

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, 2021 to Grants.PELSB@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 | Noble Academy |
| Total Grant Amount | \$14,300 |
| Identify the category you applied under | <input checked="" type="checkbox"/> X 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 type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators |

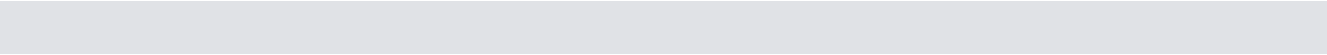
Identified Official with Authority

| | |
|---|--------------------------------------|
| Name of official with authority to sign | Neal Thao |
| Title | Superintendent |
| Address | 9477 Decatur Drive N |
| City, State and Zip code + 4 | Brooklyn Park, MN 55445-8888 |
| Phone Number and Email | 763-592-7706; npthao@nobleacademy.us |

Primary Program Contact

| | |
|------------------------------|-------------------------------------|
| Name of program contact | Anita Moua |
| Title | Executive Coordinator |
| Address | 9477 Decatur Drive N |
| City, State and Zip code + 4 | Brooklyn Park, MN 55445-8888 |
| Phone Number and Email | 763-592-7706; amoua@nobleacademy.us |

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative



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.

| Teachers Mentored Using Grant Funding | 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 | | | | | | |

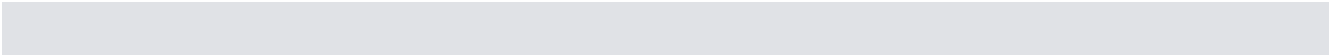
*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure 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.

*Please note in your analysis if this data is a duplicated headcount, meaning teachers are counted in more than one racial/ethnic category.

| Mentor Demographics | Paid a stipend as part of a larger mentorship program | Paid an additional stipend |
|-----------------------------------|---|----------------------------|
| American Indian or Alaskan Native | | |
| Asian | | |
| Black, Not of Hispanic Origin | | |
| Hawaiian/Pacific Islander | | |
| Hispanic | | |
| Multiple Categories | | |
| White, Not of Hispanic Origin | | |
| 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.

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.

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 |
|----------|-----------------------------|--|-------------------------------|------|
| \$10,000 | Stipend | X Mentoring <input type="checkbox"/> Induction | | |
| \$2,500 | Incentive Stipend | X Mentoring <input type="checkbox"/> Induction | | |
| \$1,800 | Affinity Group meetings | <input type="checkbox"/> Mentoring <input type="checkbox"/> Induction | | |
| | | <input type="checkbox"/> Mentoring <input type="checkbox"/> Induction | | |
| | | <input type="checkbox"/> Mentoring <input type="checkbox"/> Induction | | |