# 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 | Trustees of the Hamline University of Minnesota |
| Total Grant Amount | $30,000 |
| Identify the category you applied under | ☐ a school district<br><br>☐ group of school districts<br><br>☑ a coalition of school districts, teachers and teacher education institutions<br><br>☐ a coalition of schools, teachers or non-licensed educators |

## Identified Official with Authority

| | |
|---|---|
| Name of official with authority to sign | Donald Long |
| Title | Director of Sponsored Programs |
| Address | Saint Paul, MN 55104-1284 |
| City, State and Zip code + 4 | Director of Sponsored Programs |
| Phone Number and Email | Saint Paul, MN 55104-1284 |

## Primary Program Contact

| | |
|---|---|
| Name of program contact | Marcela Kostihova |
| Title | Dean, College of Liberal Arts |
| Address | St. Paul, MN 55104-1284 |
| City, State and Zip code + 4 | Dean, College of Liberal Arts |
| Phone Number and Email | St. Paul, MN 55104-1284 |

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Due to COVID 19 some grant activities were partially completed and some were delayed. Grant funds were supplemented with 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 Hopkins Educator of Color Mentorship Network, (HECM) was created in March 2020. In addition to existing supports currently offered to new BIPOC teachers and staff, grant funds were used to support 38 BIPOC mentors and mentees. Important to mentees was mentors of similar race or ethnicity. This year there were 25 mentees in the program, of which 18 were BIPOC teachers. Creating more meaningful mentoring relationships, there was a total of 13 BIPOC mentors. Mentoring opportunities included affinity group gatherings and small mentorship groups. Mentor and mentee pairings were created based on new educator preferences regarding race, culture, language, educator role or goals, content or grade level, and the like. Monthly gatherings of the full HECM Network occurred in August, October, December, February and May. Lead mentors met more often to plan accordingly. The topics of interest were selected by mentorship program participants. Professional development topics of interest identified by participants, included: 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. All gatherings during the 2020-2021 year were conducted remotely.

Recruitment efforts involved mentoring 6 BIPOC who are interested in teaching, but do not have a teaching license. Mentees and Mentors alike indicated they felt more connectedness because of the mentoring program. Similarly, participants indicated they developed more as an educator or became more interested in learning about the teaching profession. Importantly, participants shared sentiment they felt emotionally supported, more comfortable sharing their opinion, and a sense of self-worth, and professional validation.

Because of COVID a no cost extension was granted therefore the amount of expenditures exceeds the total grant amount for this reporting year.

## 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 | | 9 | 4 | 9 | | 5 |
| 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 | | 9 | 4 | 9 | | 5 |

*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.**

*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 | | |
| Asian | 3 | |
| Black, Not of Hispanic Origin | 7 | |
| Hawaiian/Pacific Islander | | |
| Hispanic | 2 | |
| Multiple Categories | 1 | |
| White, Not of Hispanic Origin | | |
| **Total** | 13 | |

## 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.

## 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.

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.

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 |
|---|---|---|---|---|
| $10250 | Lead Mentors to mentor, lead, organize, plan, design, and implement mentoring program | x Mentoring<br>x Induction | Creation of mentoring program and content | Affinity group attendance and mentor/mentee reflection logs |
| $11250 | BIPOC Mentors for BIPOC Teachers and aspiring BIPOC Teachers | x Mentoring<br>x Induction | Disperse grant funds to grant participants | Affinity group attendance and mentor/mentee reflection logs |
| $10180 | Mentee Stipend | x Mentoring<br>x Induction | Disperse grant funds to grant participants | Affinity group attendance and mentor/mentee reflection logs |
| $220 | Mentor training books | x Mentoring<br>☐Induction | Purchase of mentoring textbooks | Survey of participants |
| | | ☐Mentoring<br>☐Induction | | |