

# 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	Northeast Metro Intermediate School District 916
Total Grant Amount	\$82,410.37 FY22 Rollover \$72,740.00 FY23

### Identified Official with Authority

Name of the official with authority to sign	Dr. Val Rae Boe
Title	Superintendent
Address	2540 County Road F East
City, State and Zip code + 4	White Bear Lake, 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
Address	70 County Road B2 West
City, State and Zip code + 4	Little Canada, MN 55117
Phone Number and Email	651-415-5609; sthomas@916schools.org

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant funds allowed Northeast Metro 916 to continue to provide the *Thriving at 916 Professional Development Series* throughout the 22-23 school year. This professional development series grew from the initial two events held in the 21-22 school year (utilizing this same grant source) to a total of four events during the 22-23 school year. In addition, our district hosted a *Thriving at 916 BIPOC Affinity Space* stand-alone event. It developed a *Thriving at 916 On-Demand Professional Development series* that provided participating mentors and mentees pathways for specific skill development and opportunities for more intensive collaboration. The *Thriving at 916 Professional Development Series* was open to any licensed staff in their first three years with the district, and tenured staff was also selected to serve as mentors at these sessions.

Our four *Thriving at 916* events took place outside of the workday from 4:30-6:30. Our district held these events in October, January (rescheduled from a December snow day), March, and May. We intentionally formatted the *Thriving at 916* events to include the opportunity to introduce a theme/topic (20-25 minutes), to provide time for large-group discussion and community-building (45-60 minutes), and to provide opportunities for more intensive small-group collaboration around the event's theme (30 minutes).

Our first event centered around the theme of multi-directional leadership. Discussions were structured around identifying characteristics of effective leadership and the impact that staff can have on students and programs when they step into leadership roles within their learning communities and programs. The second event introduced the concept of "Hope Theory" to staff. Discussion topics centered around the two main components of Hope Theory—identifying pathways toward success and maintaining positive motivation as these pathways are explored. Our third event focused on two critical workplace elements: teamwork and the positive effects of having (and creating) fun at work. Finally, our last *Thriving* event of the year allowed us to engage in reflective practices in both large- and small-group formats. Attendees were tasked with identifying reflective statements related to their own professional journey as well as reflections related to programmatic and district work. Staff shared these reflections in small groups and were allowed to "park" their reflections in categories indicating successful accomplishments, work that is currently in process, or areas that need focus/attention. As facilitators, we are identifying consistent themes amongst these reflections and intend to use these themes to drive discussions with district leadership and our planning for future *Thriving at 916* opportunities in the 23-24 school year.

Each of our *Thriving at 916* events included break-out time and space for BIPOC staff. District leadership, who also identify as BIPOC, helped facilitate connections, collaboration, and discussion in these spaces. As an outgrowth of these opportunities, we hosted a stand-alone *Thriving at 916 BIPOC Affinity Space Event* in the spring of 2023. The purpose of this event was to provide sustained opportunities for community-building and discussion amongst licensed probationary and non-probationary staff. Attempts at getting a BIPOC Affinity Space up and running during the 21-22 school year were sparsely attended, so we feel like we needed to shift the approach based on staff feedback. We also offered direct BIPOC mentoring with administrators of color for those wishing to seek a leadership role or were in an administrative licensure program or another leadership role.

Based on input and feedback from licensed staff and leadership who attended *Thriving at 916* events, additional time and space for mentor/mentee teams to engage in professional development and collaboration was identified as a need (in particular, staffing shortages throughout the 22-23 school year impacted logistical opportunities for mentor/mentee teams to engage in longer in-depth learning opportunities). Our district created a *Thriving at 916 On-Demand Workshop Series* for mentor/mentee teams to participate in. These opportunities included curated professional development opportunities (created by district departments or vetted outside agencies) and

pathways for mentors/mentees to explore and gain new knowledge. Just like our *Thriving at 916* events, this opportunity was elective. Feedback from staff who participated in this opportunity was overwhelmingly positive, and the creation of this type of *Thriving at 916 On-Demand Workshop Series* has provided our district with further ideas on how to strategize and deliver onboarding and professional development opportunities for mentors and mentees.

Our district’s FY22 grant report identified two areas for continued growth: (1) continuing to grow opportunities for a BIPOC Affinity Space and (2) incorporating staff suggestions from *Thriving at 916* events into overall district efforts related to retention/induction. We feel that we have made progress in both of these areas. In terms of creating and maintaining a BIPOC Affinity Space both within and as stand-alone opportunities outside of regular *Thriving at 916* events, we plan to continue collaborating with our district Equity manager to recruit, plan and host these opportunities. Our *Thriving* events provide great information and feedback that we regularly incorporate into more extensive discussions and planning around retention, induction, and onboarding. Throughout the *Thriving at 916* opportunities, district staff continued to reflect on how vital it is for them to have opportunities to network and build community. As our district is an Intermediate district with smaller programs and sites spread across the northeast metro, the *Thriving* opportunities have allowed staff to participate and build a larger community while also continuously providing opportunities for staff to learn about the diverse programs and student population we serve.

As we continue to grow the *Thriving at 916* opportunities in the 23-24 school year, we want to continue to grow in the areas we’ve made progress in (BIPOC affinity space and incorporating staff feedback into induction process). We also want to pull in more staff participation from under-represented sites (Career and Tech staff, Itinerant staff, et al.) or job types (primarily related service providers, ELL educators, and General Education teachers from our district ALCs). Another goal area is to learn more about what type of community experiences and collaboration fosters and supports deeper staff-to-staff connections and overall retention. In particular, we are interested in using the *Thriving at 916* opportunities and spaces as a way to build a community that reflects staff voice and choice. In the 23-24 school year, our hope is to continue to build upon the positive experiences that staff have reported as participants in the *Thriving at 916* opportunities.

**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
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American Indian or Alaskan Native							
Asian or Pacific Islander	1						
Hispanic	1						
Black	5						
Other	73						
<b>Total</b>	<b>80</b>						

**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					
<b>Total</b>					

**Total Participating Staff Serving as Mentors: 48**

### Analysis of Data

In FY22, our grant report identified that 44 probationary staff attended one *Thriving* event in 21-22 and 29 probationary staff attended both events. 19 of these 44 probationary staff continued to participate in *Thriving* opportunities in the current school year. For the 22-23 school year, our district had 80 licensed probationary staff (licensed staff in years 1-3 of their experience within the district). Attendance data from our 22-23 *Thriving at 916* events indicates that of these 80 probationary staff, we had an overall participation rate of 68% in at least one *Thriving* opportunity. 42% of probationary staff attended both the first and second *Thriving* event, 46% attended the third, and 48% attended the fourth. Considering that these events occurred outside of the typical work day, the percentage of available staff willing to participate indicates an eagerness for networking and knowledge- and community-building opportunities. Results from a staff survey of *Thriving* participants indicate that staff attend these opportunities to connect and collaborate with colleagues and learn more about work and student

experiences at district programs; the staff also indicated that they are incentivized by the opportunity to earn extra money by attending these events. Feedback from non-probationary staff who participate in *Thriving* opportunities in a mentoring capacity highlights the importance of nurturing and culture-building learning opportunities for probationary staff.

Embedding opportunities for BIPOC Affinity spaces within and outside of the *Thriving* events has helped us create traction with this community of our employees. In the 22-23 school year, BIPOC staff hires account for approximately 30% of all new hires in the district, so we are hopeful that building a foundation for Affinity Spaces will carry over into the 23-24 school year. Developing *Thriving On-Demand* professional development pathways for mentor/mentee teams (accessed by 12 mentor/mentee teams) helped us explore additional strategies for delivering onboarding/induction content for new staff. Overall, we interpret the increase in participation (from 42% of probationary staff to 48%) across the flagship *Thriving* events as indicative of enthusiasm to engage in collective community-building and collaboration. 50% of probationary staff attending the *Thriving* events in 22-23 attended 3 or more events, with 30% attending all four events. As of June 11th, our district is retaining 79% of current probationary staff for the 23-24 school year.

The overall increase in participation across our *Thriving* events and the increase in participation from the 21-22 school year to the 22-23 school year indicates that our district *Thriving* events are an impactful way to build community, knowledge, and better define our district culture and vision for our probationary staff and mentees.

**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
\$ 103,389.02	Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		Accounting System's General Ledger
\$ 19,121.60	Fringe	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		Accounting System's General Ledger
\$ 8,226.87	Supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		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		