

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 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	\$20,000

Identified Official with Authority

Name of official with authority to sign	Mikisha Nation
Title	Executive Director
Address	401 2nd Avenue N, Suite 200
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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

Teacher For America (TFA) Twin Cities is proud to report that we led a mentorship program during the 2022-23 school-year for 13 early-career Minnesota teachers whom were mentored by eight veteran teachers. We also supported three professional learning affinity groups: the alumni board, The Collective – our alumni affinity board for alums of color, and PRISM – our alumni affinity board for alums in the LGBTQIA+ community. In total, these groups are composed of 36 members from across the Twin Cities. We organized and led 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 from the Minnesota Department of education was used to continue our new teacher mentorship program. We were able to keep our mentorships intimate with mentors mentoring not more than four new teachers each. Keeping a low teacher to mentor ratio enabled mentors and mentees to go deep in their relationships, provide a high level of the attention and supports to mentees, and continue to foster success for students. Our mentors met with teachers monthly throughout the school year and offered office hours for one-on-one support across six content areas: ELL, Math, Special Education, Science, Elementary, and Humanities. 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 also supported the experiences of our professional learning affinity groups, deepening our educational members' connection and commitment to each other and their communities with the aim of increasing the retention of educators in Minnesota. Engagements and events offered by these groups included, but were not limited to: Saturday Summit learning opportunities focused on advancing educator learning on a variety of topics like Culturally Responsive Teaching; a book club discussing *All Boys Aren't Blue* by George M. Johnson; participation in TFA Twin Cities' annual Diversity, Equity, and Inclusion event featuring New York Times bestselling author Isabel Wilkerson; participation in TFA's Choose Twin Cities event which connects educators to open educational roles; 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 89% of our cohort of first- and second-year teachers (see data analysis section below). Through 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	-	-
Hispanic	-	2	-	-	1	-	-
Black	2	2	-	-	-	-	-
Other	1	4	-	-	1	-	1
Total	3	9	-	-	3	-	1

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	-	-	1	-	1
Hispanic	-	-	-	-	-
Black	-	-	-	-	2
Other	-	-	4	-	5
Paid Mentors of color who received additional stipends	-	-	-	-	-
Total	-	-	5	-	8

*Please note that our experienced teacher mentors did not need peer coaching. Rather, they provided coaching to newer teachers listed as mentees in Table 1.

Analysis of Data

With the COVID-19 pandemic leading to school closures starting in 2020 and the elevation of school shootings at schools such as Robb Elementary being elevated nationally, Teach For America and other teacher preparation programs have struggled to recruit new teachers into the teaching field. This has also been compounded by Generation Z's more conservative outlook towards financial health having lived in homes with parents impacted by the housing market crash of 2008, driving them to be attracted to more lucrative careers and away from education. All of this resulted in Teach For America-Twin Cities lowest number of first- and second-year teaching cohort in the past six years with only eight teachers starting the 2022-23 school-year. However, Teach For America has been working to modernize its teacher recruitment strategy to meet the needs of Generation Z and we're excited to report our 2023-24 school-year cohort is increasing to 10-19 teachers, starting on the path to a return to pre-pandemic levels of incoming teachers.

Despite a smaller cohort of new teachers, we are thrilled with the results of our teachers completing their two-year commitment and remaining in education. As seen in the table below, our teacher supports resulted in 90% or higher retention levels since 2017-18. Thanks to funding provided in this grant, we were able to provide stipends to a larger group of mentor teachers than in previous years. Our 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 2022-23 school year. We are excited to apply lessons learned during our grant year to maintain this success with future cohorts of new teachers.

School Year	Teachers Started	Teachers Finished	% Completed
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%
2022-21	8	7	92.3%

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 educational roles. The table below demonstrates that our alumni network has grown from 732 to just over 900 since the 2017-18 school year, including nearly 200 teachers in the 2022-23 school year. While our alumni figure has grown, we have also successfully increased the percentage of our alumni who continue to work in education from 59% to 68%. We have also 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
2017-18	732	59%	432
2018-19	786	60%	472
2019-20	820	62%	508
2020-21	838	63%	528
2021-22	888	65%	577
2022-23	906	68%	617

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.