

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	Minnesota Association of Career and Technical Educators (MnACTE)
Total Grant Amount	\$151,645

Identified Official with Authority

Name of official with authority to sign	Ms. Lavyne Rada
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Primary Program Contact

Name of program contact	Ms. Lavyne Rada
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Minnesota Association of Career and Technical Educators (MnACTE), including the teachers in more than 235 schools that compose its membership, led this teacher retention and induction project. In collaboration with the Teacher Induction Program (TIP) at the University of Minnesota for Agriculture, Food, and Natural Resource Educators, the program was expanded to target the licensure shortage areas within Career and Technical Education. This program is also in partnership with the Department of Education – Career and Technical Education Unit.

MnACTE members teach at and represent more than 235 schools and districts. Through partnership with Minnesota TIP, this induction and retention program focused on the development of Tier 1, Tier 2, and Out of Field Permission teachers within Career and Technical Education areas, which are licensure shortage areas. The profession has a critical need for nontraditional teachers (i.e., teachers of color and teachers who are American Indian). This project is a teacher retention program for early-career Career and Technical Education (CTE) and work-based learning (WBL) teachers, with emphasis on those with Tier 1, Tier 2, or Out of Field Permission licenses and those in their first three years of teaching. CTE teachers may teach in licensure fields including, but not limited to:

- AFNR: agriculture, food, and natural resources (i.e., licensure field code 100100)
- B&M: business (i.e., 140050) and marketing (i.e., 040800),
- FCS: family and consumer sciences (i.e., 090100) and human services (i.e., cosmetology 300400 or 092602, early childhood 300500, hospitality 300600, law enforcement 092603)
- HSE: health sciences education (i.e., 300300),
- T&I: trade and industry, (i.e., construction 300100, manufacturing 300200, transportation 300700, communication 300000), and
- WBL: work-based learning (i.e., not a full license, but a licensure endorsement applied to a full license, to direct student internships, entrepreneurship, apprenticeships, and simulated work-experiences; 160000).

The program began with an induction conference. Following the conference, teachers met virtually once a month for CTE-specific professional development. Teachers and mentors connected as needed for license-area specific professional development through Collaborative Inquiry Groups. Additional support included mentoring meetings by licensure field, one-on-one mentoring, individualized licensure support, and professional development. Modeling the practices of the TIP, teachers participated in reflective conversations and activities conducted during the meetings to identify successes and challenges using a Learn, Plan, Do model. At the conclusion of each professional development experience, teachers identified one to three items they learned through the experience and created a plan to incorporate that learning into their teaching. Teachers reflected on that learning at the next training by sharing what they did with their learning. Experienced teachers, educators, and other professionals served as presenters and panel members to share and discuss teaching and curriculum development, strategies to increase student achievement for students of color and American Indian students, youth leadership development (e.g., BPA, FCCLA), WBL, and other program management topics. In addition, teachers shared successful instructional plans, curriculum resources, activities, labs, etc. with each other as part of a professional learning community. Teachers shared what they had learned from their experiences and coaching at the Spring Seminar at the conclusion of the program cycle.

There is a teacher shortage in CTE at both the national and Minnesota levels. The 2023 Biennial Report: Supply & Demand of Teachers in Minnesota (PELSB, 2023) identified CTE as a licensure area with one of the highest

proportions of teachers holding a Tier 1 or 2 license or an Out-of-Field Permission (49.38%). The critical shortage of teachers and consistently increasing demand for CTE has resulted in a high number of teachers with Tier 1 or 2 licenses and Out of Field Permissions. Further, just 1-2% of CTE teachers are persons of color or indigenous; for CTE to serve diverse populations of students and diversify our workforce, we needed sustained, intentional efforts and continued funding. This program provided support, coaching, and mentorship to prepare the teachers to deliver high-quality education. A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it was especially important to focus on how to keep teachers in the classroom, specifically teachers of color. New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith, et al., 2018). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray et al., 2015). Therefore, this was the logical group to focus on to meet our supply needs, as reducing attrition could significantly influence the current critical shortage of CTE teachers.

Participants shared in a program evaluation, the most useful aspect of CTE TIP was:

- "The most helpful aspect of CTE TIP was having a mentor to turn to when I had questions."
- "The most useful aspect of CTE TIP is the interaction and collaboration with other CTE teachers and mentors."
- "Resources in the CTE TIP drive as well as ideas/resources from our meetings in person/zoom."
- "Access to resources and other professionals in the same field."
- "The connections. Meeting people in my same position who can understand the stress and trying to figure out the new job."
- "Knowing that others do care about your success."
- "Knowing I wasn't alone."
- "The most useful aspect was the monthly meetings to hear how other teachers were navigating the year."
- "Valuable information I wouldn't have found elsewhere, from pioneers of the profession."

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	1	2			3		
Asian or Pacific Islander	1	1			2		
Hispanic							
Black	1	1	2		4		
Other	29	28	29		86		7
Total	32	32	31		95		7

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

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							
Asian or Pacific Islander							
Hispanic							
Black							
Paid Mentors of color who received additional stipends							
Total					15		

Analysis of Data

This was the first full year for this program. MnACTE distributed applications to more than 2,000 CTE teachers within 350 schools that teach CTE and WBL to participate in the program. There are more than 600 current CTE teachers with Tier 1, Tier 2, or Out of Field Permission licenses. Teachers within the professional organization, teacher educators, and state leaders within CTE education also nominated participants. We selected 102 participants based on licensure tier, years of teaching, and quality of their application, with special emphasis for teachers of color and teachers who are American Indian. Of the 102 teachers, 8.8 % were teachers of color and teachers who are American Indian. Eight were licensed in Agricultural Education, 28 in Business and Marketing, 30 were licensed in FCS, one was licensed in Law Enforcement, and 35 were licensed in T&I. Additionally, 31 held Tier 1 licenses, 32 held Tier 2 licenses, 24 were teaching with an OFP, and 36 held Tier 3 or 4 licenses but had not previously taught in Minnesota and had been out of a classroom recently and needed mentorship.

Participants were selected and participated in the CTE TIP from September to June. During this time, 42% of the participants applied for the next tier for their license. Also, 98% of the participants plan to return to teach in their Career and Technical Education licensure area next year with 96% remaining in a Minnesota school district.

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
\$15,629.00	New Teacher Support (mileage and mentee stipends)	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Receipt of expense and participant tracking	102 participants (mileage for 2 in-person events and mentee stipend based on participation with nearly 600 hours of mentoring)
\$8,443.89	Induction Seminar	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Receipt of hotel expense and participant tracking mileage	Hotel rooms for participants, mentors, facilitators, and staff
\$8,472.33	Induction Seminar – Meals	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Receipt of expense and tracking	3 meals for participants, mentors, facilitators, and staff
\$7,851.97	Induction Seminar – Substitute Teachers	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	substitute teacher reimbursement requests	Substitute teachers for participants and mentors
\$11,858.16	Mentor Stipend and Travel	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	15 mentors – Receipt of expense and tracking	15 mentors worked with 102 participants at 2 in-person and 8 virtual events and had individual mentoring meetings with mentees
\$1,500	Statewide CTE Teacher Tracking	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Tracked CTE job postings via EdPost, administration direct additions, and internal connections. Administrators will be contacted after July 1 to obtain more information on hires for the 23-24 school year.	Tracked more than 607 CTE job postings since in the 2022-23 school year via EdPost, administration direct additions, and internal connections.
\$6,633.93	Supplies and Materials	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Receipt of expense and participant tracking	Materials for participants, mentors, facilitators, and staff
\$4,910.40	Spring Seminar	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and participant tracking	Hotel rooms for participants, mentors, facilitators, and staff and facility rental
\$4,893.79	Spring Seminar - Meals	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	3 meals for participants, mentors, facilitators, and staff; 1 meal mentors/staff only

\$4,000	Monthly Web Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Virtual trainings and event/program evaluations	4 virtual trainings occurred
\$77,452.53	Remaining funds for summer/fall 2023 programming	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		