COLORADO
Department of Education

Mentor Program Grant

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Educator Talent

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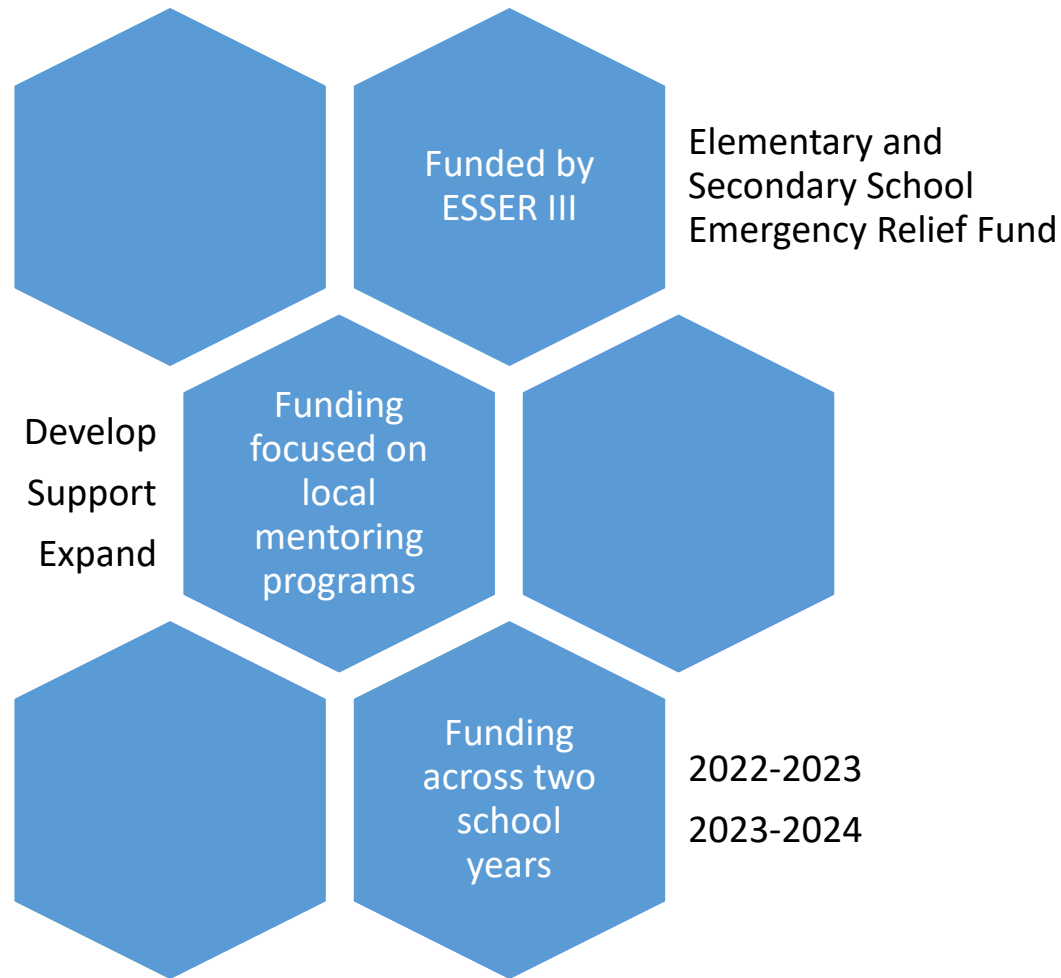
Competitive Grants and Awards

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http://www.cde.state.co.us/educatortalent/mentorgrant

Funded by ESSER III

Elementary and Secondary School Emergency Relief Fund

Develop

Support

Expand

Funding focused on local mentoring programs

Funding across two school years

2022-2023

2023-2024

2

Establishing the Why

❑ **Why** focus on mentoring?

❑ What does the **research** say about effective mentoring?

Exploring the Details

❑ Who is the **audience** and what are the **program goals**?

❑ **Who** can apply?

❑ **How** can the funds be spent?

❑ What are the **reporting** requirements?

❑ How do we apply and how will our **application** be evaluated?

❑ What is the **timeline**?

Q&A

Establishing the Why

New Teacher: A Troubling Timeline

o 2019-20 Student teaching interrupted by Covid

o 2020-21 First year of paid employment

o 2021-22 Considers leaving the profession

o "Numerous studies demonstrate that the implementation of **comprehensive induction** cuts new teacher turnover rates in half...Comprehensive induction is a **sound investment** to address teacher recruitment and retention."

  o 2020 NEA Policy Playbook

o "Support and assistance for beginning teachers [has] a positive impact on three sets of outcomes: teacher commitment and **retention**, teacher **classroom instructional practices**, and **student achievement**."

  o Richard Ingersoll and Michael Strong, The impact of induction and mentoring programs for beginning teachers: A critical review of the research

- **Mentors:**
  - Selected for classroom experience AND ability to facilitate adult thinking
  - Initial training in coaching skills and ongoing meetings with other mentors
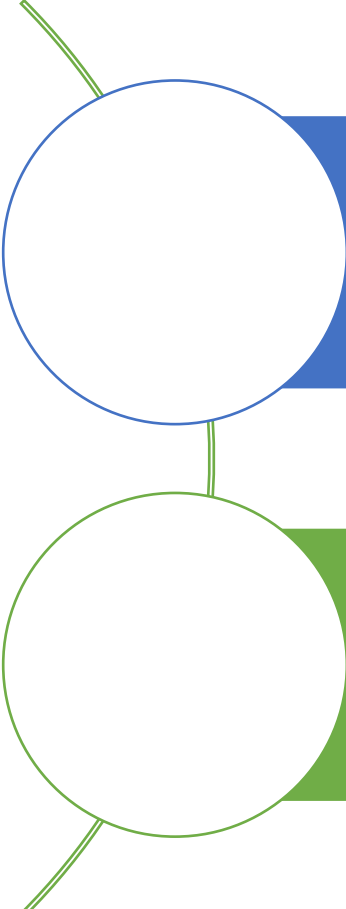
- **Mentees:**
  - Support tailored to their seasonal need and growth across time
    - Instructional and personal
    - Differentiated according to experience and skill
  - Workshops specifically designed for new teachers
  - Support team beyond the mentor (i.e. grade-level, subject)
  - Support for more than one year

- **Support Structures:**
  - Time and space to meet as a mentor/mentee pair
  - Time to observe classrooms (individually, together, varied settings)

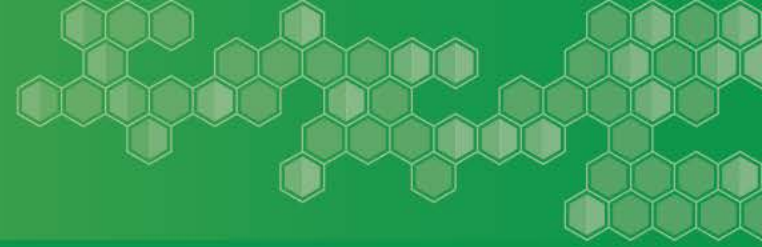SREB, 2018

Exploring the Details

What are the program goals?

Deepen mentoring programs at the local level for pre-service and early career teachers (1st 3 years)
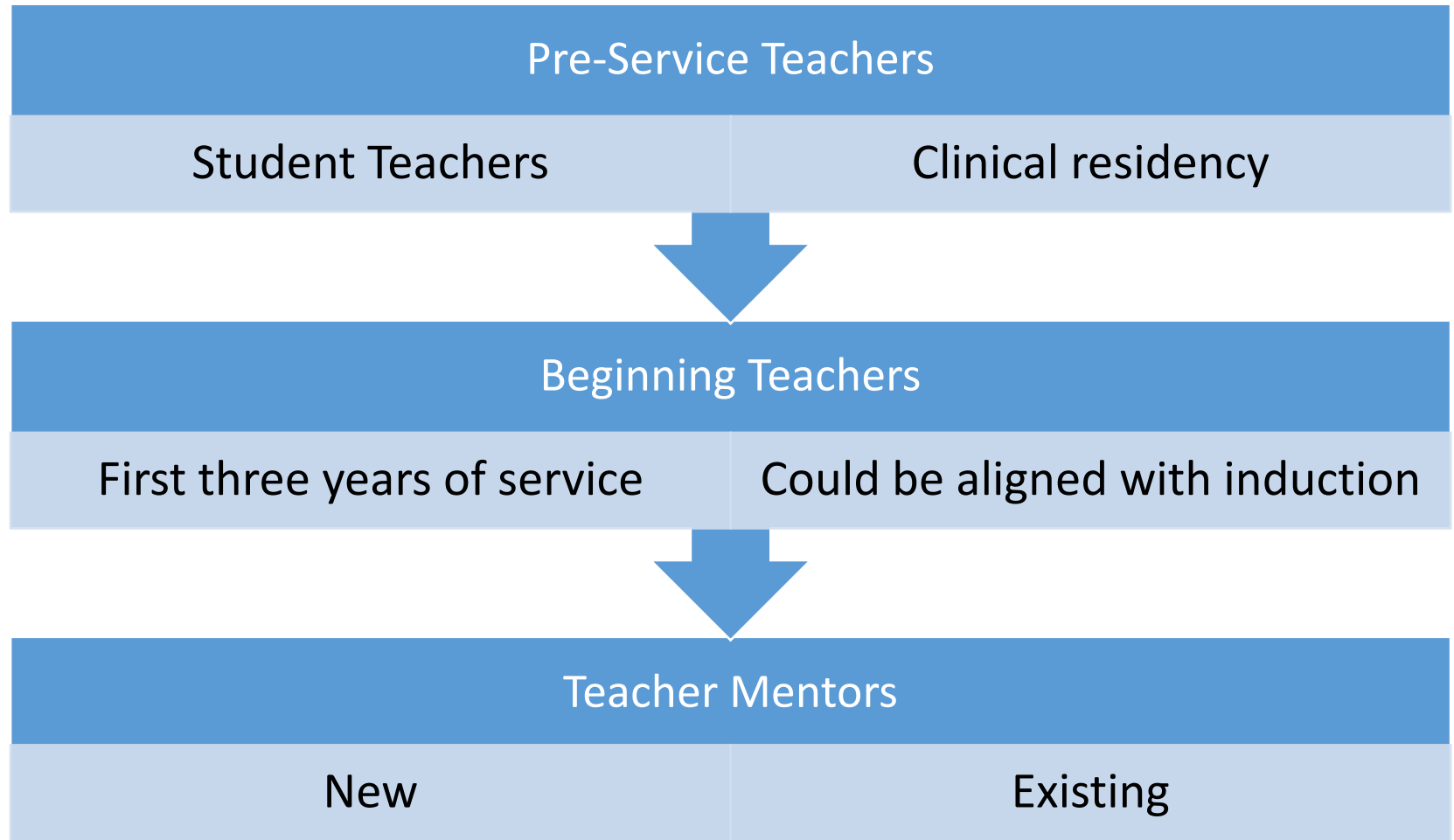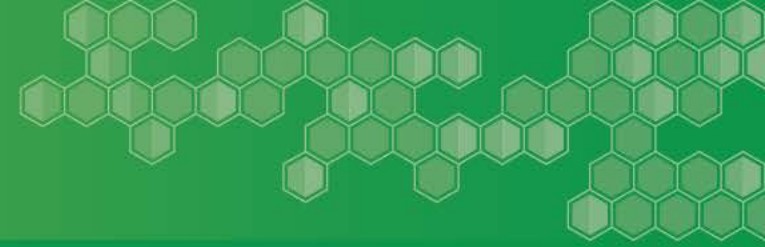
Broaden the skills of mentor teachers

Mentor

- Experienced educator serving as a pedagogy or content expert for a beginning teacher

- Skilled instructor

- Trained to facilitate adult thinking

Mentee

- Preservice teacher in student teaching or a clinical residency

OR

- Teacher in the first three years of their teaching career (probationary)

Sometimes called a **beginning teacher**

What teachers are eligible?

Pre-Service Teachers	
Student Teachers	Clinical residency

Beginning Teachers	
First three years of service	Could be aligned with induction

Teacher Mentors	
New	Existing

Who can apply?

BOCES

Can partner with an Ed Prep Program

Charters apply through their chartering organization (district or CSI)

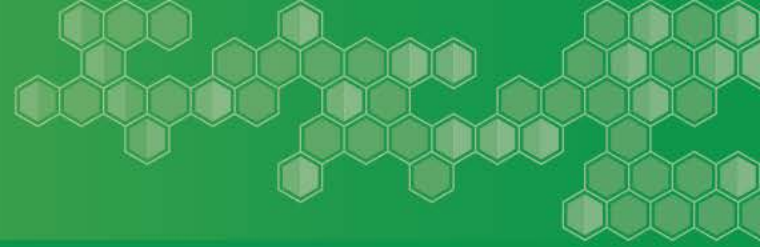School Districts and CSI

o Expenses incurred in **creating** and managing the mentorship program

o District **FTE** to develop and facilitate mentor program

o **Mentor stipends**

o **Mentee stipends**, including stipends for pre-service and in-service educators in the program

o Substitute costs for **classroom leave time** for mentors and mentees

o **Materials/supplies** necessary for mentor program content delivery

What are the reporting requirements?

Annual Reporting

- Numbers and information on educators participating in grant programming (i.e. numbers of educators being trained, attending workshops, receiving stipends, grade-level/content area, etc.)
- Retention data
- Implementation level and reflection in year 1 and year 2

Perception Survey

- Distributed at least two times each academic year to participants

How do we apply and how will applications be evaluated?

o RFA found at http://www.cde.state.co.us/educatortalent/mentorgrant
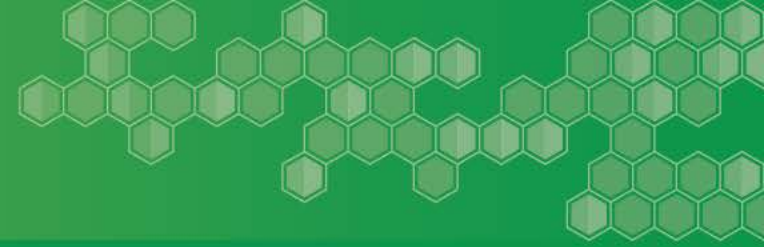
o Application Contents:
  - o **Online Application Form**
    - o Applicant Contact Information
  - o **Uploaded as Attachments in the Form**
    - o Program Assurances (IB)
    - o Narrative
      - o Executive Summary (not scored)
      - o Section A: Current Programming
      - o Section B: Needs Assessment
      - o Section C: Training and Supports
      - o Section D: Progress Monitoring and Evaluation
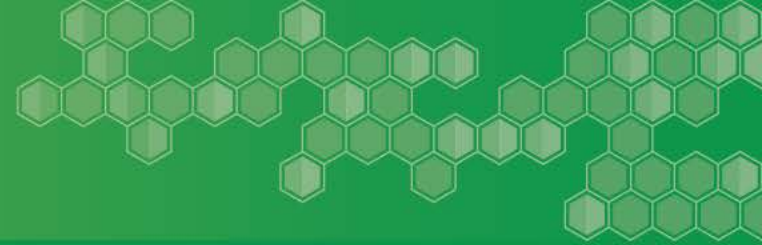   - o Excel Budget Workbook and Evaluation

o 15-page limit for Narrative

o Online application is linked in the RFA and from the website

Due: Monday March 28, 2022

Rubric Walk-Through

Section	Key Questions	Points Available
Current Programming	• What are the successes and challenges of your current mentor program? • What's your vision for the mentor program you'll develop from this grant?	20
Needs Assessment	• What are the needs of beginning teachers in your program? • What learning gaps are you seeing as a result of COVID for new teachers?	10
Training and Supports	• What are the roles of people who will participate in this program and how will they work together? • How will you select, train, and support mentor teachers? • How will mentors and mentees interact?	40
Progress Monitoring and Evaluation	• How will you know that what you're doing is working? • What will you do if things aren't working?	10
Excel Budget and Narrative	• How are you proposing to spend requested funds?	10
		Total Points: 90

What is the timeline?

Application Process
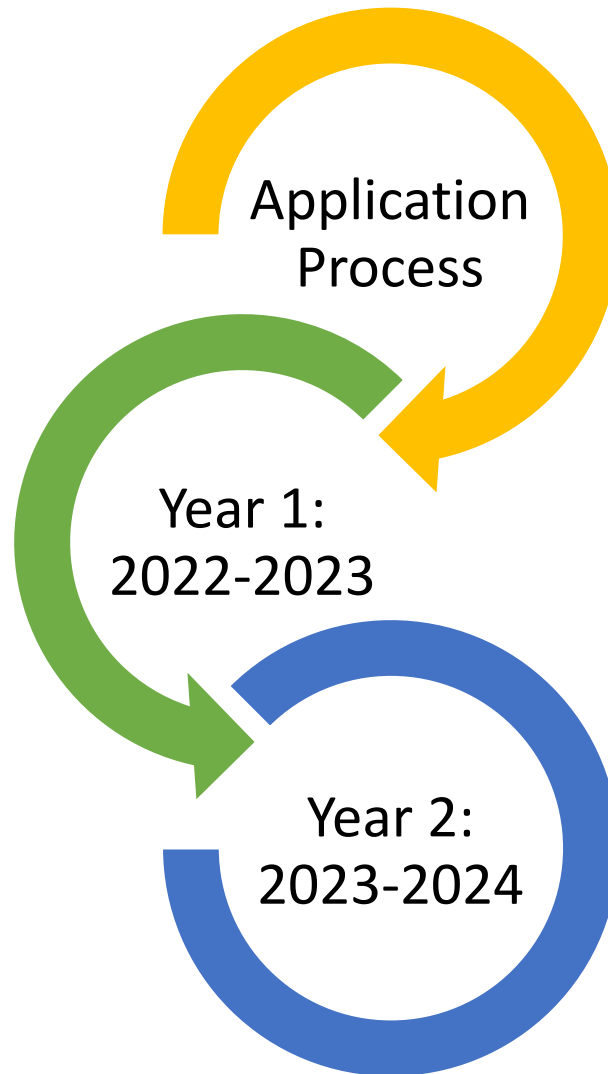
- Intent to apply: February 25, 2022
- **Application Deadline: March 28, 2022**
- Award Notifications: May 13, 2022

Year 1: 2022-2023

- Perception Survey: at least 2 times
- CDE PLC begins
- Annual Reporting: by June 30, 2023

Year 2: 2023-2024

- Perception Survey: at least 2 times
- CDE PLC ongoing
- Annual Reporting: by June 30, 2024

New Teacher: An Alternate Timeline

o 2019-20 Student teaching interrupted by Covid

o 2020-21 First year of paid employment

o 2021-22 Considers leaving the profession

o 2022-23 Receives additional mentoring support

. . .

o 2027-28 Becomes a mentor teacher

Q&A

https://www.cde.state.co.us/educatortalent/mentorgrant

Program Questions:

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Budget/Fiscal Questions:

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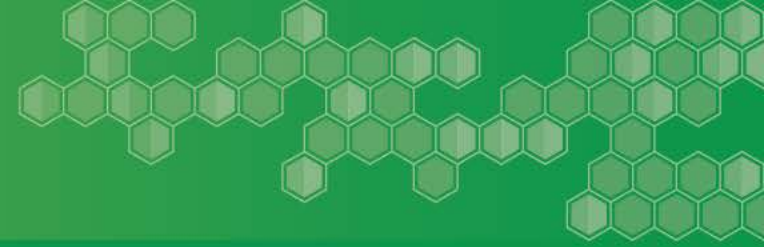
Application Process Questions:

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Competitive Grants and Awards

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- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. In *Review of Educational Research* (Vol. 81, Issue 2, pp. 201–233). https://doi.org/10.3102/0034654311403323

- National Education Association. (2020). *NEA Policy Playbook*. https://tsta.org/wp-content/uploads/2020/11/NEA-Policy-Playbook.pdf

- Southern Regional Education Board. (2018). *Mentoring New Teachers: A Fresh Look*. https://www.sreb.org/mentoring