FY23 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, 2023** to Laura.Dyer@state.mn.us.

Report components:

I.   **Coversheet**

II.   **Teacher Mentorship & Retention of Effective Teachers Program Narrativ**e – 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	Concordia College, Moorhead
Total Grant Amount	$97,907

Identified Official with Authority

Name of official with authority to sign	Jillain Veil-Ehnert
Title	Director, Foundation Relations and Research Grants
Address	901 8th St. S.
City, State and Zip code + 4	Moorhead, MN 56562
Phone Number and Email	218-299-3556 ehnert@cord.edu

Primary Program Contact

Name of program contact	Darrell Stolle
Title	Chair, Department of Education
Address	901 8th St. S.
City, State and Zip code + 4	Moorhead, MN 56562
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

After receiving the notice of grant funding, several faculty members in the Department of Education (Dr. Cassandra Glynn, Dr. Darrell Stolle, Dr. Kristen Ford, and Dr. Teri Langlie) met with the administrators involved in the coalition on June 16, 2022 to lay out the plans for the upcoming year and to identify support needed to encourage mentors and students with 1-3 years of experience, particularly teachers from minoritized backgrounds, to participate in the coalition grant activities. As a group within the Department of Education, we drafted communication to both experienced teachers who would be strong mentors and to teachers with 1-3 years of experience. The administrators assisted us in sharing the communication with their teaching staff. We met again with the same group on September 29, 2022 to update them; at this point, we had no mentors or new teachers interested in participating, despite increasing the amounts of the stipends and offering free graduate credit.

The administrators helped us to reach out to particular mentors again, and we were able to get 6 mentors to participate. Because we were still struggling to encourage new teachers to participate, we decided to have the mentors begin with EDUC 680 – Instructional Coaching, a 2 credit online graduate class. We felt that this course would (a) give us some additional time to try to bring new teachers on board and (b) would provide a stronger foundation for the grant work of mentoring new teachers. The mentors were enthusiastic and appreciated the course, and after a conversation with Dr. Glynn about needing to identify new teachers who could participate, they also attempted to encourage new teachers to join the coalition grant activities. However, after still not receiving any interest from new teachers, the administrators were consulted, and we were told that their teachers seemed to have a particularly high stress level that year. As the academic year went on, we decided that it would be best to regroup and think about how to best involve mentors and new teachers the next year. Unfortunately, none of the mentors who participated were teachers of color; all were white.

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							
Other							
Total	0	0	0	0	0	0	0

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

Number of Mentors by race or ethnic group	Tier 3 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					
Other					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

Analysis of Data

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
3,570.00	2 graduate credits for EDUC 680 – Instructional Coaching	☐ Recruitment ☐ Retention X Induction	Assignments in the class	Grades for the course
1,890.00	2 pd credits for EDUC 680 – Instructional Coaching	☐ Recruitment ☐ Retention X Induction	Assignments in the class	Grades for the course
		☐ Recruitment ☐ Retention ☐ Induction		
		☐ Recruitment ☐ Retention ☐ Induction		
		☐ Recruitment ☐ Retention ☐ Induction		