

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 | ISD 196 and DCUE |
| Total Grant Amount | \$46,600.00 |
| 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 | Robin Mikiska |
| Title | Chief negotiator/teacher |
| Address | 6950 146th St. W. Suite 114 |
| City, State and Zip code + 4 | Apple Valley, MN 55124 |
| Phone Number and Email | 952.431.4046 |

Primary Program Contact

| | |
|------------------------------|--|
| Name of program contact | Robin Mikiska |
| Title | Chief negotiator and teacher |
| Address | 6950 146th St W Suite 114 |
| City, State and Zip code + 4 | Apple Valley, MN 55124 |
| Phone Number and Email | 952.431.4046 robin.mikiska@district196.org |

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The meetings we thought would be so helpful have not happened.

This spring has been a challenge due to the coronavirus.

Our mentor coordinators have been able to do a lot of work on Zoom, our affinity groups have been able to meet once but only the core planning group. Our money will be used in the summer and fall if the virus lends itself to it.

Our negotiators are working on getting schools open for the fall and have not been able to discuss the teachers of color ideas yet but there is an MOU in the works. The MOU is planned to have deeper discussions once we have some more accurate data around the retention and recruitment of teachers of color.

The mentor coordinators have many plans in place for the fall but cannot make definite plans until we know about the fall school plans related to the virus.

The DCUE is currently planning to pay a stipend to a member to evaluate, survey and create a document related to the teachers of color and their comfort levels in our district schools.

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 | 2 | 1 | 2 | 2 | 153 | 3 |
| Tier 2 new to the profession or district | | | | | | |
| Tier 1 teachers new to the profession or district | | | | | 1 | |
| Teaching residents* | | | | | | |
| Teacher in license shortage areas | 1 | | 2 | 2 | 29 | 1 |
| Teachers with special needs | | | | 1 | | |
| Experienced teachers in need of peer coaching | | | | | 3 | |
| Total: All teachers supported by grant funding | 4 | 2 | 18 | 21 | 2000 | 23 |

*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 | 1 | 1 |
| Asian or Pacific Islander | | |
| Hispanic | 3 | 3 |
| Black | 4 | 3 |
| White | 32 | |
| Other | 4 | |
| Total | 44 | 7 |

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.

Our teacher negotiators are currently working on a LOU for the upcoming year. Since the COVID crisis we have not been able to do our work because

our priority is currently to see what will happen for this coming school year. We are also talking to other school districts to look at their current language around the topic of retention of teachers of color.

Additional Funding

A meeting is planned after MDH and MDE have made their recommendations.

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 196 and DCUE currently have one teacher coordinator to work with teachers on an improvement plan. At the end of our school year we had three teachers working on a plan. One has chosen to retire and the other two are still working.

DCUE paid for all of our food for our meetings. This was approximately \$1,000. They also paid for prizes, small gifts and the space to have meetings. This accounted for about \$5,000 for all of it.

District 196 pays for the teacher in charge of improvement plans, approximately .2 of a job, or \$20,000.

Due to the COVID crisis our affinity group was not able to meet in person. We have had one Zoom meeting and two in person meetings. Our goal is to meet with all teachers of color in August. Therefore that money will still be used this year. We have been working on lists of teachers of color but this has been difficult and we are attempting to come up with a way to streamline the process. Our union is planning to work with the district office human resources to attempt to come up with real data related to our retention and support of our teachers of color. There will be on-on-one interviews during each trimester and conversations with the cabinet members to find a way to recruit and retain more of them.

We have also been meeting with districts close to us in the south suburban conference. This is a group that can also support our efforts and we can support theirs. We plan to have joint meetings with all of our teachers of color.

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 |
|----------|---|---|-------------------------------|---|
| \$16,000 | Teacher mentoring | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction | Attendance Survey Results | 88 attendees 36 of 44 surveys returned |
| \$200 | Affinity Group Member Meetings | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction | Attendance | 4 meetings |
| \$3,000 | Mentor Coordination and affinity group planning | <input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction | 12 Meetings All attended | 12 meetings All attended |
| | | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | | |
| | | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | | |