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	
Total Grant Amount	
Identify the category you applied under	☐ a school district ☐ group of school districts ☐ a coalition of school districts, teachers and teacher education institutions ☐ a coalition of schools, teachers or non-licensed educators

Identified Official with Authority

Name of official with authority to sign	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Primary Program Contact

Name of program contact	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Prior to this grant, we did not have a full mentorship program, per se. We had a Lead Teacher who would meet with/mentor first year teachers once per quarter. Our Executive Director would also give regular feedback through informal walk-throughs and formal meetings as needed (in addition to our formal evaluation process).

Through this grant, we were able to pair up seven mentors and mentees and pay the mentors a stipend. Each pair had 6 mentor meetings. This allowed mentor/mentee pairs to develop stronger relationships and more of a sense of connectedness. Through this grant, we were also able to have a very experienced mentor do 3 days of 50 additional mentor meetings, as well as provide support to our PLC affinity groups.

86% of mentees reported that the mentor meetings were helpful for their teaching and 100% said it made them feel more connected to the school. Additionally, 100% of the mentees are returning for the 2020-2021 school year. Thus we believe the grant was helpful in our retention efforts. The grant and more formal mentorship program also helped to increase excitement for the 2020-2021 school year. This past spring, we did not initially get many volunteers for mentors or mentees. We had to individually reach out to folks after getting a low response. Now, for the 2020-2021 school year, we have people excited to join the mentorship program.

All mentees were first year teachers and new to the profession and district. Additionally, 100% of the teachers in the Race Equity affinity group are teachers of color, teachers in license shortage areas and/or experienced teachers in need of peer coaching.

Per the "Progress Monitoring" portion of our original proposal, we distributed post program assessment surveys (via a 5-point Likert scale Google Form). Originally, we had planned to do pre and mid-program surveys as well. However due to the very short window to complete the program, as well as due to COVID-19 and the craziness of preparing for and adjusting to distance learning, we did not do pre and mid-program assessments. Nonetheless, in the post program assessment, six out of seven (86%) of participants either agreed or strongly agreed that the program was helpful for their teaching (one or 14% was neutral), and 100% made them feel more connected to the school. Additionally, 100% of participants either agreed or strongly agreed that they feel comfortable to go to their mentor with questions and would recommend the mentor to others.

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	0	3	0	0	2	0
Tier 2 new to the profession or district	0	5	0	0	1	0
Tier 1 teachers new to the profession or district	0	5	0	0	0	0
Teaching residents*	0	1	0	0	0	0
Teacher in license shortage areas	0	14	0	0	3	0
Teachers with special needs	0	0	0	0	0	0
Experienced teachers in need of peer coaching	0	6	0	0	1	0
Total: All teachers supported by grant funding	0	18	0	0	4	0

*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	0	0
Asian or Pacific Islander	6	0
Hispanic	0	0
Black	0	0
White	2	0
Other	0	0
Total	8	0

Analysis of Data

We feel this first year of the grant was successful, as we were able to build a more robust mentorship program. Post program assessment surveys (via a 5-point Likert scale Google Form) showed that six out of seven (86%) of participants in mentor pairings either agreed or strongly agreed that the program was helpful for their teaching (one or 14% was neutral), and 100% indicated that the program made them feel more connected to the school. Additionally, 100% of participants either agreed or strongly agreed that they feel comfortable to go to their mentor with questions and would recommend the mentor to others.

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.

The majority of our teachers are teachers of color.
We have a salary guide that incentivizes teachers to stay longer.
Through this grant, we were able to better develop a more robust and formal mentorship program, where we pair teachers of color in their beginning years of employment with a mentor. We were also better able to support our PLC Affinity groups, which have a majority of teachers of color.

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.

We used Q-comp funds to support mentorship meetings with the Lead Teacher. Some of these teachers were new to the profession and district, including one teaching resident, teachers of color and teachers in license shortage areas and experienced teachers in need of peer coaching.

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
$3,253.71	Support PLC Affinity Groups	☐ Recruitment ☐ Retention ☐ Induction	Google form survey	post program assessment
$7,200.00	Stipends to Mentors	☐ Recruitment ☐ Retention ☐ Induction	Google form survey	post program assessment
		☐ Recruitment ☐ Retention ☐ Induction		
		☐ Recruitment ☐ Retention ☐ Induction		
		☐ Recruitment ☐ Retention ☐ Induction		

Funds not yet spent - to be carried over into FY21:

Support PLC Affinity Groups = $3,646.29
Stipends to Mentors = $3,460
Total not yet spent: $7,106.29