

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	New Century School, Academia Cesar Chavez and Friendship Academy of the Arts
Total Grant Amount	22,200
Identify the category you applied under	<input type="checkbox"/> a school district
	<input type="checkbox"/> a group of school districts
	<input checked="" type="checkbox"/> a coalition of school districts, teachers and 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	Ahmed Ali
Title	Executive Director, New Century School
Address	1380 Energy Lane #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4531: ahmed.ali@newcenturyschool.net

Primary Program Contact

Name of program contact	Ahmed Ali
Title	Executive Director, New Century School
Address	1380 Energy Lane #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4531: ahmed.ali@newcenturyschool.net

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant Program afforded three schools to form a consortium to collaboratively provide an effective mentoring program. New Century School, Academia Cesar Chavez and Friendship Academy of the Arts acted and addressed the objective of the grant.

The three schools engaged in various activities to support teachers (mentees) during the pandemic. Below is the list of activities that mentors and mentees engaged in.

- All mentors completed a self-evaluation
- All mentees completed a self-assessment
- All mentors met with mentees twice per month to support, listen and learn
- All schools purchased books to read for mentors and mentees
 - **Collective Efficacy:** How Educators' Beliefs Impacts Students Learning by Jenni Anne Marie Donohoo
 - **Cultivating Genius:** An Equity Framework for Culturally and Historically Responsive Literacy by Gholdy Muhammad
 - **Who is doing the work?:** How To Say Less So Readers Can Do More by Jan Burkins and Kim Yaris
- All mentors participated in two professional development
 - Consuming Vs. Creating Content 4/13/2021
 - What is mentoring and not mentoring 10/23/2020

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

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic	3	2
Black	2	1
White	2	2
Other	1	
Total	8	5

Analysis of Data

Summary of data collected: Major themes that emerged from the data collected are:
 New and inexperienced teachers developed new and improved skills in these areas: instructional strategies, classroom management
 Improved rapport between mentors and mentees
 New teachers reported gaining confidence and feel supported. This led to teachers developing positive attitude to the profession

The data above shows active participation for the mentor and mentees. A total of 12 mentors served mentees by meeting twice per month. New teachers increased their knowledge and skills about the literacy framework in their schools. In addition, new teachers became aware of the school expectations and deadlines as well as the best way to complete tasks. Mentees reported they obtained a sense of being part of the respective programs and schools as they developed confidence and commitment to interact with staff and parents across the school and the community.

Mentors reported that they valued their time with mentees and prioritized making time for meeting with their colleagues/mentees.

100% of mentees expressed that they felt welcomed and developed a renewed sense of support in their respective schools.

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 participating schools developed extensive mentoring programs to support new teachers during the first two years of employment. The schools have stipends and funding for professional development for new teachers. New teachers are given either tuition reimbursement, paraprofessional support in the classroom, and additional prep and planning time.

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.

New teachers were given additional support using the General funds. The funds were used to support mentoring stipends and new teacher training support.

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
\$11,275	Mentors met with mentees twice per month	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Journaling Survey Group Interviews	Improved retention of minority teachers
\$1,810	Each school purchased books for their mentors and mentees	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Journaling Survey Group Interviews	Professional experience Career growth Leadership opportunities
\$450	Substitute Teachers (Mentors)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Observation Journaling	
\$450	Substitute Teachers (Mentees)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Observation Journaling	
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		