

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

Trustees of the Hamline University of Minnesota Grantee Information

Legal Name of Applicant Organization	Trustees of the Hamline University of Minnesota
Total Grant Amount	\$41,787.50
Identify the category you applied under	<input type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input checked="" 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	John R. Matachek
Title	Provost
Address	1536 Hewitt Ave MS-A1775
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	651-523-2252 / provost@hamline.edu

Primary Program Contact

Name of program contact	Marcela Kostihova
Title	Dean, College of Liberal Art
Address	1536 Hewitt Ave, MS-C1913
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	651-523-2206 / mkostihova01@hamline.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Due to COVID 19 some grant activities were partially completed and postponed.

Grant funds have both strengthened supplemented existing mentorship and retention efforts. Mentorship efforts for new teachers of color in Hopkins prior to the Teacher Mentorship and Retention Grant, (TMRG) included mentorship from district instructional coaches, assigned building mentors, occasional district meetings of new teachers of color, occasional district meetings of all staff of color, and informal networking amongst educators of color.

Supported by the PELSB Teacher Mentorship and Retention Grant, the district created the Hopkins Educator of Color Mentorship Network, (HECM) . Since its inception in March, this program has offered the following in addition to existing supports for all new teachers:

- 3 lead mentors and 7 mentors of color assigned to 21 new educators of color, organized into small mentorship groups assigned according to new educator preferences regarding race, culture, language, educator role or goals, content or grade level, etc.
- Monthly gatherings of the full HECM Network (April, May, June) focused on topics of interest identified by mentorship program participants
- Bi-monthly meetings and ongoing informal meetings of small mentor groups
- One-on-one communication and support by mentors and/or lead mentors
- Ongoing professional development on topics of interest identified by participants, including supports and barriers to becoming and remaining in education, identity and advocacy as educators of color, networking and isolation, pathways to careers in education, targeted professional development, addressing multiple forms of microaggressions, and the like.

Recruitment efforts involved mentoring 15 mentees of color who are interested in teaching, but do not have a teaching license. Seven people identified as Black or African American, 5 people identified as Other, 2 people identified Asian, and 1 person interested in learning more about becoming a teacher identified as American Indian.

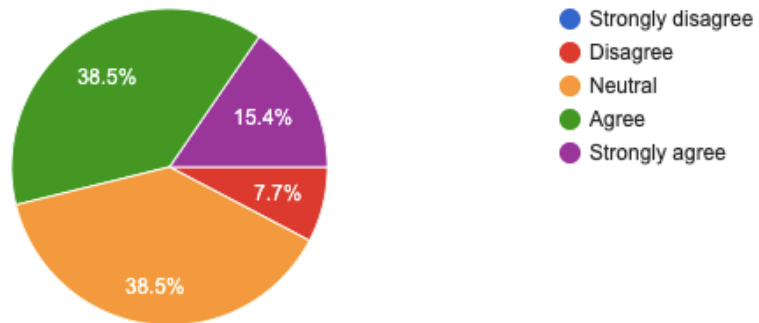
Participation among educators of color in mentorship of color group gatherings due to the TMRG Grant increased from 6-8 attendees to 31 designated mentors/mentees of color.

Educators of color participating in the Hopkins Educator of Color Mentorship Network were asked to complete Pre- and Post-Program feedback surveys. Participant responses* indicated an increase in feeling of connectedness to other Hopkins district staff of color from 54% to 87.5%, and an increase of feeling supported from 46% to 94%.

Pre-Program Survey Results:

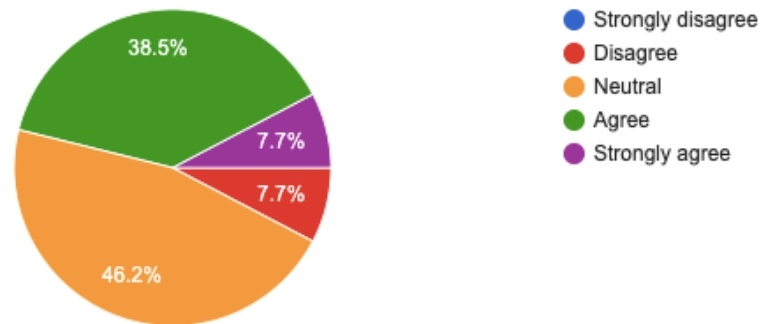
I have felt connected to other teachers/staff of color in Hopkins prior to this Mentorship Program.

13 responses



As a Hopkins educator of color, I have felt supported in the past (previous to this program).

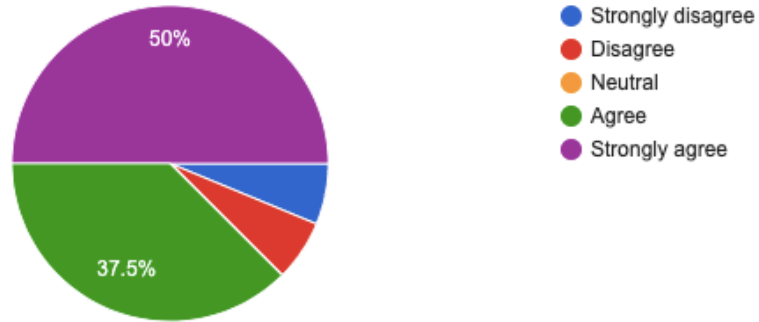
13 responses



Post-Program Survey Results:

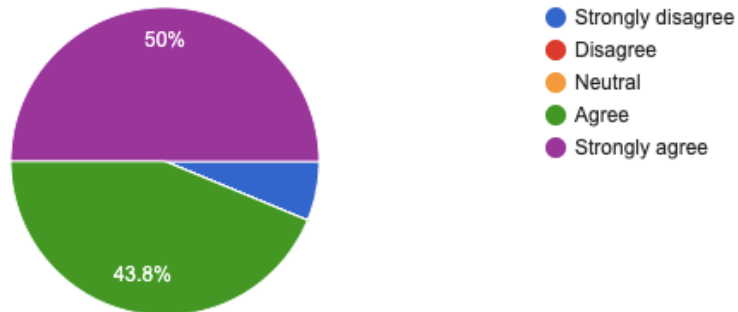
I feel more connected to other teachers/staff of color in Hopkins because of the Hopkins Educator of Color Mentorship Program.

16 responses



As a Hopkins educator of color, I have felt supported by the Hopkins Educator of Color Mentorship Program this year.

16 responses

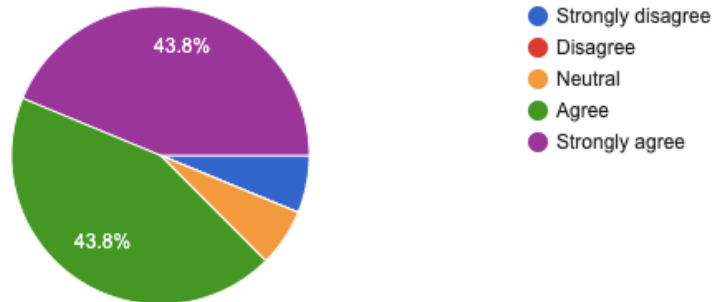


*One participant indicated “Strongly disagree” instead of “Strongly agree” on all responses.

Additional feedback data from participant responses* were:

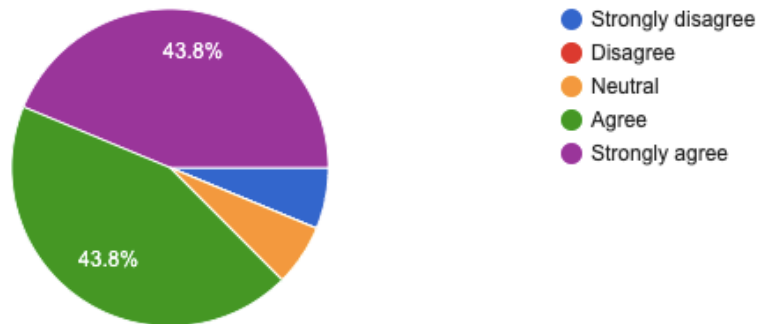
I have gained new ideas and/or helpful information through the Hopkins Educator of Color Mentorship Program.

16 responses



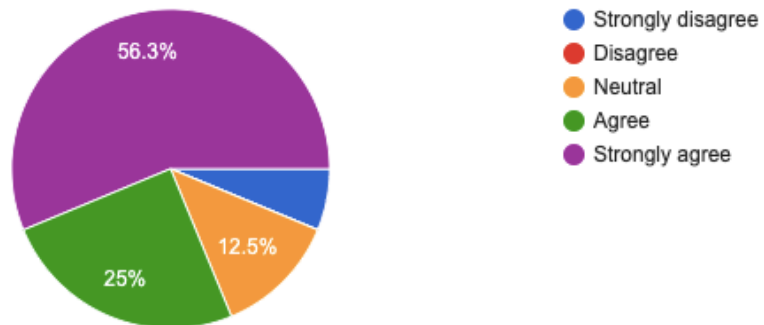
The Hopkins Educator of Color Mentorship Program has helped me grow and develop as an educator.

16 responses



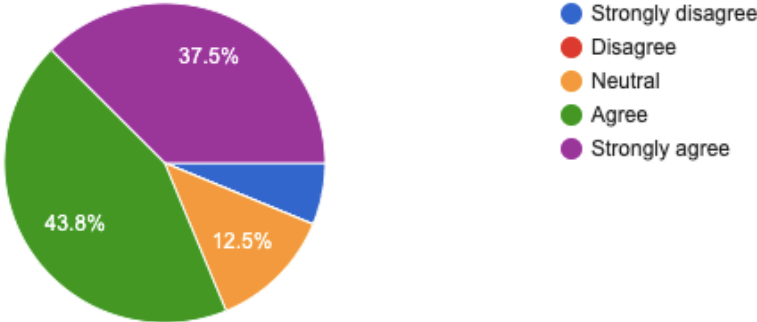
The Hopkins Educator of Color Mentorship Program has deepened my commitment to being an educator.

16 responses



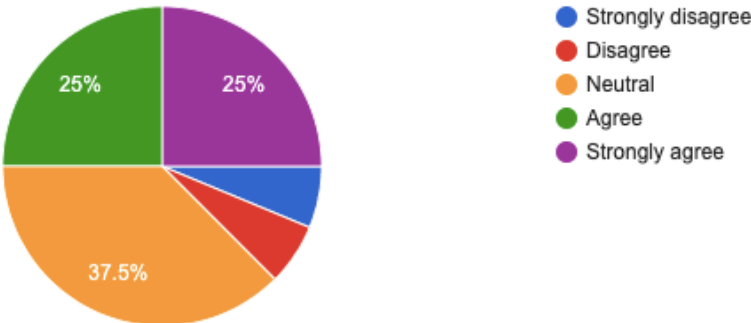
I feel more connected to Hopkins School District because of the Hopkins Educator of Color Mentorship Program support for teachers of color.

16 responses



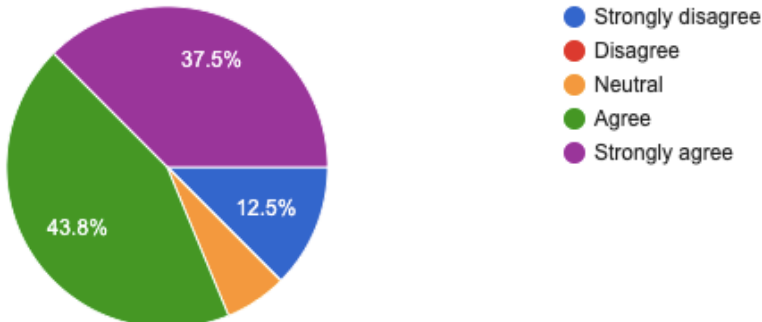
The Hopkins Educator of Color Mentorship Program has grown my leadership and mentorship skills. (Mentors only)

16 responses



The Hopkins Educator of Color Mentorship Program has increased my desire to remain in Hopkins.

16 responses



*One participant indicated “Strongly disagree” instead of “Strongly agree” on all responses.

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.

Due to COVID 19 some grant activities were partially completed and postponed.

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	0	4	2	3	0	1

*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.

Due to COVID 19 some grant activities were partially completed and postponed.

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	4	0
Hispanic	2	0
Black	3	0
White	0	0
Other	1	0
Total	10	0

Analysis of Data

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.

Due to COVID 19 some grant activities were partially completed and postponed.

Hopkins School District is an approved Q Comp district that utilizes Charlotte Danielson's rubric for effective teaching. Prior to the grant, some mentors of color were part of our Peer Coach cadre. Retention strategies and additional funding include 4 District paid mentoring positions.

The Hopkins Education Association contract with Hopkins School District (HSD) provides language that allows HSD to not use seniority-based reductions related to unrequested leaves of absence. HSD retains the right to place probationary teachers on unrequested leave in any order. In addition, within HSD tenured instructors are able to be released outside of seniority should there be a plan in place to retain instructors under an affirmative action plan to more closely represent its student demographics. In addition, a long term goal within the HSD strategic plan is for the teacher and staff workforce to more fully reflect student population demographics by the year 2031.

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.

This coalition's financial sources include a number of categorical funds delivered through the additional grants, Minnesota Department of Education, local referenda, university fundraising campaigns, and in-kind contributions by Hopkins School District (HSD) and Hamline University. Currently, HSD uses a portion of Achievement and Integration funding to underwrite its professional development and mentorship efforts. HSD is also involved in a literacy grant, Striving Readers Comprehensive Literacy (SRC), which provides access to literacy coaches within an evidence-based practice and culturally sustaining pedagogy model. Funds were used to support teachers new to the profession, teachers of color, teachers in license shortage areas, and/or peer coaching.

Hopkins School District in-kind contributions include:

- Ongoing training and development efforts of all Hopkins Public School staff
- Access to educational experts to conduct district-wide equity audit
- Partial food for affinity group mentorship convening
- Program evaluation and reporting
- Space for mentoring sessions and affinity group convening

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
\$1375	Affinity Group Gathering	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	15	Mentees of Color not yet licensed
\$17733	Affinity Group Gathering	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	10	Mentors of Color
\$1500	Affinity Group Gathering	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	10	Mentees of Color who are teachers

*one mentee who participated is awaiting receipt of their \$75 grant