

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	Columbia Heights Public Schools
Total Grant Amount	\$45,860.83

Identified Official with Authority

Name of official with authority to sign	Zena Stenvik
Title	Superintendent
Address	1440 49th Ave NE
City, State and Zip code + 4	Columbia Heights, MN 55421-1939
Phone Number and Email	763-528-4503; stenvikz@colheights.k12.mn.us

Primary Program Contact

Name of program contact	Tara Thukral
Title	Director of Teaching and Learning
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Teacher Mentorship & Retention of Effective Teachers Grant 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.

Columbia Heights Public Schools received the Teacher Mentorship and Retention of Effective Teachers grant to support three main areas. These areas included Affinity Groups, mentorship for first year teachers, and additional mentorship hours for teachers of color and/or American Indian.

Affinity groups were started in Columbia Heights because of the support of this grant. This grant allowed staff of color and/or American Indian to meet monthly. The meeting was facilitated by a lead teacher of color. In 2020-2021, members of the Affinity group were able to be part of the MetroECSU affinity group and had the opportunity to network with other affinity groups around the Twin Cities. Funding supported the hourly pay for Columbia Heights teachers and the membership fee to attend the MetroECSU affinity group. Unfortunately, due to COVID, the MetroECSU affinity group was canceled for the 2021-2022 school year.

Data was gathered informally and formally about the Affinity Group impact. Informally, members shared the importance of supporting each other and collaborating with the district on goals such as hiring more staff of color. Staff also took the Equimetrics survey which looks at district staff perception of the work around equity. Scores from participants in the Affinity Group were significantly higher than those not participating.

The pandemic made mentorship even more important for teachers new to the district. Through the grant, the district was able to support at least monthly meetings between the mentee and the mentor. It also supported additional time for the mentor to support with grading, conferences, and starting up the year. Mentorship gave teachers the support needed during a very uncertain time. It also allowed teachers the opportunity to grow throughout the year.

Additional mentorship hours for teachers of color and/or American Indian supported the district focus of recruiting and more importantly retaining staff of color. Additional hours were used to support staff of color and/or American Indian in their second or third year of teaching. With very inconsistent years due to the pandemic, this provided stability, support, and opportunity.

The grant has allowed the district to build more systems of support for licensed staff, especially staff of color and/or American Indian.

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	ASD/EBD/LD	Teachers with special needs	Experienced teachers in need of peer coaching
					Teacher in license shortage areas		
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	1	0	0	0	0	0	0
Other	13	8	0	0	0	0	0
Total	14	8	0	0	0	0	0

Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers. The numbers below reflect mentor teachers of color and which mentee they mentored.

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	0	0	0	0	0	0	0
Asian or Pacific Islander	0	1	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	1	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	0	1
Total	0	2	0	0	0	0	1

Analysis of Data

Being a smaller district, the numbers look small yet the impact was definitely noticed. The funds were used to find ways to support and retain teachers. Looking at data, this happened. Columbia Heights was able to retain the majority of newly hired staff of color and/or American Indian. Columbia Heights was also able to support and mentor new teachers during a very difficult time in education. Using survey day from the staff survey, Gallup, 87% of staff were satisfied or highly satisfied with the working conditions in Columbia Heights. It was a difficult year for all. The mentorship, additional support, and affinity groups made an impact on the working conditions within the district. This in turn, supports the students and families in the district.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

Amount for 2021-2022 (as of 6/27/2022)	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$1,408.67	Funds used to support hourly pay for affinity group members including FICA and TRA.	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Equimetrics Survey	The data showed teachers of color increased the number of items they strongly agreed with in the survey. The survey shows satisfaction with the equity work in the district. There were multiple comments about the affinity groups and the impact they have.
\$20,486.63	Funds used to support the mentorship of first year teachers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Gallup Survey	The Gallup Survey showed 87% of staff felt the workplace was a positive place.
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		