

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	Osseo Area Schools ISD 279
Total Grant Amount	\$75,000
Identify the category you applied under	<input checked="" type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input 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	Bouakham, Moua
Title	Human Resources Director
Address	11200 93rd Avenue North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	651-391-7020

Primary Program Contact

Name of program contact	Susan Hang
Title	Recruitment & Retention Manager
Address	11200 93rd Avenue North
City, State and Zip code + 4	Maple Grove, MN 55369
Phone Number and Email	763-391-7013

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Osseo Area Schools (OAS) Teachers of Color Mentor (TOC) Program Overview:

Osseo Area Schools (OAS) in partnership with Education Minnesota Teachers of Color (TOC) Mentor Program is to be the prominent, influential catalyst for educational institutions to retain and support teachers of color in the state of Minnesota.

The mission of the TOC Mentor Program aims to support, retain, and inspire probationary educators of color in the teaching profession. All probationary teachers of color were provided the opportunity to have a mentor. The 2020 - 2021 TOC Mentor Program included one district mentor, two mentor leads, 21 mentors and started with 28 mentees with one mentee exiting the district midway through the program.

Program's Structure:

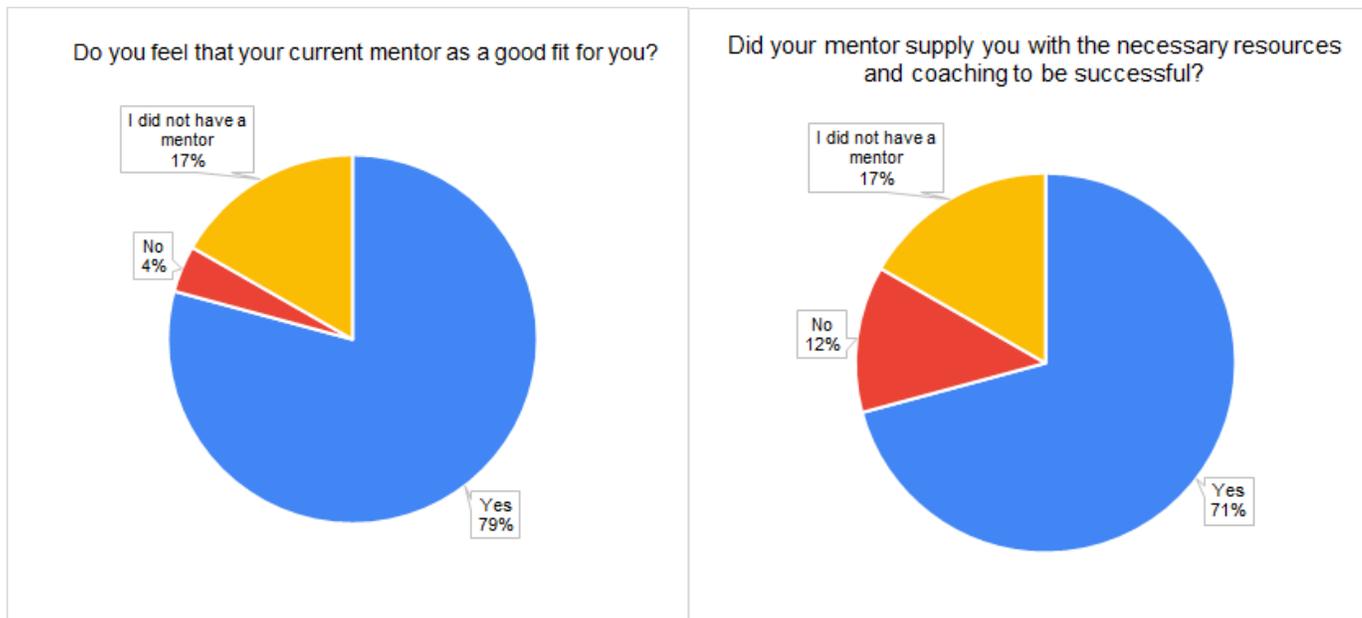
The program provided formal professional development training and monthly meetings as safe spaces for all mentors and mentees to meet, engage and collaborate. Due to COVID-19 safety guidelines, ten training and/or meetings were conducted virtually. In addition to the program's meetings, lead mentors provided guidance and check-ins with mentors throughout the year. Mentors were expected outside of the program's monthly meetings to connect with mentees, be available as resources and to provide observations of teaching models. New probationary teachers of color were given the opportunity to utilize the TOC Mentor Program as a resource for support and mentorship. All 5 new teachers in the licensure shortage fields such as Counselors and Social Workers were matched with mentors in the same field. Two of our five new teachers in Special Education were matched with mentors in Special Education.

The program not only provided a programmatic schedule but also resources such as books/novels and supplemental materials to assist them with their teaching. As teachers of color, it is important to stay current with books that center around issues of race and how it affects teaching and, ultimately, the students. There are picture books to be shared with students because it is crucial that students see themselves reflected in books they read and how they can make connections with the world. The goal for the books that were provided to mentees is to help teachers analyze and reflect on their own beliefs and help reflect on their own biases, teaching methods and to create a positive environment in the classroom. In addition, Osseo Area Schools professional development around equity, inclusion and diversity centers around helping White colleagues engage more with people of color. The book selection for this year's TOC Mentor Program focuses on engagement within our various communities of color. When teachers of color know each other's stories, it is easier to stand in solidarity with one another as educators of color working in Osseo Area Schools.

Program's Measurements and Outcomes:

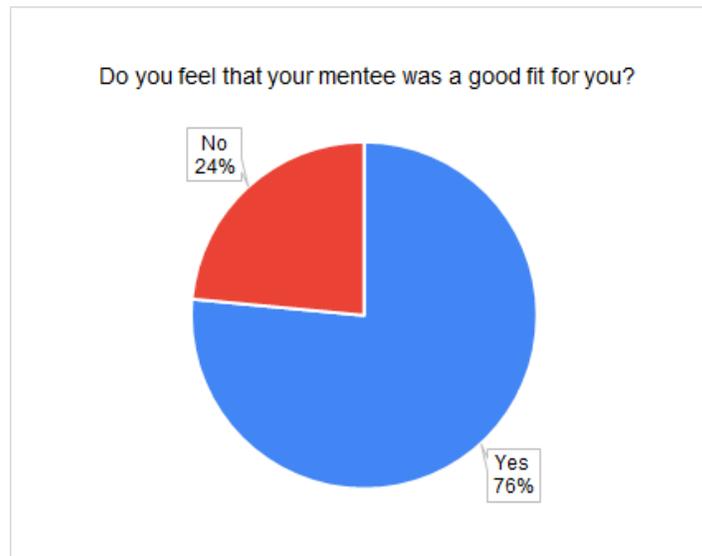
Mentee End of Year Google Survey (88% of mentees completed the survey) include:

- When asked if mentees felt the support provided in this program helped them as an educator, 66.7% responded that they strongly agreed, and 33.3% responded that they agreed. In comparison to survey results from 2019 - 2020 previous year, there was a 4.2% increase in mentees responding that they strongly agreed.
- When asked if the program helped make them feel welcomed as an educator in the Osseo Area Schools, 58.3% responded that they strongly agree, and 41.7% responded that they agree. In comparison to survey results from 2019 - 2020 previous year, there was a 5.9% increase in mentees responding that they strongly agreed.
- When asked if the program helped address their individual needs as a teacher of color, mentees responded:
 - 58.3% as strongly agreed
 - 29.2% as agreed
 - 4.2% as disagreed
 - 8.3% as not applicable
- When asked if mentees would enroll in this program next year, 66.7% responded that they would enroll, 33.3% responded that they would have continuing contract status next year, and none responded that they would not enroll.



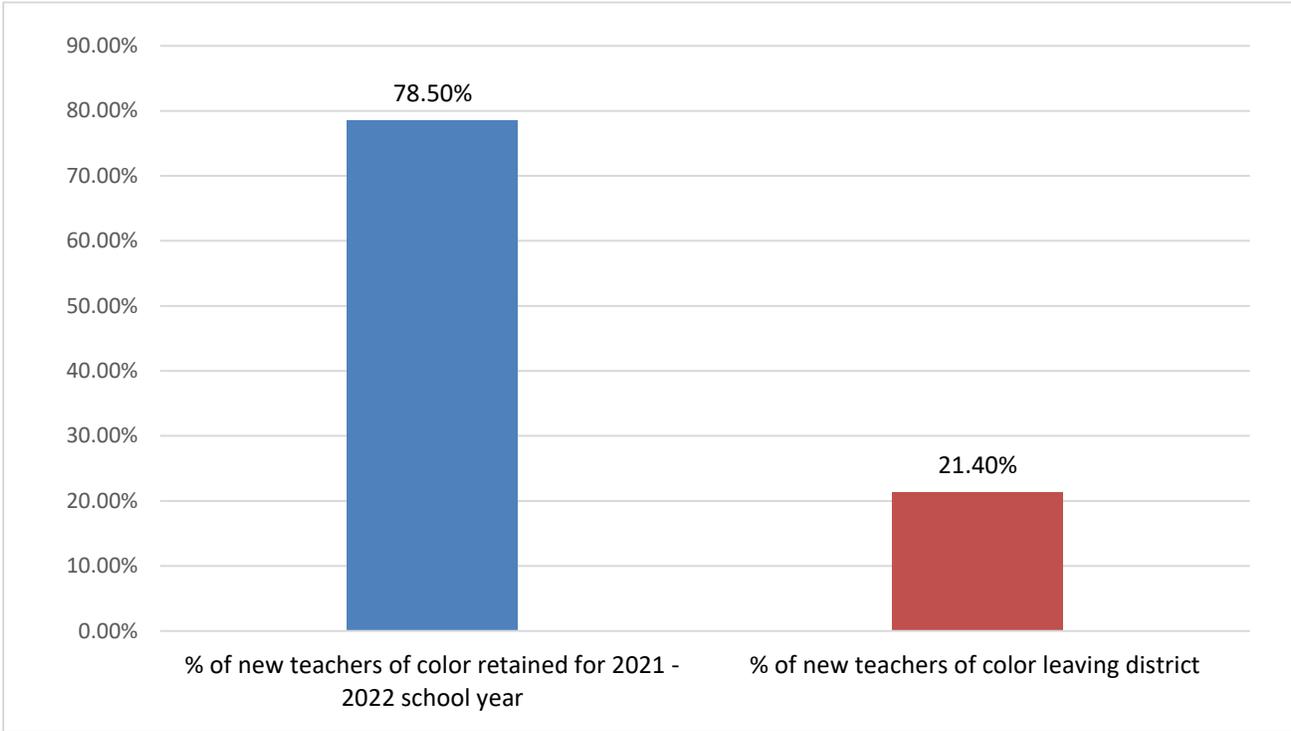
Mentor End of Year Google Survey (94% of mentors completed the survey) include:

- When asked if mentors felt the support provided in this program helped them as a teacher mentor, 70.6% responded that they strongly agreed, and 29.4% responded that they agreed. In comparison to survey results from 2019 - 2020 previous year, there was a 20.6% increase in mentors responding that they strongly agreed.
- When asked if the program helped mentors developed as Teacher Mentors, 52.9% responded that they strongly agreed, and 47.1% responded that they agreed. In comparison to survey results from 2019 - 2020 previous year, there was a 17.2% increase in mentors responding that they strongly agreed.
- When asked if the program helped to address the mentor’s individual needs as a teacher of color, 41.2% responded that they strongly agreed, 52.9% responded that they agreed, and 5.9% responded that it was not applicable. In comparison to survey results from 2019 - 2020 previous year, 1.7% decrease of mentors responding that they strongly agreed, 4.2% decrease responding that they agreed, and 5.9% increase responding not applicable.
- When asked if mentors would be willing to serve as a Teacher Mentor next year in 2021 - 2022, 94.1% responded that they would be willing to serve again, and 5.9% responded that they would not serve next year.



Other observations include:

- As this year’s TOC Mentor Program concluded:



- Two of our 2020 - 2021 mentees will be returning as new mentors to the TOC Mentor Program in 2021- 2022.

This program was designed to provide a framework to retain our new educators of color and give them resources, collaboration, and an opportunity to connect with others who come from similar lived experiences. It has been effective, and participants have shared that this resource has aided their engagement.

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	3.5%	10.7%	3.5%	17.8%	3.5%	0
Tier 2 new to the profession or district	0	0	3.5%	3.5%	0	0
Tier 1 teachers new to the profession or district	0	3.5%	0	0	0	0
Teaching residents*	n/a	n/a	n/a	n/a	n/a	n/a
Teacher in license shortage areas	3.5%	7.1%	0	10.7%	0	0
Teachers with special needs	0	3.5%	3.5%	10.7%	0	0
Experienced teachers in need of peer coaching	3.5%	25.0%	7.1%	35.7%	3.5%	0
Total: All teachers supported by grant funding	3.5%	32.1%	14.2%	46.4%	3.5%	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.

*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	0	0
Asian	12.5%	0
Black, Not of Hispanic Origin	66.6%	50%
Hawaiian/Pacific Islander	0	0
Hispanic	8.3%	50%
Multiple Categories	4.2%	0
White, Not of Hispanic Origin	8.3%	0
Total	100%	100%

Analysis of Data

Expenditure Items	Cost
Mentor and Mentee Mental Wellness Baskets	\$1,967.10
Teacher Mentor program supplies – general supplies	\$5,843.63
Teacher Mentor program supplies - books	\$1,861.83
Teacher Mentor program supplies - books	\$2,640.00
Teacher Mentor program supplies - books	\$6,852.80
2 Lead Teacher Mentor Contracts – Wages (\$1,500/ea)	\$3,000.00
2 Lead Teacher Mentor Contracts - Benefits	\$ 499.38
21 Teacher Mentor Contracts – Wages (\$1,200/ea)	\$25,200.00
21 Teacher Mentor Contracts - Benefits	\$4,138.04
Total:	\$52,002.78

The program provided Professional Development opportunities including:

- Books/novels and supplemental materials
- Wellness baskets
- Observations of others teaching model

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.

As a retention strategy, our mentor had a very small caseload 1:1. Any additional caseloads were paid. No step advancement to hire staff of color. We also collaborated with Anoka School District 11 with their staff of color as an annual event to learn from each other and provide a full day of professional development.

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.

There are no additional grants to assist with this program. None the less, we recognize the importance of this program and therefore, we used some of our general funds to stipend those mentors who had more than 1 caseloads.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Please refer to page 9 and attached “FY21 Exp Audit Report – GL Detail (PELSB – FIN 399) as of 6.17.21” pdf.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		

		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		