

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, 2021 to Grants.PELSB@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	Anoka-Hennepin School District
Total Grant Amount	\$43,000 FY21 \$35,052 FY20 roll-over amount used in FY21 \$78,052 Total Grant used in FY21
Identify the category you applied under	<input checked="" type="checkbox"/> a school district

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
Title	Recruitment and Retention Specialist
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City, State and Zip code + 4	Anoka, MN 55303
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Prior to the 2019-2020 school year, Anoka-Hennepin School District had no formal mentorship program for teachers. 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.

As a result of the district's strategic priority to increase the teachers of color through recruitment of new teachers of color and retention of the current teacher of color, the district developed a mentorship program pilot that would support teachers of color and American Indian teachers new to the profession and/or the district, provide leadership/mentorship opportunities to tenured teachers of color and create a built-in Affinity Group. This program was the sole focus of the funding received through this grant. The district values these teachers and believes this program of peer mentorship from other teachers of color or American Indian teachers, will encourage both the new and experienced teachers to stay in the teaching profession, remain in our district, and become even stronger teachers for our students.

The pilot was planned for implementation March to May 2020. Due to the impact of COVID-19, the TOC mentorship program was put on temporary hold. In the summer of 2020, three Lead Mentors were identified; all were tenured teachers of color that had been accepted as mentors for the spring pilot and all came highly recommended by their school administration. Their purpose was to plan the program's design, functions and initial kick-off for the fall. Despite the uncertainty of how Covid would impact the year, the district and the Lead Mentors understood the need and importance in support teachers of color and American Indian teachers new to the profession, and/or the district. The group moved forward with planning, knowing that it would not look the same as it would have pre-Covid. Virtual meetings, adapting, and flexibility would be necessary. The understanding that the time available for both mentees and mentors would change as learning models changed was a critical point to remain aware of.

At the time of the grant proposal and planning, it was anticipated that there would be twenty-five mentees (probationary teacher of color). With more new hires and interest from P2 and P3 teachers, the program did not want to turn anyone away. All probationary teachers of color were invited and all that accepted became mentees – a total of 32. A new round of Mentor applications and administrative endorsements were done during summer of 2020 to increase the mentors to a 1:1 ratio, in most cases, and accommodate the greater number of mentees.

The lead mentors, along with support from Employee Services and the Anoka-Hennepin Teachers of Color Coalition (AHTOCC), created and organized materials and resources needed for the program. The lead mentors matched mentors with mentees, asking both groups their preference priority in making a mentorship match – race/ethnicity, gender or licensure. The Lead Mentors planned mentor training and the program Kick-Off event. The also created surveys and reflection forms through the year and planned future large group sessions.

The Anoka-Hennepin TOC Mentorship Program rolled out in September. Mentor training took place on September 10 and the Mentor/Mentee large group Kick-Off was held on September 11. Mentors and mentees heard from the Lead Mentors, Employee Services and Superintendent Dr. David Law about the outlook of the program and the district's commitment to increase the number of teachers of color and American Indian

teachers in our district by supporting their long-term success as educators. Lead Mentors also described how they plan to retain BIPOC educators through community building, culturally responsive mentoring and coaching, and professional learning that builds on their strengths as an educator of color. In program's purposes and goals were reiterated:

- 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.

The original plan allowed time for mentors to observe mentees or mentees to observe mentors or other teachers in areas they desired to grow. Due to Covid precautions and changing learning models, observations were not possible this year. The budget funds that were designated for substitute teachers during the observations were reallocated to pay the stipends for the additional mentees and mentors that the program allowed for above the original estimated 25 of teach.

As teacher mentees and mentors navigated the changing needs around learning models due to Covid, Lead Mentors provided the mentor/mentee the flexibility in method and frequency of connection. depending on the needs for support. Lead Mentors worked to ensure that the program was never a burden to mentors or mentees during a time that teachers were adapting and changing due to Covid.

Lead Mentors held a virtual meeting for all mentors in October. After that, Lead Mentors did individual check-ins and supported their assigned mentors. Beginning in February, monthly large group "affinity group" meetings were held for all mentors and mentees. Topics covered gave the mentor/mentee groups topics to discuss over the next month if no other questions or issues raised by mentees. These sessions were induction for new teachers and professional development for mentors, the tenured teachers. In addition, each session provided an opportunity to connect with other teachers of color in the district – creating a greater network and less feelings of isolation. Each monthly meeting had a guest speaker. Speakers included:

- Keith Brooks, newly hired Student Services Direct for Anoka-Hennepin School District
- Abdul Write, 2016 Minnesota Teacher of Year
- Markus Flynn, Executive Director of Black Men Teach
- Dr. Lee-Ann Stephens, High Achievement Program Coordinator at St Louis Park Schools and Minnesota Teacher of the Year in 2006

All mentees and mentors were invited to the AHTOCC year-end celebration, as part of the partnership, enabling both mentees and mentors to continue to connect and receive support from additional teachers of color in the district that were not part of the program this year.

The TOC Mentorship program was used in teacher recruitment for the 2020-2021 school year. It was a contributing factor in the increased number of teachers hired. The 2020-2021 school produced over three times

as many newly hired teachers of color compared to the year prior: up from 7 newly hired teachers of color for fall 2019 to twenty-five newly hired teachers of color for Fall 2020.

Measured Progress

There was a decrease in the number of voluntary resignations of Teachers of Color. There were no teachers of color involved as a mentor or mentee that resigned between Spring 2021 and Fall 2021 as of the writing of this report.

Hiring Season	Number of Teachers of Color Voluntary Resignations
Spring of 2019 to Fall of 2019	5
Spring of 2020 to Fall of 2020	3
Spring of 2021 to Fall 2021	1 (as of June 28, 2021) <i>Note - this was a part-time teacher only teaching 2 classes per day and this individual had opted to not participate in the mentorship program</i>

Based on the year end survey of Mentees (probationary teachers of color in the district):

- 62% of Mentees felt less isolated as a result of being in Mentorship program.
- 67% of Mentees felt more connected with teachers of color in the district as a result of the mentorship program.
- 81% of Mentees valued the opportunity the program provided them to network with other teachers of color in the district.

Based on the year end survey of Mentors (tenured teachers of color in the district):

- 71% of Mentors felt less isolated as a result of being in Mentorship program.
- 79% of Mentors felt more connected with teachers of color in the district as a result of the mentorship program.
- 88% of Mentors valued the opportunity the program provided them to network with other teachers of color in the district.

** Feedback from Mentors indicates a believe that program was impacted by Covid causing the inability to meet in person. Many look forward to meeting in person next year and believe that their sense of isolation will decrease and connectedness it will increase even more.*

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	3	1		
Tier 2 new to the profession or district	2			3		
Tier 1 teachers new to the profession or district	3	5	1	12		
Teaching residents*						
Teacher in license shortage areas	1	1	4	4		
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding	5 16%	7 22%	4 12%	16 50%	0 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 grant for providing mentorship to teachers.

*Please note in your analysis if this data is a duplicated headcount, meaning teachers are counted in more than one racial/ethnic category.

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native	2	
Asian	12	1
Black, Not of Hispanic Origin	8	2
Hawaiian/Pacific Islander	0	
Hispanic	2	
Multiple Categories	2	
White, Not of Hispanic Origin	0	
Total	26	3

Analysis of Data

Year End Survey Results

Mentees

- **67% of Mentees agreed or strongly agreed** that the Mentorship Program positively impacted their desires and dedication to staying in the teaching profession and staying in Anoka-Hennepin School District.
- **71% of Mentees agreed or strongly agreed that** being a mentee in the mentorship program had a positive impact on them as a probationary teacher in the district.
- **81% of the Mentees agreed or strongly agreed that** they valued the opportunity to network with other teachers of color from across the district.
- **86% of Mentees agreed or strongly agreed** that their mentor was available to support them when needed.

Mentee Comments:

“I was thoroughly impressed with the program. I was a first-year teacher in AHS but was tenured in MPS. I could not believe such a program existed and was funded by a district grant yet teachers of color were in control of the look, feel and logistics of the program.”

“Thank you for starting this program at Anoka-Hennepin! The start of the program makes me feel seen and acknowledged by the school district. It also gives me a slight hope that there would be more focus and advancements in racial equity within the district.”

“I really enjoyed the program. I had a very challenging time being in my building. My mentor and other teachers of color I connected through this program helped me navigate and stay and complete this school year. I’m grateful.”

“Thanks so much for everything this year! Anoka-Hennepin has truly showed that I am valued member of this teaching community.”

Year End Questions for Mentees (Probationary Teachers of Color)	Score on a 1-5 Scale *
Being a mentee in the mentorship program had a positive impact on me as a new/probationary teacher in the district	4.0
I felt more connected with teachers of color in the district as a result of the mentorship program.	4.0
I value the opportunity that the mentorship program provided for me to network with other teachers of color from across the district.	4.3
I am less isolated as a result of being in this program.	3.9
The creation and availability of this mentorship program has increased the degree that I feel valued by the district.	3.9

My mentor was available to support me when I needed it.	4.4
Having a mentor in this program has helped me to be more successful this year.	3.8
I enjoyed my experience as a mentee in this program.	4.0
The mentorship program has positively impacted my desire and dedication to remaining in the teaching profession.	3.9
The mentorship program has positively impacted my desire and dedication to staying in Anoka-Hennepin School District.	4.1
I would encourage other teachers of color to come work for Anoka-Hennepin School District.	4.1
I would recommend other probationary teachers of color to be a mentee.	4.2

**1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree*

Mentors

- **75% of Mentors agreed or strongly agreed** that the Mentorship Program positively impacted their desires and dedication to staying in the teaching profession and staying in Anoka-Hennepin School District.
- **88% of Mentors agreed or strongly agreed** that being a mentor in the mentorship program had a positive impact on them as a tenured teacher in the district and that they valued the opportunity to network with other teachers of color from across the district.
- **92% of Mentors agreed or strongly agreed** that they enjoyed the mentorship experience and valued the informal leadership opportunity if provided them.

Mentor Comments:

“Happy to see we were able to still do the program despite world events, COVID-19 and other factors that made this an unusual school year. It shows that people are committed to work in equity, inclusion and diversity in our district.”

“Thank you!! This was a great experience and I am grateful to have been part of it!”

Year End Questions for Mentors (Tenured Teachers of Color)	AVERAGE Score on a 1-5 Scale *
Being a mentor in the mentorship program had a positive impact on me as a tenured teacher in the district.	4.2
I felt more connected with teachers of color in the district as a result of the mentorship program.	3.9
I value the opportunity that the mentorship program provided for me to network with other teachers of color from across the district.	4.3
I am less isolated as a result of being in this program.	3.9
The creation and availability of this mentorship program has increased the degree that I feel valued by the district.	4.1

As a mentor, I was able to support and provide professional guidance to new teachers.	3.9
I was provided the training and support needed to be an effective mentor.	3.6
I enjoyed my experience as a mentor in this program.	4.3
I value the informal leadership experience that being a mentor in the program has provided me.	4.3
I would encourage other teachers of color to come work for Anoka-Hennepin School District.	4.0
I would encourage other tenured teachers of color to be a mentor in the program.	4.4
I would like to be a mentor again next year.	4.3
<i>The mentorship program has positively impacted my desire and dedication to remaining in the teaching profession.</i>	4.1
<i>The mentorship program has positively impacted my desire and dedication to staying in Anoka-Hennepin School District.</i>	4.0
<i>I would encourage other teachers of color to come work for Anoka-Hennepin School District.</i>	4.0

**1 = Strong Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree*

Measured Progress

Hiring Season	Number of Teachers of Color Voluntary Resignations
Spring of 2019 to Fall of 2019	5
Spring of 2020 to Fall of 2020	3
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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.

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. The District repeated this process in Spring 2021 as part of the priority to retain teachers of color. The District intentionally provided protection for probationary staff of color during the staffing processes. There were no probationary teachers of color terminated for staffing reasons - they were all retained in their building or placement offered in another building. There would have been up to eighteen probationary teachers of color that could have been probationary terminated for staffing if this procedure had not been put into place.

- Article XVII subd 3 of the District's teacher contract recognizes some protections with reference to the district's affirmative action program - which we do not have any longer and are not required to have.
- As part of the staffing process, the district consciously attempts to retain and avoid, if possible, the non-renewal of teachers of color.

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). 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 meet regularly from Spring 2020 through Spring 2021. The subcommittee made a recommendation to take to contract negotiations: to add the Teachers of Color mentorship program Extra Service Agreements (ESAs) to the teacher contract to add permanence to the program. Teacher contract negotiations are still process as of the writing of this report.

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. The amount of the stipends for Mentors, Lead Mentors and Mentees exceeded the amount of the two fiscal year grants. Although this was a pilot year in which the grant was to be used, the District paid the difference that was remaining. Although additional mentees and mentors increased the total cost, the District supports this program.

Anoka-Hennepin has a developed relationship with the Black Men Teach (BMT) organization. For the second year in a row, one of the district's probationary 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.

The Anoka-Hennepin Teacher of Color Coalition (AHTOCC) hosted an end of the year dinner celebration that all participants in the Mentorship program (Mentees and Mentors) were invited to attend. The cost of the dinner was funded by Anoka-Hennepin Education Minnesota (AHM) as part of their partnership with AHTOCC

The District was the recipient of FY21 Grow Your Own Teacher Grant funds. In the 2020-2021 school year, a total of \$178,705 was used to directly support fifteen individuals of color as they become newly licensed teachers.

- \$32,400 was used to support three staff-of-color in their second year of their program. All three will be teachers with Anoka-Hennepin in 2021-2022. All three have been informed of the Mentorship Program and will be invited to be a mentee for Fall 2021.
 - One was able to be a long-term-sub under a Tier 2 license for part of the 2020-2021 school year. He also became a mentee in the TOC Mentorship program.
- \$146,305 was used to support twelve staff-of-color in their first year of a two-year teacher preparation program.
 - Three of the 12 were able to become a Tier 2 teacher right away in Fall 2020 and *all three were mentees in the TOC Mentorship program.*
 - All twelve will be fully licensed teachers in Spring 2022 and future teachers and mentees in the TOC Mentorship Program.

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
\$49,777 <ul style="list-style-type: none"> • \$26,600 from FY21 • \$23,177 from FY20 	Mentor Stipends	Mentoring	Participation in training & affinity large groups Feedback gathered at the throughout the year from mentees and mentors	26 Mentors – all of which were tenured teachers of color
\$4,500 <ul style="list-style-type: none"> • \$3,000 from FY21 • \$1,500 from FY20 	Lead Mentor Stipends	Mentoring	Meetings conducted with their assigned mentors, planning for Affinity events and adapting of program needs due to Covid.	3 Lead Mentors – all of which were tenured teachers of color
\$22,425 <ul style="list-style-type: none"> • \$12,500 from FY21 • \$9,925 from FY20 	Mentee Stipends	Induction	Participation in affinity large groups; meeting with mentors, Feedback gathered at the throughout the year from mentees and mentors	32 mentees – all probationary teachers of color
\$1,350 <ul style="list-style-type: none"> • \$900 from FY21 • \$450 from FY20 	Affinity Group	Induction	Impact measured after each speaker via feedback survey	Payment to three speakers for monthly affinity meetings of all mentors & mentees