due to non-implementation due to COVID-19 All Fund rolling over to pay stipends in FY21**

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	5	
Hispanic		
Black	4	
White		
Other		
Total	9	

Analysis of Data

Although data is preliminary at this time, currently we are at only 1% of teachers of color resigned, compared to 5% from last year. This is a significant improvement in retention, and we have only been in the planning stages thus far

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During the staffing process probationary teachers in buildings with reduced positions are probationary terminated for staffing. Historically, this included teachers of color/American Indian teachers. In spring 2020, teachers of color were exempt from this process unless there was a performance or licensure issue. There were no probationary teachers of color terminated for staffing reasons - they were all retained in their building or placement offered in another building. This is a significant change, considering that in spring 2019 eight probationary teachers of color were terminated for staffing (and only three were hired back). This improvement in retention will result in a measurable increase in the number of teachers of color starting Fall 2020 compared to Fall 2019. However, this point the numbers cannot yet be determined.

There is no other measurable data to analysis at this time due to not fully implementing the program as initially planned, due to COVID-19.

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.

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There is an MOU in place for a \$750 stipend for each new teacher that participates as a mentee in the Teachers of Color Mentorship program. Teachers of color will have this incentive and opportunity available for up to 3-4 years (during the time they are probationary).

When future teachers of color do their student teaching in Anoka-Hennepin, there will be a purposeful effort in assisting them in receiving a full-time teaching position. Two individuals of color performed their student teaching in the district Fall 2019. They were both hired into long term sub positions in January 2020. At the beginning of the 2020-2021 teacher hiring season, the Recruitment and Retention Specialist contacted both to ensure they completed applications for all eligible positions. Principals were encouraged to interview them in order to move both into a full-time teaching position for Fall 2020. Both received offers within two weeks of positions being posted.

In Spring 2020, the Anoka-Hennepin Labor Management Committee (comprised of district teachers/union representation and district leadership) moved the Recruitment and Retention of Teachers of Color to high priority. A subcommittee was formed and will be working over the next year on additional efforts to support these efforts.

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.

District funds were used to support the Teachers of Color Mentorship Program.

- At this time, there is not a dedicated position for the program coordinator. Responsibilities for Mentorship Program planning and coordination are shared by four individuals Recruitment/ Retention Specialist, Employee Services Director, Q-Comp Coordinator, and Q-Comp Director. These responsibilities have become a portion of their positions which are paid by district funds.
- The March 3rd “Lunch and Learn” Mentorship Program kickoff was hosted by Employee Services. The District’s Employee Services budget paid for the meals for 70+ teachers and administrators of color that came together to hear about the program and give feedback. It was the first of future Affinity Group events that the district will be supporting.

Anoka-Hennepin has a developed relationship with the Black Men Teach (BMT) organization. BMT approached the district in December 2019 for recommendations/names of black men in their first years of teaching in one of our elementary schools. One of the district’s P2 teachers received student loan repayment through the organization with the commitment of the teacher to continue his teaching career for a minimum of five years.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

There have been no expenditures of the FY20 grant award.

All funds are rolling over to FY21 and will be combined with the FY21 grant award for a full year mentorship program.

Below is the revised budget plan.

Anoka-Hennepin School District Mentorship Grant Budget - combined FY20 & FY21 amounts				
Expenditure	FY 21 Budget Amount	FY 20 Carryover Budget Amount	FY 21 Budget Amount	Description
Stipends for mentors	\$20,650.00	\$16,850.00	\$37,500.00	\$1,500 stipend to each of the 25 mentors
Stipends for Lead Mentors	\$3,000.00	\$2,500.00	\$5,500.00	\$1,500 addition stipend to each of the 4 Lead Mentors*
Stipends for mentees	\$10,300.00	\$8,450.00	\$18,750.00	\$750 stipend to each of the 25 mentees
Substitute Costs	\$7,700.00	\$6,300.00	\$14,000.00	Daily substitute costs for a total of 112.5 days (avg \$140/day): * 25 mentors out of classroom for ½ day training one time * 25 mentors and 25 mentees for one day professional development one time * 25 mentors/mentees for 1/2 day observation 3-5 times per year
Affinity Group	\$1,350.00	\$952.00	\$2,302.00	Costs for speakers/presenters during the affinity group events. Up to 100 total teachers of color and other staff may benefit from each of these sessions.
Total	\$43,000.00	\$35,052.00	\$78,052.00	
FY20 Grant Carryover		\$35,052.00		
Total FY21 Grant Received	\$43,000.00			
Total FY20/FY21 Grant Amount for Program in 2020-2021			\$78,052.00	

