

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.

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	Northeast Metro Intermediate School District 916
Total Grant Amount	\$141,640

Identified Official with Authority

Name of official with authority to sign	Dr. Val Rae Boe
Title	Superintendent
Address	2540 County Rd. F East
City, State and Zip code + 4	St. Paul, MN 55110
Phone Number and Email	651-415-5656 vboe@916schools.org

Primary Program Contact

Name of program contact	Scott Thomas
Title	Director of Educational Services
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City, State and Zip code + 4	Little Canada, MN 55117
Phone Number and Email	651-415-5609 stthomas@916schools.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The funds from the Teacher Mentorship & Retention of Effective Teachers Grant allowed Northeast Metro 916 to hold two sessions of the new *Thriving at 916* Professional Development Series designed to increase retention of new teachers to the district. The first session took place in March, and the second session took place in May. Sessions were open to any licensed staff in their first three years with the district, and tenured staff were also selected to serve as mentors during the sessions. The two sessions took place for two hours each after school, and participants (both new staff and mentors) were paid their hourly rate and an additional stipend through funds allocated from the grant.

Each of the *Thriving at 916* sessions began with a whole group welcome and speaker, followed by an opportunity for staff to participate in small circle discussions. This was purposefully formatted in a way that staff would interact with people from other programs as a way of building community throughout the district. Questions were focused on issues related to retention (Ex. “What makes you feel energized in your work?” “What would make you feel more supported in your work with the district?” “How we can strengthen connections throughout the district?”). Staff had the opportunity to write ideas on sticky notes, and the Induction and Mentoring Team then collected and tabulated these for future use.

After a break for dinner (not funded by the grant), where staff had the opportunity to socialize, participants broke into small groups. In the first session, this was based on areas of interest that staff could connect with mentors (Due Process, Working with Paraprofessionals, Classroom Routines, etc.). In the second session, this time was focused on best practices to prepare for a new school year, with ideas shared both by new staff and those serving as mentors. A BIPOC Leadership Affinity Group was also offered during this time, but was sparsely attended. This is something that will be built upon and improved as work continues in the fall. Sessions ended with everyone back together for a brief closing and next steps.

Overall, 44 new licensed staff attended one of the two *Thriving at 916* sessions, with 29 staff attending both. Feedback was overwhelmingly positive, with staff expressing they liked the opportunity to come together in an informal way, meet/collaborate with staff from different buildings, and have the opportunity to learn based on their interests. These sessions built on previous retention and mentoring efforts that took place during the school day and was an opportunity that would not have been as successful without the funding from the grant.

Since we received an extension on this year’s grant funds, our plan is to hold two *Thriving at 916* sessions in the fall with the remaining funds from this year’s grant and then hold two more sessions in the spring utilizing funds granted from the FY23 grant. Since this year we will be starting at the beginning of the year instead of in the spring, we will be encouraging new teachers that start in August to attend, as this will be a great way for them to both gain additional support and connections throughout the district from the beginning of their work. We also expect the number of participants to be higher with this additional group.

Moving into next year, there are two major areas on which we want to improve. First is the expansion of the BIPOC Leadership Affinity Group, which is another component of funding from the grant. By being more playful in recruiting both new staff and BIPOC mentors, we hope to have this be a group that is able to meet regularly, likely at a different time from the professional development sessions. Also, we plan to continue to implement the suggestions obtained from staff through the sessions, because for retention, it is important for staff to not only feel they are being heard, but also that changes are being made.

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	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
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black	3				1	1	
Other							
Total							

Total new teachers attending Session 1: 37

Total new teachers attending Session 2: 39

Total new teachers attending one session: 15

Total new teachers attending both sessions: 29

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	Tier 2 new to the profession or district program	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
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Paid Mentors of color who received additional stipends							
Total							

Total staff serving as mentors: 18

Analysis of Data

The data clearly shows that while we were able to attract a large number of licensed staff to our professional development sessions focused on staff retention, we have a lot of work to do when it comes to BIPOC staff. Part of the issue is that we have a low number of BIPOC licensed staff to begin with, which is something we need to continue to improve through both recruitment and additional support for staff once they start. Starting in the fall, we will be more strongly advertising the BIPOC Leadership Affinity Group from the beginning of the year and specifically reaching out to staff as a way of increasing participation.

Overall, while we are happy with the number of staff that attended the first two *Thriving at 916* sessions, we are hopeful that these numbers will continue to increase next year, both through word of mouth/improved advertising and the inclusion of new staff that are starting with the district in August. In terms of comparing retention data, it is difficult to draw conclusions, as the first session did not happen until March, when a lot of staff may have already made decisions about whether or not they were going to stay. Next year's data, which will include a full year of retention efforts, will provide a good indication on the efficacy of our work.

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
\$ 19,113.39	Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Monitoring of resignation data	Accounting System's General Ledger
\$ 3,452.59	Fringe Benefits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Monitoring of resignation data	Accounting System's General Ledger
\$ 35.42	Supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance sheets and feedback surveys	Accounting System's General Ledger
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Total Funds Spent: \$22,601.40

Funds Remaining: \$119,038.60