

## FY22 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

### Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report by June 30, 2022 to [Laura.Dyer@state.mn.us](mailto:Laura.Dyer@state.mn.us).

### Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of Effective Teachers Program Narrative – Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.
- III. Program Data – Please provide data from the past 3 years, as well as 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. 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                   | <b>\$141,210</b>               |

### Identified Official with Authority

|   |                                      |
|---|--------------------------------------|
| Name of official with authority to sign | David Law                            |
| Title                                   | Superintendent                       |
| Address                                 | 2727 North Ferry Street              |
| City, State and Zip code + 4            | Anoka, Minnesota 55303-1650          |
| Phone Number and Email                  | 763-506-1001; David.Law@ahschools.us |

### Primary Program Contact

|                              |  |
|------------------------------|--|
| Name of program contact      | Lomumba Ismail                             |
| Title                        | Program Administrator                      |
| Address                      | 2727 North Ferry Street                    |
| City, State and Zip code + 4 | Anoka, Minnesota 55303-1650                |
| Phone Number and Email       | 763-506-5020 / lomumba.ismail@ahschools.us |

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

Anoka-Hennepin School District is now in its third year as a 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 prior to the mentorship program.

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 teachers of color, we have continued to develop a mentorship program that has supported teachers of color and American Indian teachers new to the profession and/or the district, provided leadership/mentorship opportunities to tenured teachers of color and have created 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, has encouraged both the new and experienced teachers to stay in the teaching profession, remain in our district, and become even stronger teachers for our students.

In keeping with the program's goals and objectives, we identified three Lead Mentors; all of which are tenured teachers of color that had been accepted as mentors and came highly recommended by their school administration. Their purpose was to plan the program's design, functions and initial kick-off for the fall. Lead Mentors understood the need and importance in supporting teachers of color and American Indian teachers new to the profession, and/or the district. Meetings were held both virtually and in-person, as they knew adapting, and flexibility would be necessary.

At the time of the grant proposal and planning, it was anticipated that there would be approximately thirty mentees (probationary teachers 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 – approximately 30 in total. A new round of Mentors joined the program, including some that were previously mentees in the program.

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. They also created surveys and reflection forms through the year to gain feedback for the virtual and in-person events.

The Anoka-Hennepin BIPOC Mentorship Program rolled out in September. Mentor training began at the beginning of September and the Mentor/Mentee large group Kick-Off was held at the end of September. 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.

Lead Mentors held a virtual meeting for all mentors in October. After that, Lead Mentors did individual check-ins and supported their assigned mentors. 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 BIPOC teachers in the district – creating a greater network and less feelings of isolation. The in-person socials involved a meal (anything from donated meals from nearby restaurants to potluck dinners) and time to socialize and get to know each other. The in-person events included "icebreaker" and specific table topics. These were great activities to get to know each other beyond teaching.

After each event, mentees and mentors were asked to provide feedback via a digital form to further enhance the member experience and share the impact of the speakers’ message. The forms doubled as a mechanism for attendance and the collection of constructive feedback.

As our program continues to grow we want to offer more opportunities for both mentors and mentees to connect. We felt that a book study was a perfect way to encourage our members to come together to discuss a book. In the beginning we sent out a google form to collect recommendations for books that our membership was interested in reading. Next, we encouraged each member to choose their book. Through this process we hope to strengthen our group even more and provide a forum for discussion. In the end, it is our goal to allow members to feel that they are part of a group where they are seen and heard.

All mentees and mentors were invited to multiple AHTOCC events, 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 BIPOC Mentorship program was used in teacher recruitment for the 2021-2022 school year. It was a contributing factor in the increased number of teachers of color hired in the district.

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

**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

| Number of teachers disaggregated by race or ethnic group | Tier 3 Teachers new to the profession or district | Tier 2 new to the profession or district |
|--|---|--|
| American Indian or Alaskan Native                        | 4   |  |
| Asian or Pacific Islander                                | 7   | 4  |
| Hispanic   | 2   | 2  |
| Black  | 14  | 8  |
| Other  |   |  |
| Total  | 27  | 14                                       |

**Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.**

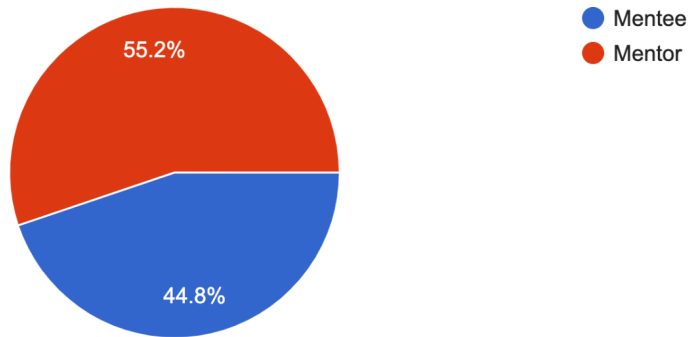
| Number of Mentors by race or ethnic group              | Tier 3 Teachers new to the profession or district |
|--|---|
| American Indian or Alaskan Native                      | 1   |
| Asian or Pacific Islander                              | 14  |
| Hispanic   | 2   |
| Black  | 10  |
| Other  |   |
| Paid Mentors of color who received additional stipends | 27  |
| Total  | 27  |

## Analysis of Data

In order to gauge the effectiveness of our program, we encouraged all our BIPOC members to provide feedback based on this year's experience. The likert scale should be read as follows: 1 - Strongly Disagree; 5 - Strongly Agree.

Choose your role

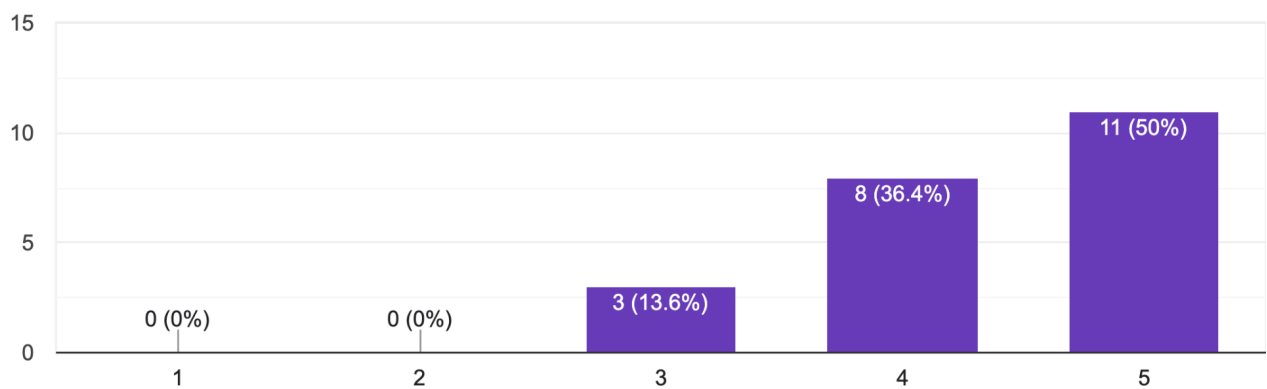
29 responses



### MENTEES

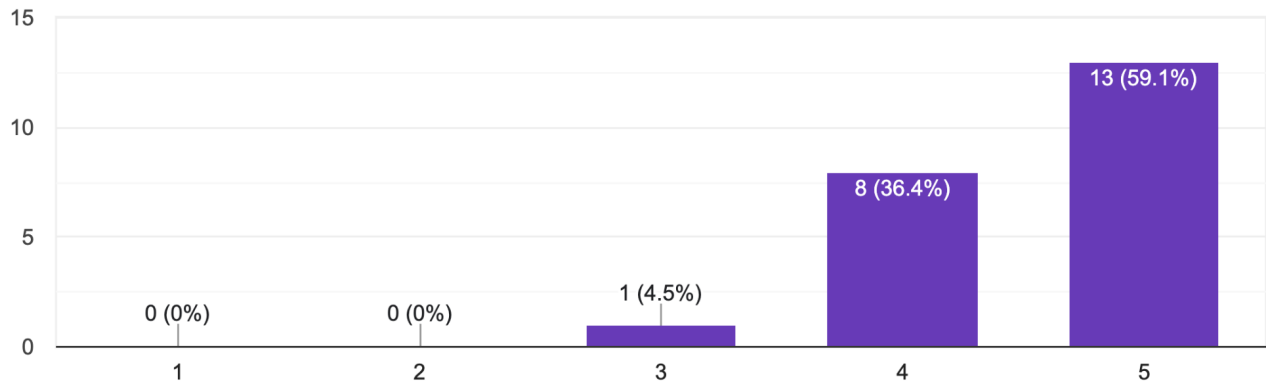
Did you feel that the program gave you a sense of belonging to the network of BIPOC members?

22 responses



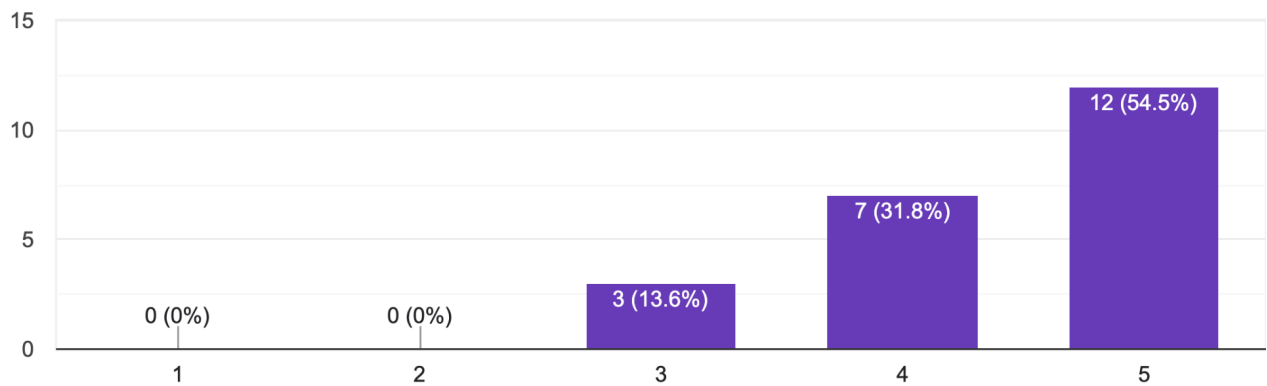
### BIPOC provided a safe place to turn with questions or concerns?

22 responses



### Speakers invited to virtual Meets resonated with you and helped you find connections in your own experience.

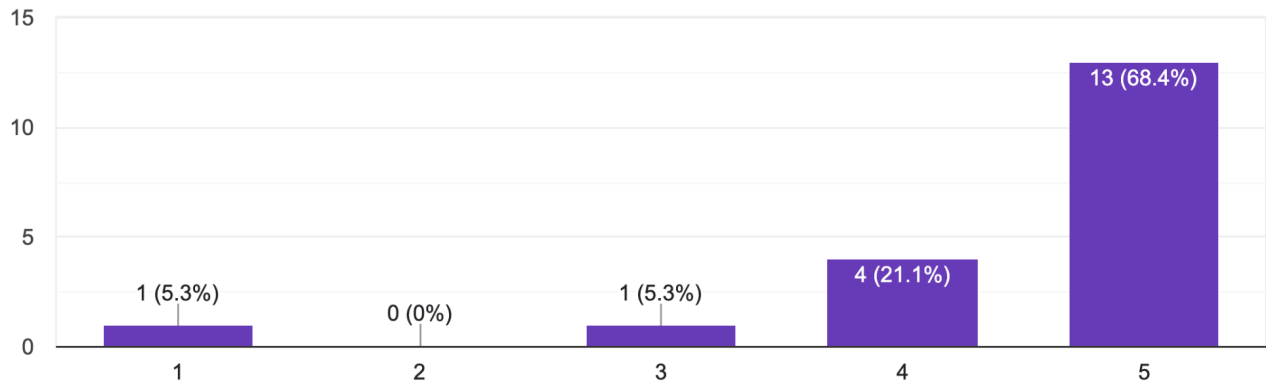
22 responses





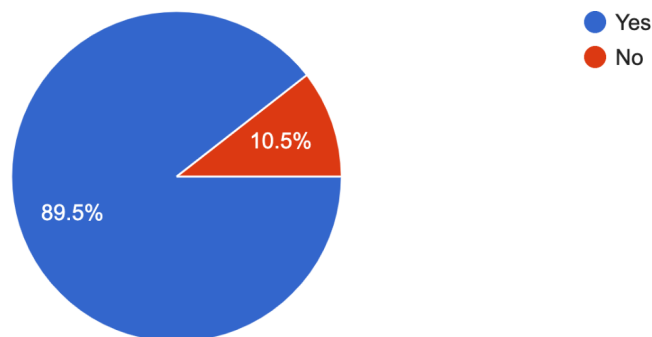
You mentor provided support during the course of school year with checkin opportunities.

19 responses



Based on your experience, would you like to return as a mentee in the next academic year?

19 responses



We gave **mentees** an opportunity to share any positive comments or constructive feedback to improve our program.

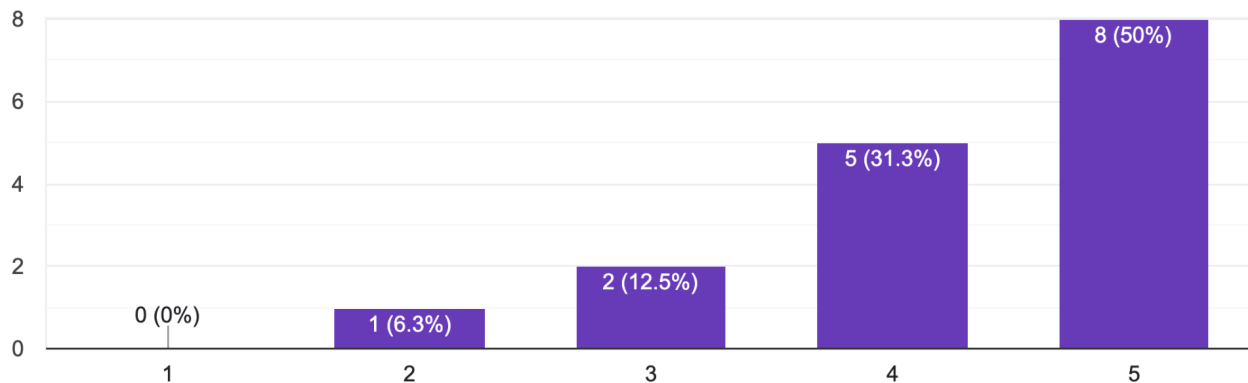
- This is just a good and necessary thing. The camaraderie alone is worth being in the group
- I really enjoyed the in-person session. Being able to meet and interact with others was very beneficial. Making connections across the district was invaluable.
- I feel it is very important to have communication with teachers that share the same stories and backgrounds. Having someone to relate to is priceless.

- I love this program and it has really helped me with the culture shock of moving to a district with not many people of color. It felt good to belong and meetings were always informative and encouraging.

### **MENTORS**

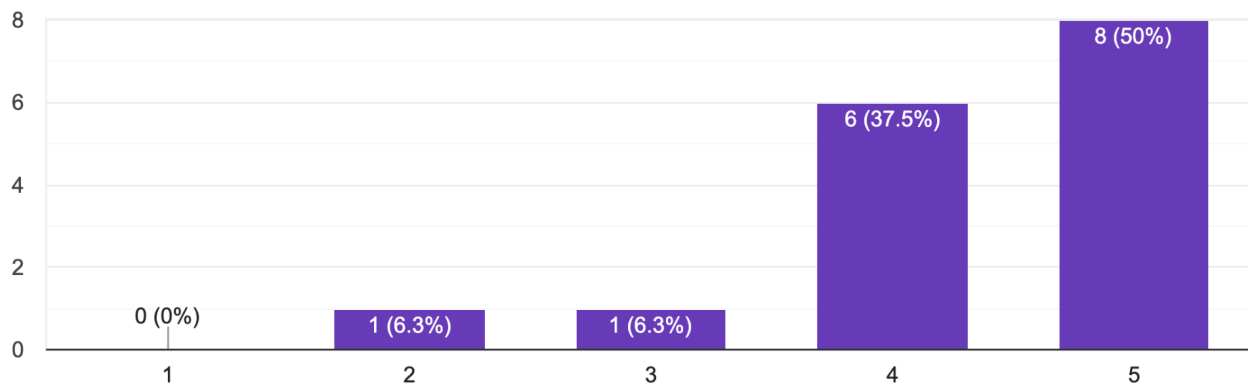
Did you feel that the program gave you a sense of belonging to the network of BIPOC members?

16 responses



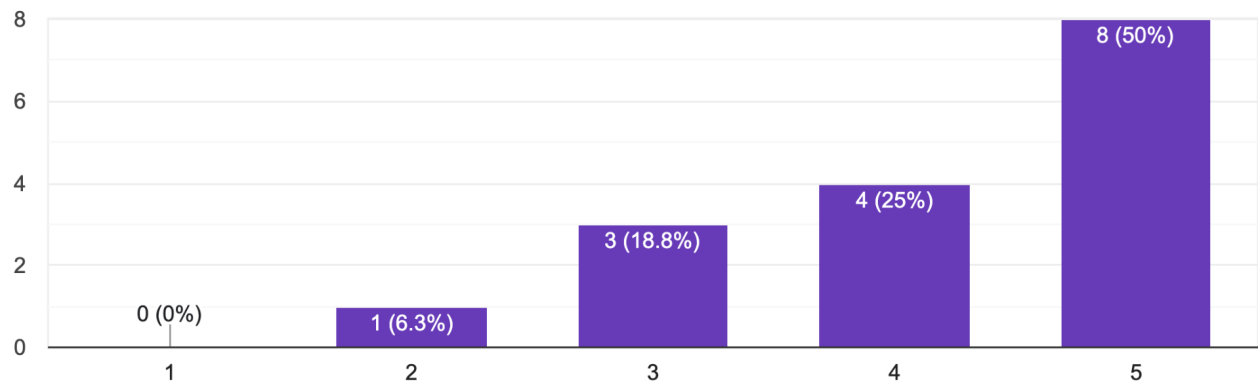
BIPOC provided a safe place to turn with questions or concerns?

16 responses



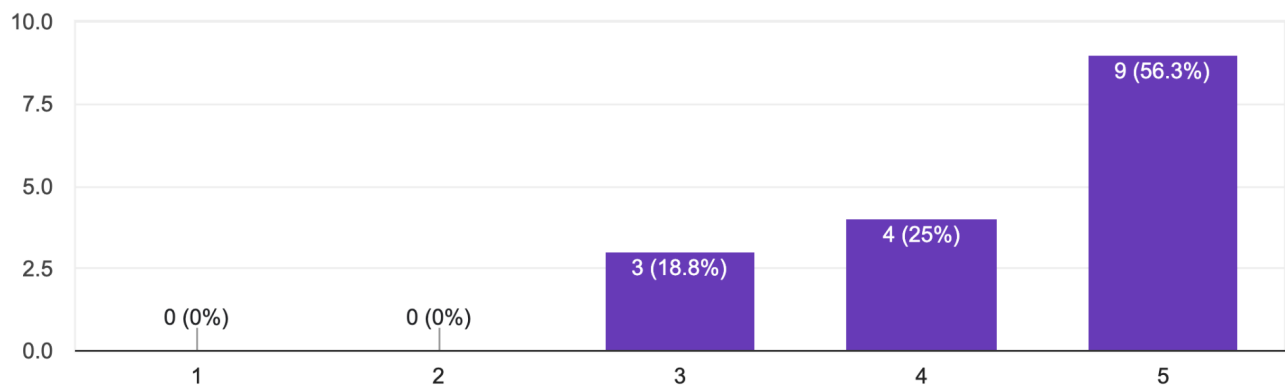
Speakers invited to virtual Meets resonated with you and helped you find connections in your own experience.

16 responses



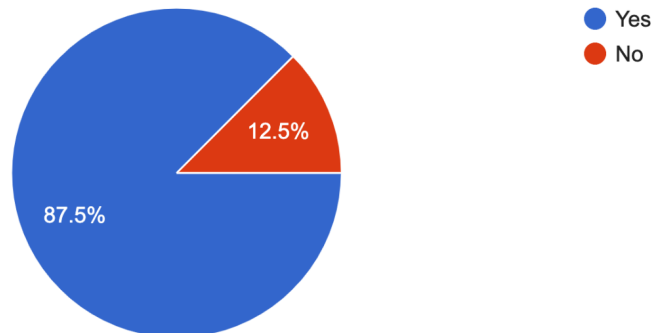
You provided support to your mentee during the course of school year with checkin opportunities.

16 responses



Based on your experience, would you like to return as a mentor in the next academic year?

16 responses



We gave **mentors** an opportunity to share any positive comments or constructive feedback to improve our program.

- I did enjoy meeting virtually. Many of us were involved in after school activities whether with our own kids or coaching, GM had made it possible for me to attend. What about having a big group meeting during the teacher workshop in August?
- I enjoy the program, it is always a great idea to have a network of people that you can turn to with questions about how our district operates.
- Personally, I love to connect with new teachers just to see how things are going and try to offer myself as a resource or a sounding board - whatever is needed. I think that the program is on a great path and will continue to help TOC as it continues to grow.
- I continue to find value with this program. The relationships I have gained, the conversations I have been a part of, and listening to the speakers have helped me feel less isolated and more connected in our district. I appreciate having a mentee, and enjoy our check-ins and get-togethers outside of school. I hope to support any future mentees next year, I look forward to this program growing.

## 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   |
|-------------|--|---|---|--|
| \$69,014.05 | Mentor Stipends<br>* All mentors were tenured teachers of color so it included the “additional” Stipends for teachers of color<br>* Additional amounts for mentors who had more than one mentee<br>*Lead Mentor Stipends | X Recruitment<br>X Retention<br>X Induction | Surveying<br>Check-ins with Lead Mentors<br>Attendance<br>Participation in Virtually and in-person settings | 25 Mentors – all of which were tenured teachers of color                         |
| \$34,217.32 | Mentee Stipends  | X Induction                                 | Surveying<br>Check-ins with Lead Mentors<br>Attendance<br>Participation in Virtually and in-person settings | 3 Lead Mentors – all of which were tenured teachers of color                     |
| \$3,411.45  | Affinity Group - Professional Learning Community - books   | X Retention<br>X Induction                  | Surveying<br>Collaboration on book titles (optional book studies)   | 41 mentees – all probationary teachers of color                                  |
| \$1,002.06  | Affinity Group - Professional Learning Community - Speakers  | X Retention<br>X Induction                  | Attendance<br>Participation in Virtually and in-person settings   | Payment to three speakers for monthly affinity meetings of all mentors & mentees |
| \$418.71    | Affinity Group - Professional Learning Community - Supplies  | X Retention<br>X Induction                  | Surveying   | Payment of supplies  |

