

# FY22 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, 2022 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	Minnesota Association of Agriculture Educators
Total Grant Amount	\$54,435

### Identified Official with Authority

Name of official with authority to sign	Ms. Jessica Daberkow
Title	President, MN Association of Agriculture Educators
Address	44331 860 <sup>th</sup> St
City, State and Zip code + 4	Lakefield MN 56150
Phone Number and Email	651-356-5543

### Primary Program Contact

Name of program contact	Ms. Lavyne Rada
Title	Director, MN Teacher Induction Program
Address	146 Ruttan Hall; 1994 Buford Ave
City, State and Zip code + 4	Saint Paul, MN 55108
Phone Number and Email	605-695-1861; rada@umn.edu

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

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching, and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

Due to the lingering effects of COVID-19, we had to reschedule the majority of our program for August 2022, January 2023, and June 2023.

## 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	1		1				1
Black		1					
Other	22	4	3		74		41
<b>Total</b>	<b>23</b>	<b>5</b>	<b>4</b>		<b>74</b>		<b>42</b>

**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	1						
Black							
Paid Mentors of color who received additional stipends							
Total	4				7		

**Analysis of Data**

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School-Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to

these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for more than 25 years and has a high retention rate.

A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2021 (Smith et al., 2022). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher et al., 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job-related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray et al., 2015; Smith et al., 2022). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray et al., 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages.

The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year three of the program, 74 teachers participated in the program and 100% of them were retained in the program to completion and for the 2022-2023 school year. Fiver percent were Tier 1 teachers, 7% of the participating teachers were Tier 2 teachers, 27% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 100% are being retained for the 2022-2023 school year and 96% plan to return to the classroom for the 2023-2024 school year. This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by:

- implementing differentiated instruction and learning methods,
- using concepts of Context, setting/environment, closure, and assessment to better student learning,
- sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and
- learn methods of planning that are more efficient and effective.

All participants participated in professional development programming as well. Collaborative Inquiry Groups shared their findings through Minnesota Association of Agricultural Educators conferences.

## 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
\$5,140.00	Participant Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and participant tracking	Stipends for 30 teachers to cover mileage
\$10,000.00	Mentor Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Stipends for 7 mentors
\$3,868.52	Facilitator Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Stipends for 4 facilitators
\$687.36	Printing and Texts	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$18,861.09	Supplies and Materials	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$3,437.28	Lodging and Facilities	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	hotel rooms for participants, mentors, facilitators, and staff
\$3,869.44	Meals	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Meals for participants, mentors, facilitators, and staff
\$708.29	Meetings	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Mileage and hotel for training facilitator
\$5,358.25	Substitutes	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	19 substitute reimbursements
\$2,500.00	Indirect			



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## Teacher Mentorship & Retention of Effective Teachers Grant Report

### Grantee Information

Legal Name of Applicant Organization	Minnesota Association of Agriculture Educators
Total Grant Amount	\$68,735

### Identified Official with Authority

Name of official with authority to sign	Ms. Jessica Daberkow
Title	President, MN Association of Agriculture Educators
Address	44331 860 <sup>th</sup> St
City, State and Zip code + 4	Lakefield MN 56150
Phone Number and Email	651-356-5543

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Due to staffing shortages, some of the programming has been delayed and a request for extension has been made. This report shares the results thus far.

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

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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	1		1				1
Black		1					
Other	22	4	3		74		41
<b>Total</b>	<b>23</b>	<b>5</b>	<b>4</b>		<b>74</b>		<b>42</b>

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American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic	1						
Black							
Paid Mentors of color who received additional stipends							
Total	2				8		

**Analysis of Data**

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School-Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; PELSB, 2023; Smith et al., 2022). Of the graduates enrolled in a preparation program, less than 75% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith et al., 2022). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll et al., 2014; Rada & Haddad, 2021). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide mentorship and support to

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## 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
\$795.00	Participant Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and participant tracking	Stipends for 8 teachers to cover mileage
\$9,000.00	Mentor Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Stipends for 8 mentors
\$4,597	Facilitator Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Stipends for 10 facilitators
\$4,006.00	Supplies and Materials	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Materials for participants, mentors, facilitators, and staff
\$1,105.00	Lodging and Facilities	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	hotel rooms for participants, mentors, facilitators, and staff
\$1,600.00	Content Specific Workshop Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and tracking	Stipends for 6 teachers to cover mileage

Remaining grant funds will be used and reported on prior to June 30, 2024.