

# Teacher Mentorship & Retention of Effective Teachers Grant Report Form

## Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers final completed report by June 30, 2020 to [saba.teshome@state.mn.us](mailto:saba.teshome@state.mn.us).

## Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from 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. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. 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	Verna Wong AHTOCC Roberta Hernandez F.O.C.U.S.
Total Grant Amount	\$23910 <input type="checkbox"/>
Identify the category you applied under	<input type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions <input checked="" type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

### Identified Official with Authority

Name of official with authority to sign	Mike Roehl, CFO
Title	Education Minnesota
Address	41 Sherburne Ave.
City, State and Zip code + 4	St. Paul, MN 554103
Phone Number and Email	651-292-4810 Mike.Roehl@edmn.org

### Primary Program Contact

Name of program contact	Verna Wong
Title	Teacher
Address	2400 Lowry Ave. N.
City, State and Zip code + 4	Minneapolis, MN 55411
Phone Number and Email	9528078599 wong.vp@gmail.com

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

Our project was intended to use funds to develop a 1.5 day retreat that strengthens our local capacity through our deepened relationships with MN ITOC and the ITOC network. Through this retreat, we want to build a local metro area base network and map out where we are and give direction as to where we need to go to strengthen BIPOC teachers in our local contexts. The funds were also intended to provide subs to support choice mentorship relations for teachers who desire to pursue field experiences with other teachers that frames the arch of mentorship and builds resources for teachers who are starting their careers. They were intended to support and build site-based affinity groups. Because of COVID 19, ITOC hosted their conference on a virtual platform. Also, the pandemic is causing our planning team to adjust to this work on a virtual platform. Our planning team is meeting on a regular basis to adjust and continue planning for the 20-21 school year.

The funds were also provided for teachers to attend the Institute for Teachers of Color in June. Continuing our relationship to ITOC with a national network of scholars and teachers provides clarity to addressing retention and racial justice in schools in more sustainable ways. Because of the cancelation of ITOC, we were not able to use funds for the 1920 school year. We intend to use the funds for 20-21 conference.

Because 19-20 school year was spent planning and adjusting to the immediate needs of the pandemic, we have no data to share in the subsequent sections at this time. We look forward to completing our use of these funds and submitting data at that time.

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

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

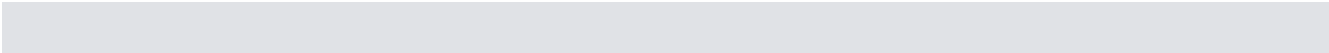
<b>Teachers Mentored Using Grant Funding</b>	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district						
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas						
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding						

\*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

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

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
Black		
White		
Other		
Total		

**Analysis of Data**



## Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

### Retention Strategies

Per Minn. Stat. §122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

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### Additional Funding

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching.

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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
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		