

# 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](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	Metropolitan State University
Total Grant Amount	\$70,370.40

### Identified Official with Authority

Name of official with authority to sign	Stephen Kent
Title	VP for Finance and Operations
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### Primary Program Contact

Name of program contact	Paul Spies
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## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Our grant application identified two main purposes for funding and activities:

- ☒ Financially support professionally learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year.
- ☒ Provide grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students.

Our (i.e. Intermediate District 917, MN Humanities Center and Metro State School of Urban Education) vision of a professional development affinity space evolved over the grant period and culminated in the creation of the first ever [BIPOC Educator Institute](#) that commenced June 26-29, 2023 and will conclude August 8, 2023. Thus, this is a preliminary grant report because we have an amended contract approved to utilize grant funds in FY24 for expenses beyond paying the full graduate student tuition and fees of [EDU 642 Liberatory Education](#) for participants from the grant.

We initially found during outreach that the varying school year ending dates and other barriers made it more difficult for less experienced teachers to commit to the Institute. However, receiving the suggestion that other peers may be interested allowed for the team to pivot by late spring 2023 and seek PELSB approval to expand our pool of eligible participants beyond District 917 and its member districts. Expanding eligibility resulted in nearly 30 BIPOC educators expressing interest in participating. Ultimately, 20 eligible individuals were available during the intensive 2-8pm time block for the session and were registered for enrollment in Metro State's EDU 642. However, as the session launch came closer, six needed to drop within the few days and hours before the Institute began June 26 for personal issues ranging from emergency child care to testing positive for COVID. The initial feedback from the 14 participating educators is that they have had a very positive experience thus far during the Institute as reported in data provided in the Analysis of Data section of this report.

We look forward to developing a continuing relationship with participants during the remainder of summer 2023 and beyond to provide mentorship and coaching opportunities support their retention in the field of education and other supportive roles in the profession in ways that promote them thriving as change makers, and policy influencers. We will submit a follow-up report at the conclusion of all activities, events, and meetings.

## 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	2						
Asian or Pacific Islander	3				1		
Hispanic					2		
Black	3				3		
Other							
<b>Total</b>	<b>8 unduplicated</b>				<b>6 unduplicated</b>		

**Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers. Not applicable**

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					
<b>Total</b>					

Not applicable at the session starting because we didn't know the full range of participants' needs.

We are looking at what may be needed in this area as a result of the requests that surfaced about “affinity” coaching for sustainability. There are 2 specific groups that asked and 1 to be anticipated.

## Analysis of Data

Participants at the end of the first four days of their Institute experience (June 29) to provide formative feedback about the degree to which the BIPOC Educator Institute so far has impacted them (ranging from “not at all” to “very much”) in five ways. Data from 13 participants who responded (93%) were very positive:

- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” **renewed their energy as an educator**, including 61% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” **nurtured their resiliency as an educator**, including 54% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” **increased their connection to other BIPOC educators with whom they can relate**, including 85% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” **increased their knowledge about things important to them as an educator**, including 69% who responded “mostly”, or “very much”
- 100% of responding participants stated the Institute thus far either “somewhat”, “mostly”, or “very much” **strengthened your commitment to remain an educator for the near future**, including 66% who responded “mostly”, or “very much”

In addition to the five selected response items, participants were asked “What comments do you have about your experience thus far and its impact on you?” Below are their written comments that further demonstrate the importance of the BIPOC Educators Institute and participants’ appreciation for what we have provided thus far.

- *I am grateful for this opportunity, the relationships built and the resources provided. It has renewed some hope for me as an educator. I hope I can find a mentor and build more resilience.*
- *Nice program. I learned a lot. Thank you so much.*
- *I learned a lot from everyone. Clearer expectations. Time to do assignments together in class*
- *Love, Love, Loved it! I learned so much these last few days. No matter how many yrs they have, this class will benefit any kind of teacher! Loved that you created a safe space for us to vent what’s going on in our schools! Totally recommend it to ALL teachers!*
- *This institute was awesome! The instructors were great. I was obvious that there was so much preparation put into this. Thank you!*
- *[Instructor] was amazing and I want more. Also, there should [be] payment for participants.*
- *There needs to be more recruitment of SPSS/East Side of St. Paul i.e. AIMS, Harding*
- *Please bring more voices to the table. Please more scholars & veteran educators. Muchisimas Gracias!!!!*

- *I am so grateful to be part of this cohort*
- *Please increase disability access—make all parts hybrid. Validate the work I have already done & will be doing in my community! I've already learned from comm. & engage often with diverse comm. Validate this—show you recognize POC/TOC already do a lot of extra labor including staying alive. Give us more time to build & talk. Loved [Instructors'] teaching style & environment!*

## 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
\$29,606.64	4cr Tuition & Fees for 14 participants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	See below	See below
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

From Grant Application: Sect 6			FINDINGS/RESULTS
Progress monitoring criteria/outcomes	Methods for collection	Data used	
At least 90% of participating teachers report satisfaction with their experience in the PD and that it increased their motivation to remain teaching.	Metro State Coordinator of Assessment will develop an instrument of EDU 612 (642) and Humanities Center will develop an instrument for their workshops	Survey or course/workshop evaluations.	Outcome achieved thus far
At least 80% of TOCAIT participants report that they plan to return to teaching in the next school year.	Metro State Coordinator of Assessment will develop an instrument, and new Metro State Director of Recruitment, Retention and Induction will collaborate with districts to gather actual retention data.	Survey responses and teacher retention numbers from districts where TOCAIT taught in 2022-23	TBD