

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	Teach For America Twin Cities
Total Grant Amount	\$15,000

Identified Official with Authority

Name of official with authority to sign	Mikisha Nation
Title	Executive Director
Address	401 2nd Avenue N, Suite 200
City, State and Zip code + 4	Minneapolis, MN 55401-2097
Phone Number and Email	(612) 297-1790 mikisha.nation@teachforamerica.org

Primary Program Contact

Name of program contact	Mikisha Nation
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

In our efforts to continue to retain diverse educators during the 2021-22 school year, Teacher For America (TFA) Twin Cities provided financial and organizational support for a coalition of seven mentor teachers and sixteen new teacher mentees, as well as three professional learning community affinity groups – The Bench, for educators and leaders of color; PRISM, for educators and leaders who identify as LGBTQIA+; the Alumni Board, for Teach For America Alumni. We constructed activities to support our coalition of teachers in alignment with successful efforts at the state level. Districts continue to report success with the retention of diverse teachers through strong mentorship programs for early career teachers and affinity groups for current and former educators of color, and those who identify as LGBTQIA+.

Grant funding allowed us to increase the number and amount of teacher stipends paid to our mentor teachers during the 2021-22 school year. This resulted in an expansion of the support that mentor teachers extended to our cohort of first- and second-year teachers. Historically our cohorts of early career teachers have been supported by 3-4 mentor teachers throughout their first two years in the classroom. This past year, we hired six mentor teachers (specifically focused on content area support) and one mentor teacher who organized and facilitated a professional learning community affinity group of our entire cohort of new teachers. Our mentors met with teachers monthly throughout the school year and offered office hours for 1:1 support across six content areas: ELL, Math, Special Education, Science, Elementary, and Humanities. Thanks to grant funding, our mentee-to-mentor ratio for the 2021-22 school year was 3:1 compared to 8:1 in years past. Mentor teachers also participated in a knowledge-sharing project at the end of the school year in which they gathered and archived resources that we will use to share high-quality teaching materials with our broader network of school partners.

Grant funding strengthened the ability for our professional learning community affinity groups to offer community building and professional development opportunities during the 2021-22 school year. The expanded engagements and events offered by these affinity groups include, but are not limited to: a three part workshop in collaboration with the organization “Humanize My Hoodie” focused on designing revolutionary social justice campaigns for Black and Indigenous People of Color to be humanized; A book club organized in conjunction with TFA Twin Cities’ annual Diversity, Equity, and Inclusion event featuring New York Times bestselling author Heather McGhee; Various social gatherings focused on community building with educators and former educators across schools and districts in the Twin Cities.

As a result of our teacher mentorship and retention efforts funded by this grant, we retained 100% of our cohort of first- and second-year teachers (see data analysis section below). Through the expanded supports of our professional learning community affinity groups, we also saw an increase in the number of experienced educators matriculated and retained to the Twin Cities (see data analysis section below).

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	-	1	-	-	1	-	1
Hispanic	-	4	-	-	1	-	1
Black	-	3	-	-	1	-	1
Other	1	10	1	-	7	-	5
Total	1	18	1	-	10	-	8

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	-	-	-	-	1	-	1
Hispanic	-	-	-	-	-	-	1
Black	-	-	-	-	-	-	1
Other	-	-	-	-	1	-	2
Paid Mentors of color who received additional stipends	-	-	-	-	-	-	-
Total	-	-	-	-	2	-	5

Analysis of Data

Teach For America Twin Cities | Teachers new to the profession | Retention Data

Despite a smaller cohort of new teachers due to recruitment challenges during the COVID-19 pandemic, our mentorship programs continue to show promising results in regards to teacher retention. As seen in the table below, our teacher supports resulted in increased teacher retention each school year since 2016-17. Thanks to funding provided in this grant, we were able to provide stipends to a larger group of mentor teachers than in previous years. The small teacher-to-mentor ratio and the frequency of touchpoints with mentor teachers were the primary drivers for our success with teacher retention during the 2021-22 school year.

School Year	Teachers Started	Teachers Finished	% Completed
2016-17	45	39	86.7%
2017-18	32	29	90.6%
2018-19	33	30	90.9%
2019-20	36	34	94.4%
2020-21	32	31	96.9%
2021-22	18	18	100.0%

As seen in the table above, retention of novice teachers increased over the past three years from just above 90% during the 2018-19 school year to 100% during the grant year. We are excited to apply lessons learned during our grant year to maintain this level of success with future cohorts of new teachers.

Our professional learning community affinity groups function to support our broader network of experienced teachers and former educators. We measure success of this program by the number of veteran teachers we matriculate to the Twin Cities and retain in the classroom. The table below demonstrates that our alumni network has grown from 675 to nearly 900 since the 2016-17 school year. While our alumni figure has grown, we have also successfully increased the percentage of our alumni who continue to work in education. While the percent of our alumni teachers has fluctuated, we have continued to increase and retain the number of our alumni teachers from 194 teachers during the 2018-19 school year to 242 during the grant year.

School Year	TFA Alumni	% Education	Alumni in Education	% Teacher	Teachers
2016-17	675	57%	385	52%	200
2017-18	732	59%	432	50%	216
2018-19	786	60%	472	41%	194
2019-20	820	62%	508	40%	203
2020-21	838	63%	528	43%	227
2021-22	888	65%	577	42%	242

Our alumni affinity groups play a critical role in building community – especially for our experienced/former educators of color and those who identify as LGBTQIA+. As you can see in the table above, we continue to increase the percentage of our alumni in education roles, while also increasing the number of teachers retained in the classroom.

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
\$9,691.47	Mentor Teacher Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Bi-monthly surveys of first- and second- year teachers	Retained 100% of first- and second- year teachers through the 2021-22 school year
\$2,000.00	Professional Development (affinity group) – Humanize My Hoodie workshop	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	TFA Alumni Survey	Retained 65% of TFA alumni in education roles through the 2021-22 school year
\$564.95	Equipment & Supplies – Books for affinity group DEI session	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	TFA Alumni Survey	Retained 65% of TFA alumni in education roles through the 2021-22 school year
\$450.00	Other Expenses – Team Building Activities	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	TFA Alumni Survey	Retained 65% of TFA alumni in education roles through the 2021-22 school year
\$1,197.90	Meeting Food Expense – Alumni Induction	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Bi-monthly surveys of first- and second- year teachers	Retained 100% of first- and second- year teachers through the 2021-22 school year
\$572.89	Meeting Chair and Linen Rental – Alumni Induction	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Bi-monthly surveys of first- and second- year teachers	Retained 100% of first- and second- year teachers through the 2021-22 school year
\$417.54	Meeting Supplies – Alumni Induction	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Bi-monthly surveys of first- and second- year teachers	Retained 100% of first- and second- year teachers through the 2021-22 school year
\$105.25	Meeting Printed Materials – Alumni Induction	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Bi-monthly surveys of first- and second- year teachers	Retained 100% of first- and second- year teachers through the 2021-22 school year

