

Teacher Mentorship & Retention of Effective Teachers Grant Report Cover Sheet

To: PELSB

From: SWWC Service Cooperative

Subject: Final Grant Report

Date: July, 2021

Please accept our final report for the Teacher Mentorship & Retention of Effective Teachers Grant.

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Southwest West Central Service Cooperative
Total Grant Amount	\$10,000
Identify the category you applied under	<input type="checkbox"/> X a school district <input type="checkbox"/> group of school districts <input checked="" 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	Cliff Carmody
Title	Executive Director
Address	1420 East College Drive
City, State and Zip code + 4	Marshall, MN 56258-2065
Phone Number and Email	507-537-2250, cliff.carmody@swwc.org

Primary Program Contact

Name of program contact	Lisa Gregoire
Title	Director of Teaching & Learning
Address	1420 East College Drive
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant funding provided SWWC the opportunity to train two additional mentors/instructional coaches, that in turn were able to support ten teachers, during a very challenging school year, due to COVID. The teachers were in their first three years of their teaching profession. The training was based on the New Teacher Center's framework, implementing evidence-based tools, processes and strategies, intended to accelerate teachers in their practice, therefore having an impact on student achievement. With the completion of this training, SWWC now has four instructional coaches, who supported a total of thirty-one teachers.

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	
Tier 2 new to the profession or district					2	
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas					5	
Teachers with special needs						
Experienced teachers in need of peer coaching					1	
Total: All teachers supported by grant funding					10	

*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	0	0
Black, Not of Hispanic Origin	0	0
Hawaiian/Pacific Islander	0	0
Hispanic	0	0
Multiple Categories	0	0
White, Not of Hispanic Origin	0	0
Total	0	0

Analysis of Data

There were no additional stipends paid for mentors/instructional coaches, as they are employees of the district and mentoring/coaching, is part of their assigned job duties and embedded in their workday.

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.

SWWC facilitates six, Federal Setting IV Educational Learning Centers, providing education and services for special education students with disabilities and behavior needs, as well as providing a variety of educational services for over 55 member school districts. Due to the shortage in special education licensed educators, in addition to the challenging work, it is difficult to both recruit and retain teachers. SWWC has dedicated three instructional coaches to support teachers in their first three years across all six of our Educational Learning Center sites, and one instructional coach to help support new teachers at two additional schools that aren't able to offer a mentoring/coaching program on their own. Through robust and comprehensive training, SWWC is able to better recruit and retain Special Education staff, and also assist our member schools in this same way.

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.

Grant funding was used to pay for the instructional coaches training. Additional funding was provided by the district for the coach's time (part of coach's salary) to provide support to teachers. Teachers supported included teachers new to the profession, teachers in license shortage areas and experienced teachers in need of 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
\$10,000	Instructional Coaching training for two participants	X Mentoring <input type="checkbox"/> Induction	Completion of training, teachers supported retained.	2/2 instructional coaches completed the training. 8/10 of teachers receiving coaching were retained.
		<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		

**The \$10,000 grant has been spent in full and the request for reimbursement has been completed.