



**Grant Program:** Teacher Mentorship & Retention of Effective Teachers Grant  
**Grantee Name/Institution:** Hmong Educational Resources Publisher  
National Hmong Language Teacher Coalition Grant  
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**MN SWIFT:** Vendor# 0001047811 / EIN# 83-1212430  
**Federal DUNS:** 004958387

## END OF THE GRANT EVALUATION

Our three goals for the grant proposal were to:

1. Increase capacity to grow Hmong Language mentor teachers.
2. Hmong Language Teacher Professional Development and fulfillment of subject matter standards for World Languages Hmong licensure through portfolio.
3. Tap into and grow the capacity of the Minnesota Hmong Educators Coalition (MnHEC).

Given the obstacles we were faced with COVID-19, we made it work to the best of our ability. We took advantage of working virtually to increase our capacity to grow and learn as much as possible from each other, problem solve licensure issues, and create a beautiful coalition of colleagues who can support one another. Thank you for this opportunity to believe in us, so that we can create a better education for the children in Minnesota.

## Measurable outcomes:

We will ask participating teachers to respond to surveys at the beginning and end points of the grant period and the extended activities (mentoring program, Minnesota Hmong Educators Coalition, and MCTLCD PD conference). We will also ask participants to respond to surveys at the end of group gatherings. Participants will have the choice to complete surveys using Google forms, or by hand to preserve anonymity. Surveys completed by hand will be entered into Google forms for descriptive analysis of data (responses).

## Hmong Language Mentoring Program:

Our initial Google Survey asked Hmong teachers/mentors for participating in this year's mentoring. We had 38 respondents from Minnesota, California, and Wisconsin. Luckily, we were able to fund stipends for the Wisconsin and California mentoring/mentees from the Lub Zej Zog grant with Dr. Jenna Cushing-Leubner. Of the 38 Hmong language teachers, we had:

| New this year | 1-3 years | 4-6 years | 7+ years |
|---------------|-----------|-----------|----------|
| 4             | 13        | 4         | 17       |

We had an excellent mix of experienced teachers with newer teachers into the field. We also had a range of grade level wise from college professors to Kindergarten teachers. Next, teachers indicated that in order to be an effective teacher, they needed to learn strategies to maintain oral language, differentiations to support students at all proficiency levels, digital technology, learning how to speak Hmong Leng/Ntsuab, and teaching through a Hmong ethnic studies lens, amongst many other things. As a result, we paid the 38 teachers based upon years of experience and grade level.

Mentors and mentees connected at least twice a month or more to dive into their needs. Others meet as often as needed to get questions and thoughts shared. Some local mentors/mentees even went out of their way to do observations at each other's schools once they were back in session. In addition, we provided multiple PD opportunities on self-care, mental health, online/virtual technology, and other topics of interest. These PD topics help teachers make it through one of the toughest years with COVID-19 and at the same time embracing technology. Additionally, we also meet in-person with our Minnesota mentors/mentees monthly to reconnect, rejuvenate, and network in October, March, and April, and sent self-care packages to all mentors/mentees during the winter months as this year has been extremely hard on teachers.

#### **Responses from mentees about their experience with their mentors this year:**

- *It was great connecting with a master teacher who has experience teaching in the classroom in the Hmong language and culture program. Yes, I have learned new teaching practices by visiting my mentor's Hmong class and observing her teaching. My co teachers have also got the opportunity to learn through my mentor's classroom observation as well. I'm also thankful to have connections with my mentor in participating in Professional Development through ADTLE, which was shared and introduced by my mentor.*
- *My mentor gave me a lot of support and encouragement. She showed me different resources that she has been using. She's down to earth and shares her success and struggles. My teaching has improved from using her resources and inputs. Knowing that I have a mentor who is only a text, email, or phone call away gives me confidence.*
- *This experience has allowed me to connect with people and resources outside of my organization and state. Further this experience has given me hopes, dreams, inspiration, and motivation to do more, contribute more and grow naturally in the process. I am appreciative and grateful for this opportunity. Without the grant funds I would not be able to share this very feedback. My mentor was appropriately matched to support my learning journey.*
- *My mentor shows enthusiasm in the work that she does. I'm honored to have the opportunity to observe my mentor and she shows so much energy and love in the work that she does. When I asked for tips/strategies or even advice on being a first-year teacher, she did not hesitate to help with any questions or concerns I*

*may have. She welcomes me with open arms. Because there are great leaders like her, it encourages and inspires me to be like her one day.*

- *Sua Her was such a great mentor. She checked in with me all the time, provided great strategies since I was a first-year teacher and started off the year teaching DL. She was always available to answer any questions and provided a lot of resources so I can get through my first-year teaching through the global pandemic. I was able to express my feelings to someone outside the school which was great. She sat there and provided feedback all the time. I'm grateful for such an opportunity like the mentor/mentee program because it helped me so much this year. I hope in the near future there will be something like this again to help us as Hmong teachers.*

### **Responses from mentors about their experiences with mentees:**

- *As a veteran teacher I feel like I can be pretty set in my ways of doing things. What I noticed this year about my mentee is how open he is to new challenges and how motivated he is to want to learn to be a better teacher. Also, I find that I know more than I think I do. I am able to pull ideas or strategies from my toolbox to provide for my mentee. This young mentee that I work with reminds me of my young self. I am reenergized.*
- *This mentor/ mentee experience has helped me to gain a deeper understanding of the Hmong language and culture. My instructional teaching has been more focused by teaching less but teaching more in depth especially on Hmong oral language development. Due to my relationship with my mentee, I have been able to see my teaching ideas outside of my classroom and my students. Also, I have been able to see another perspective of my teaching ideas.*
- *This program has helped me tremendously. I feel like my mentee has been more like my mentor. I've sought personal advice from her more than giving it to her. Her responses helped me a lot as she has experience in the field that I sought help for. As far as teaching went, we kind of did our own thing. I asked her how distance learning was each time we chatted, and she shared that it's been tough, but she was hanging on. I supported her by telling her encouraging words from a distance because of the pandemic.*
- *The experience of mentoring has shaped me personally and professionally during the pandemic and for a very unique heritage program even for a veteran teacher. My teaching experience has been mainly in the mainstream classroom teaching the English language so as a mentor I can share my knowledge, experiences and practice with my mentee. However, mentoring for a heritage language that has limited resources and support from the community and institution demand for innovation and creativity in the understanding of Hmong language. Teaching language virtually compounded the challenges which shaped me to critically think about instructional practices, student engagement, and language developments. This has changed my image of myself as a language teacher and as a mentor. In addition, the pandemic added a new layer of challenge to be a mentor virtually. Building relationships and communication via technology is not personal, unable to build the rapport of a person mentoring. As a mentor for a Hmong language*

*program, it gave me the opportunity to share ideas, resources, and perspectives of what is happening in my district when another district may be in silo.*

### **Portfolio Update:**

In order for teachers to get to the tier to be ready for portfolio, we had to help tackle our TIER ONE and TWO teachers to pass their pedagogy exam. Our survey indicated, we had a dozen teachers (majority from charter schools) from the survey who indicated that they want to tackle passing their basic skills and pedagogy exams, so they can be licensed to teach Heritage Hmong students. We started two small group coaching cohorts in June 2021 (one for K-6 MTLE Pedagogy Exam, and one for 5-12 MTLE Pedagogy Exam). Coaches are working with cohort members with pedagogy content, overcoming test anxiety, test taking strategies, and comprehension of exam materials. We hope to follow teachers to the end when they pass the pedagogy exam. Before taking the pedagogy exam, cohort members are also taking practice exams and reviewing score report feedback with their pedagogy exam coach and fellow cohort members.

As for the portfolio, we are working closely with Minnesota Council for Teachers of Languages and Cultures (MCTLC), Concordia College, and University of Wisconsin - Whitewater World/Heritage Language licensure program on pathway to licensure options. As of end of June 2021, four pathway options are finalized or near finalization:

- (1) a portfolio support cohort in partnership with MCTLC and PELSB and with SEP content support from Concordia College-Moorhead,
- (2) a Masters Degree + Licensure option with Concordia College-Moorhead,
- (3) a postbacc (non-degree, but approved licensure program) option in cooperation between Concordia College-Moorhead and University of Wisconsin Whitewater.

The portfolio cohort will be free of charge and will begin July 2021. The other three options will begin in September 2021.

### **Minnesota Hmong Educator Coalition Summary Report:**

The Minnesota Hmong Educator Coalition (MnHEC) is led by our Hmong lead-teacher, Sue N. Vang, a District Program Facilitator from the Bilingual Programs-Multicultural Department at Minneapolis Public Schools. The following summary report detailed the three major events for Hmong teachers/mentors during the mentorship period:

#### **MnHEC Summary Report (prepared for Teacher Mentorship Grant, PELSB)**

| Events   | Themes   | Summary   |
|--|--|---|
| <a href="#">Sib Koom Tes Synchronous Module</a><br>Saturday, Dec. 12, Time: 6-8 PM<br>(Figure 1.1) | <ul style="list-style-type: none"><li>• Collaboration across districts, schools, and teachers.</li><li>• Professional Development centering around Hmong instructional strategies for literacy/biliteracy, social linguistic, and social emotional learning.</li></ul> | This was an extremely difficult year for everyone. There has also been a lot of social unrest and inequities in so many spaces. As a result, there have been many forms of disruption to everyone's lives and focus has been difficult. The year has been |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Advocacy of voice and equity.</li> <li>• Assessments.</li> </ul>  | <p>centered around being flexible and supporting each other's mental health, including our students, families, and the communities at large.</p> <p>The Coalition events had to be strategically thought out, planned, and executed to make the most impact to educators. This particular event brought in a guest speaker from another country to inspire and motivate the unmotivated educators/participants to reclaim the joy and excitement of teaching, in particular to Hmong language and instruction. Participants' feedback was positive, highly needed, increased participation rate, and very inspiring. Participants would come again if another session were to be offered.</p> |
| <p>Coalition Team<br/>March/April<br/>2021<br/><a href="#">Coalition Team Collaboration Mission/Vision work</a><br/>(Figure 1.2)</p> | <ul style="list-style-type: none"> <li>• Creating a safe space, addressing Asian disparities.</li> <li>• Build collaboration among the various educational sectors.</li> <li>• Inclusive of students, parents, and community input in schools/learning environment.</li> </ul> | <p>In moving this work forward, a team of like-minded people with GRIT had to be assembled. The team pioneered the work on building the core of the coalition. Meeting dates and times were established to develop the mission and vision of the coalition groundwork. The themes to the left addresses the key findings of the foundation for the Minnesota Hmong Educators Coalition (MnHEC).</p> <p>Members felt a sense of belonging and were empowered. Members were asked to connect back within their own district to inform other Hmong educators about this coalition and the work.</p>  |

|   |  |  |
|---|--|--|
| <a href="#">MN Educators End of the Year Event 2021</a><br>(Figure 1.3) | <ul style="list-style-type: none"> <li>• Support and building connection.</li> <li>• Celebration of educational leadership in supporting students/families/colleagues through this school year.</li> <li>• Appreciating and sharing of each other's experiences/reflection/and strengths as educators</li> </ul> | As we close this year, we as the Minnesota Educators Coalition members wanted to honor and respect the hard work that everyone has done this year in all sectors of the educational system. It takes a whole village to do this work as educators. So, we created an opportunity/space/time for this collective healing and sharing to take place. This opportunity was offered to all districts, public and charter. Further, it is a time to network and be with other professionals across districts that in the school year may not have the opportunity to collaborate. The goal of this event is a celebration of the large and small successes of this year as well as honoring and remembering the great educational leaders that have inspired us all to grow as professionals in cultural humility. This event was a huge success! |
|---|--|--|

**Participating teachers will be invited to take part in group interviews upon completion of the grant.**

One lead and 15 mentor teachers will write essays in the form of narratives or letters to new Hmong teachers will teach lessons to help them grow and sustain in the profession, stories of their own development as mentors, etc. These narratives will focus on topics of instruction and maintaining teacher health and well-being. These essays will be shared through the Lub Zej Zog website and will be published in a larger collection of participating teacher essays through our fiscal sponsor Hmong Educational Resources Publisher, LLC (HER Publisher).

Dr. Brian Xiong along with Ger Thao will be collecting a number of stories from our Hmong educators across the country. The deadline is July 30<sup>th</sup> and the stories will be published sometime later this fall on the [HER Publisher website](#) (Figure 1.4). We have encouraged the teachers who have participated in this grant this year to write their own journey and get it published. HER Publisher really makes it easy for teachers to publish their stories as editors will help ensure correct grammar, etc... and the stories can be written in the dialect of preference. A copy of the book will be shared with your grant office upon completion.

In addition, Dr. Jenna Cushing-Leubner and Dr. Vicky Xiong-Lor are also interviewing teachers for a research study on the journeys of Hmong teachers. As of June 2021, twenty teachers have completed interviews (average length 1 hour). These interviews include (1) journey stories of language reclamation and entering into the teaching profession, (2) data narrating Hmong language teacher navigation of institutional and systemic barriers, (3) data narrating Hmong language teachers' perseverance strategies for working towards licensure and maintaining their roles in the profession, (4) identification of material and professional development resource needs by Hmong language teachers, and (5) identification of future directions for sustaining and growing Hmong educators and Hmong language, culture, and ethnic studies programs. Data are being analyzed and will be disseminated in a variety of outlets: practitioner conferences (MCTLTC 2021 Annual Conference), national conferences (American Educational Research Association and American Association for Applied Linguistics), and as article manuscripts in academic field journals (three manuscripts in progress)

**Describe other data criteria that will be used to measure progress and outcomes:**

Because this was written pre-covid and since the onset of COVID-19, we were not able to have teachers take part in [Ripple Effect Impact Mapping](#) (Figure 1.5) to create a visual representation of the impacts and future directions of these efforts to retain and recruit mentors as Hmong multilingual teachers of color.

## FIGURE 1.1: Sib Koom Tes-MN Hmong Educators Coalition-Synchronous Module

Session Time: 2 hours





Date: Saturday, Dec. 12, Time: 6-8 PM

Sponsor: Teacher Mentorship Grant, PELSB

Zoo siab tos txais nej sawv daws, welcome! Your participation today supports the dismantling process of underrepresented Asian-American educators in MN. Equally important, this call to action is the foundation for sustaining and building the coalition work for MN Hmong Educators.

**The goal of this coalition work is to serve as the foundation for future gatherings of MN Hmong Educators to develop and sustain collaborations, collective professional development needs, and collective advocacy voice. We are beginning a brand new coalition and we want you to be a part of this because your voice matters.**

Here is a visual that will show you the structure of this first gathering session.

| Whole Group-6:00-6:15  | Learning Opportunity<br>Whole Group- 6:45-7:00  | Break Out Sessions<br>7:00-7:30  | Whole Group-7:30-7:50   |
|--|---|--|---|
| <p><b>Warm-Up Activity</b><br/>“What is something that would not have existed if you have not arrived?”<br/><a href="#">shared padlet.</a></p>  <div><b>Guest Speaker</b><br/><b>6:15-6:45 PM</b><br/><b>Yeejhuam Vaj</b></div> |  <p>Listen/Watch the presentation<br/><a href="#">Sylbo, The Last Speakers of the Lost Whistling Language   TIME</a></p>  <p>What from this video resonates with you? What other aspects of this language resonate with you about the Hmong language?</p> | <p><b>Menu of Options</b><br/>We will pop in/out of groups so you all can have this time to talk/share with each other.</p> <p><a href="#">Grades K-5</a></p> <p><a href="#">Grades 6-12</a></p> <p><a href="#">Higher Education</a></p> <p>Directions for the groups are written on the google document.<br/><a href="#">Padlet for Break Out Session</a></p> | <p><b>After break out session:</b><br/>Return to the group/share out</p>  <p><b>The work of the Coalition</b><br/><a href="#">Padlet - What should we focus on?</a></p> <p><b>THEN DO:</b><br/><a href="#">Google Form</a></p> <div><b>Closing</b><br/><b>7:50-8:00</b></div> |



NOTES:



suenvang + 18 • 7mo

# MN Hmong Teacher Coalition Group

Built with the strength to succeed. Click on the "Add comment" to respond.

Show others that Hmong people are resilient people

 Add comment

Building relationships with great leaders/teachers to share wonderful ideas

 Add comment

The pathway to success


1 comment

 Anonymous 7mo  
Hmong Pride is the pathway

 Add comment


First teacher in family extended family

First nyab in our clan to complete a higher education.

 Add comment

First Hmong American woman teacher at my school!


One less educator in the society.

 Add comment

Hmong voice at the table

 Add comment

Has hab qha lug Moog Leeg rua cov miv nyua huv kuv chaav.

 Add comment


Hmong language programs in districts

1 comment


 Anonymous 7mo  
I love foreign language

 Add comment


My connections and relations with people, without my link, perhaps some of these relationships wouldn't exist. (Mentorships, college access, family, etc)

 Add comment

Teach my colleagues about Hmong people


 Add comment


Kuv lub laj lwm tswv yim, txoj kev qhia, thiab txoj kev hlub rau kuv cov tub thiab ntxhais kawm.

 Add comment

Only Hmong American elementary ed major in my graduating year.

1 comment

 Anonymous 7mo  
I know how isolating this feels. Sending strength!


 Add comment

Mental Health Awareness for our Teachers of Colors; specifically Hmong Teachers.


 Add comment

At my school/district, our

Representation


 Add comment


HOPE


 Add comment

Advocacy for Hmong students

2 comments


 Anonymous 7mo  
Advocacy for Hmong families as well

 Anonymous 7mo  
Yes!


 Add comment

Love

The love and joy my family receives


 Add comment

Advocating for needs of students


 Add comment

My voice

Strength to be who I am today


 Add comment


Help those in need of learning Hmong

 Add comment


Understanding students lived experiences

1 comment

 Anonymous 7mo  
Yes! Our windows and mirrors are so important.

 Add comment


Kuv lub laj lwm tswv yim thiab

 Add comment

One more Hmong male teacher.

2 comments

 Anonymous 7mo  
Thank you for that. We need male teacher

 Anonymous 7mo  
Agree more strong male role model



# MN Hmong Teacher Coalition Group

Built with the strength to succeed. Click on the "Add comment" to respond.

SUENVANG SEP 30, 2020 12:38PM

**Show others that Hmong people are resilient people**

**One less educator in the society.**

**Teach my colleagues about Hmong people**

**Representation**

**Strength to be who I am today**

**HOPE**

**Building relationships with great leaders/teachers to share wonderful ideas**

**Help those in need of learning Hmong**

**Hmong voice at the table**

**Kuv lub laj lwm tswv yim, txoj kev qhia, thiab txoj kev hlab rau kuv cov tub thiab ntxhais kawm.**

**Advocacy for Hmong students**

*Advocacy for Hmong families as well* — ANONYMOUS

*Yes!* — ANONYMOUS

**Has hab qha lug Moog Leeg rua cov miv nyua huv kuv chaav.**

**The pathway to success**

*Hmong Pride is the pathway* — ANONYMOUS

**Understanding students lived experiences**

*Yes! Our windows and mirrors are so important.* — ANONYMOUS

Only Hmong American elementary ed major in my graduating year.

*I know how isolating this feels. Sending strength!* — ANONYMOUS

**Hmong language programs in districts**

*I love foreign language* — ANONYMOUS

**Love**

The love and joy my family receives

Kuv lub laj lwm tswv yim thiab

**First teacher in family extended family**

First nyab in our clan to complete a higher education.

**One more Hmong male teacher.**

*Thank you for that. We need male teacher* — ANONYMOUS

*Agree more strong male role model* — ANONYMOUS

Mental Health Awareness for our Teachers of Colors; specifically Hmong Teachers.

Hmong PD

Advocating for needs of students

My connections and relations with people, without my link, perhaps some of these relationships wouldn't exist. (Mentorships, college access, family, etc)

First Hmong American woman teacher at my school!

Wow! That's amazing – ANONYMOUS

My voice

This is true. If you don't speak up about your experience, no one else will step up for you or know what you've gone through. – ANONYMOUS

At my school/district, our students would not have the opportunity to take Hmong classes.

Success of students

Share

WARM UP ACTIVITY

“What is something that would not have existed if you have not arrived?”

I would not be able to see all the other Hmong teachers such as myself – ANONYMOUS

To see, to hear from and to meet – ANONYMOUS

myself – ANONYMOUS

diverse ideas – ANONYMOUS

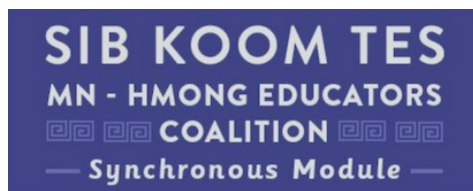
Representation in the classroom – ANONYMOUS

No one will help our Hmong students. – ANONYMOUS

students will still being left behind – ANONYMOUS

Recognize the problem find solutions. – ANONYMOUS

\*\*\*\*\*



# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday.

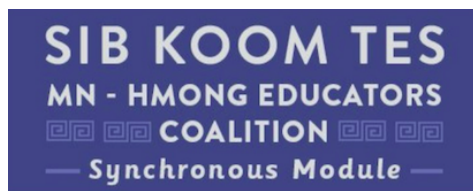
Time keeper: Youngest in the group

Equity of Voice: Oldest in the group

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| GRADES K-5  | NOTES   | NEXT STEPS   |
|---|---|--|
| Date: 12-12-2020<br><br>Do introduction:<br>-Name<br>-School/Location | Many professionals from districts in MN, CA, and Laos<br><br>*online learning<br>*some struggles with teaching and learning hmong<br>*family engagement on learning platforms: Google Classroom, Schoology, Seesaw, Google Voice<br>*Parent Contact: FacetoFace is easier when students are presently online with teacher | Working together with parents/families to communicate about learning and student engagement<br><br>What works best for parent contacts? Please share ideas.<br><br>Encouragement to have wishful thinking as an educator and, also what is needed to be able to do our work as an educator |
| <a href="https://talkingpts.org/">https://talkingpts.org/</a>         | We would like to share emails   | Read and write both dialects.  |

|  |  |   |
|--|--|---|
| <p>-Translation website/app that seems to be more accurate than google translation</p> <p>-May be used to call and text on mobile devices</p> <p>^^ yes! Great resource!</p> <p>Parents can set it to their home language and they'll receive it in Hmong.</p> | <p>for collaboration networking</p> <p>Two dialects: hmoob dawb, hmoob leeg</p> <p>*important to include hmoob leeg (equity)</p> <p>*Educators who don't speak the dialect are also learning along with students. Building partnership with families.</p> <p>What about the Hmong parents who don't read Hmong? This makes me wonder how we can reach those parents? The Hmong language was created in the 50's by White missionaries, and I wonder how we can reach parents who are Hmong that are not literate.</p> <p>I am one of two Hmong teachers in my school where our student population is appx 34% Hmong. I often feel pressure to speak about the Hmong experience in front of my white peers. How do I navigate this?</p> | <p>It's important for students to hear both dialects.</p> |
|--|--|---|



# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday. - Chivouayi

Time keeper: Youngest in the group - Kevin

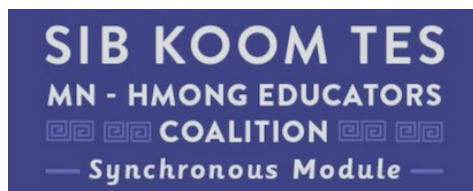
Equity of Voice: Oldest in the group -

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| GRADES 6-12   | NOTES  | NEXT STEPS |
|---|--|------------|
| Date Dec. 12, 2020<br><br>Do introduction:<br>-Name<br>-School/Location | Moua Kong - SPPS for 5 years - at Johnson Senior High School<br>Ntaub Her -Hmong college prep - teach Hmong for 3 years<br>KaBao Yang - Community school of Excellence in St Paul<br>Kevin Xiong-school counselor at Osseo school district.<br>Mee Pha - Brooklyn Park<br>Meng - first year at MPS create materials for 6 to 8<br>Pakou - First year at teaching at New Millennium<br>See vang - SPPS tuav<br>Hmoob Dual Language at OTL<br>Shoua- SPPS teacher for 23 years |            |

|                       |  |  |
|-----------------------|--|--|
|                       | Chivouyi - SPPS teacher, teaching Hmong for 3 years at Harding High School   |  |
| How are we doing now? | <p>See Vang - Not enough resources for Hmong teachers: hard copy as well as digital. Since we are in DL, our Hmong students will lose the chance of speaking Hmong. How do we create more Hmong resources to support the Hmong teachers?</p> <p>Dao Her - Thank you to YeejHuas for creating the two books. I have been using them in my class and my students love them. It is good to know that now you have created book 2 and I am looking forward to using it in the near future.</p> <p>YeejHuam - two books are in his <a href="#">youtube channel</a> - free for all of the Hmong teachers to use.</p> <p>MouaKong - how are your students doing as far as DL? Are your students motivated to come to DL if they are what strategies do you use to get them to DL?</p> <p>Meng - we should have something that the students are looking forward to coming to DL.</p> <p>Dao - Make the classroom more fun to attract students.</p> |  |





# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday.

Time keeper: Youngest in the group

Equity of Voice: Oldest in the group

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| HIGHER ED   | NOTES   | NEXT STEPS  |
|---|---|---|
| Date<br><br>Do introduction:<br>-Name<br>-School/Location | Terry, North Hennepin<br>Khou- NMA<br>Dr. Brian<br><br>Talking Points:<br>Licensure Tier 1-4<br>Transfers, degree attainment<br>Network, who you know<br>makes a difference<br>-know how to navigate<br>system to find a job<br>-Build connections with this<br>coalition and people that you<br>meet | We should educate new young<br>people and recruit at the<br>college level and guide them to<br>become a teacher, network with<br>them and encourage them to<br>get into the classroom.<br><br>Collaborate, connect, and work<br>the system. |
|   |   |   |





Pang Yang + 22 • 7mo

# Break-out Session 1

What empowers you in the field of education? What empowers you to do what you do?

Community, opportunity,  
unity.

Be a good role model  
for our students.  
Seeing someone with a  
familiar face is  
powerful.  
Representation  
matters!

My students, parents,  
colleagues and  
community.

My empowerment is to  
open the door and lead  
the way to success for  
my students and their  
families.

## Educations Empower

Create the inspiring  
education and life value.

The power to tell our  
stories and have it

The relationships I build  
with students and  
witnessing their growth!

The urgency of issues  
that impact our  
communities.

People who are like-  
minded like me

The connection  
between teacher and  
student

Seeing my students grow  
and develop through own  
voice. It's also empowering  
when they are able to  
create their own values  
and envision a future for  
themselves.

Connecting with  
others, students,  
parents, and educators  
alike.

The current climate we  
are in gives me hope  
that change is needed  
and is welcomed. That  
is what is empowering  
me to use my voice.

The students

Students who look up to  
me, families and parents  
who trust me to educate  
their children.

## Empowerment

Hearing from students  
when they graduate from  
HS and knowing that they  
did it because of you! Well  
that's according to some  
of my "kids".

My students. When I  
look at what my  
students have learned -  
it reminds me why I am  
doing what I am doing.  
Also visits from my old  
students.

Building a relationship  
with my scholars and  
being able to see them  
grow throughout their  
years at school. What  
empowers me to do  
what I do is having a  
strong team and  
leaders in the  
community to help  
each other grow and  
share ideas.

When my students can  
write and hais kwv  
txhiaj. This is a  
success.

We

## Knowledges

I want to explore the  
unknown and share with the  
younger generation

Kuv cov me nyuam txoj  
kev kawm tau, txoj kev  
zoo siab, thiab lawv lub  
neej.



# Break-out Session 1

What empowers you in the field of education? What empowers you to do what you do?

PANG YANG SEP 19, 2016 05:51PM

**The passion that I have to work with scholars and transfer my knowledge and love I have for the work I do with the Hmong language and culture program.**

**We**

**Educations Empower**

Create the inspiring education and life value.

**Kuv cov me nyuam txoj kev kawm tau, txoj kev zoo siab, thiab lawv lub neej.**

Seeing my students grow and develop through own voice. It's also empowering when they are able to create their own values and envision a future for themselves.

Students who look up to me, families and parents who trust me to educate their children.

**The students and families that I work with. They motivate me every day to keep reflecting, checking myself, and showing up to keep on fighting for them to give them a good quality education.**

**Building a relationship with my scholars and being able to see them grow throughout their years at school. What empowers me to do what I do is having a strong team and leaders in the community to help each other grow and share ideas.**

**The connection between teacher and student**

**Knowledges**

I want to explore the unknown and share with the younger generation

Community, opportunity, unity.

**the needs of my students to succeed**

**My empowerment is to open the door and lead the way to success for my students and their families.**

**Connecting with others, students, parents, and educators alike.**

**The current climate we are in gives me hope that change is needed and is welcomed. That is what is empowering me to use my voice.**

**People who are like-minded like me**

**Empowerment**

Hearing from students when they graduate from HS and knowing that they did it because of you! Well that's according to some of my "kids".

The relationships I build with students and witnessing their growth!

**When my students can write and hais kwv txhiaj. This is a success.**

The students

**The power to tell our stories and have it impact our futures**

Knowledge is critical in empowerment. To know how the world works and how it works against marginalized peoples is important ----- I believe students that I choose to teach should learn these truths and to begin to overthrow and create their own futures that honor us and are rooted in our humanity. Language is but one piece of that puzzle.

**My students, parents, colleagues and community.**

**Be a good role model for our students. Seeing someone with a familiar face is powerful. Representation matters!**

**The urgency of issues that impact our communities.**

**My students. When I look at what my students have learned - it reminds me why I am doing what I am doing. Also visits from my old students.**

\*\*\*\*\*



### **My Brother**

My brother is my hero. He helps me with all my homework. He never gave up on me. He always worked hard and never gave up. He told me "if you gave up, you can always redo it."

### **My brother**

My brother is my hero because he always got my back and I got his back.

### **My hero**

My parent are my hero. I just admire them doing everything together. they are my hero and I love them so much. I hope to become a good father to my children and my wife when I grow up like my father and my wife I hope she become a good mother to me and my children like my mother

### **Mike, my hero**

My friend Mike is my hero, because when he found out he didn't have long to live, he went to people he thought he had hurt in some way and tried to make things right. He gave my son over 3,000 dollars for college

My mom is my hero because she works very hard and she always support me.

### **Tamara**

My hero is my mom because.....

### **My grandparents**

My hero is always going to be my grandparents. I can't tell you how much they influenced not only me, but many more through life. When I was younger, my mom had to be away to seek for a better future for my sister and I. Since then, my grandparents stood to becoming our mom and dad. They taught us everything we now know. They've always been there for us although my grandpa is now in heaven, and my grandma abroad.



# Thank you Jenna

PANG YANG SEP 16, 2016 01:36PM

## Khou Vang

Jenna,  
Thank you for all your time, dedication, and efforts in supporting and helping to make opportunities available to the Hmong Language educators. I just want you to know how much I have appreciated your support this year in helping me to be part of the MN Zej Zog and learning so much from your Ethnic Studies Program and your expertise. Thanks for all that you do and I hope we continue to see and work together in these initiatives in the future.



## Nyob Zoo Jenna,

You are inspirational!!!  
Kuv zoo sab tau paub koj nyob tsua lub xyoo nuav. Ua tsaug kws koj tseem ua ib lub teeb ci tsua peb lub zej zog, tshwj xeeb yog peb tsev tuab neeg Moob. Koj yog ib tug qauv zoo ntawm txuj kev qheb sab dlawb paug lug pab lwm leej lwm tug. Ua koj tsaug nawb!!! Thov kuam koj ua yaam twg los tau yam ntawd.

-Dr. Chao Vang  
Phalen Lake Elementary, SPPS

Jenna,

I've only known you a short amount of time but in this short time, I see the work that you do and your unrelenting dedication, undying effort to create a space in Education for Hmong teachers and students. Appreciation is an understatement for what I feel for you. I'm so grateful to have met you and to be part of the work that you have created. It is a constant reminder that we don't have to struggle alone. It is inspirational and uplifting. Thank you from the bottom of my heart.

- Caroline Thao  
High School Teacher, Sacramento CA

## Ua tsaug Dr. Jenna,

In our lives, we are so lucky when we meet people who are so special and so giving of their times, energy, and ideas! That such person was you, Jenna! I am so happy to have met you two years ago (2019) at the Hmong National Development Conference in San Jose! I feel pretty blessed to have had the opportunity to work with you in both the Hmong Literacy Standards and the Hmong Ethnic Studies work in the last two years. Thank you so much for your leadership!! Looking forward to working with you on Hmong research studies and other projects in the future. The word "Thank you" is not enough to really sum up how much I appreciate all that you've done for our Hmong teachers and students! May God continue to bless you in all that you do!!

Love,

Dr. Vicky Xiong-Lor



## Thank You Jenna,

Thank you so much for your commitment, dedication, and passion for the Hmong language. Your work will forever impact us, and we are all very grateful to have been a part of this. I am also very thankful and appreciative of what you have done for the Hmong community.

-See Yee Yang, Hmong Language Teacher @  
Washington Technology Magnet School, SPPS.

## You are AWESOME!

Jenna,

You are an AMAZING educator and human being! Thank you for all that you do to lift up people and communities, to help make visible the invisible, and to amplify voices that have been silenced. You have a gift for bringing people together, putzing around a bit, then leaving it alone and getting the people to make great things happen. That's not easy to do. I've appreciated the partnership between you and Pang in moving the work of Hmong language programs forward.

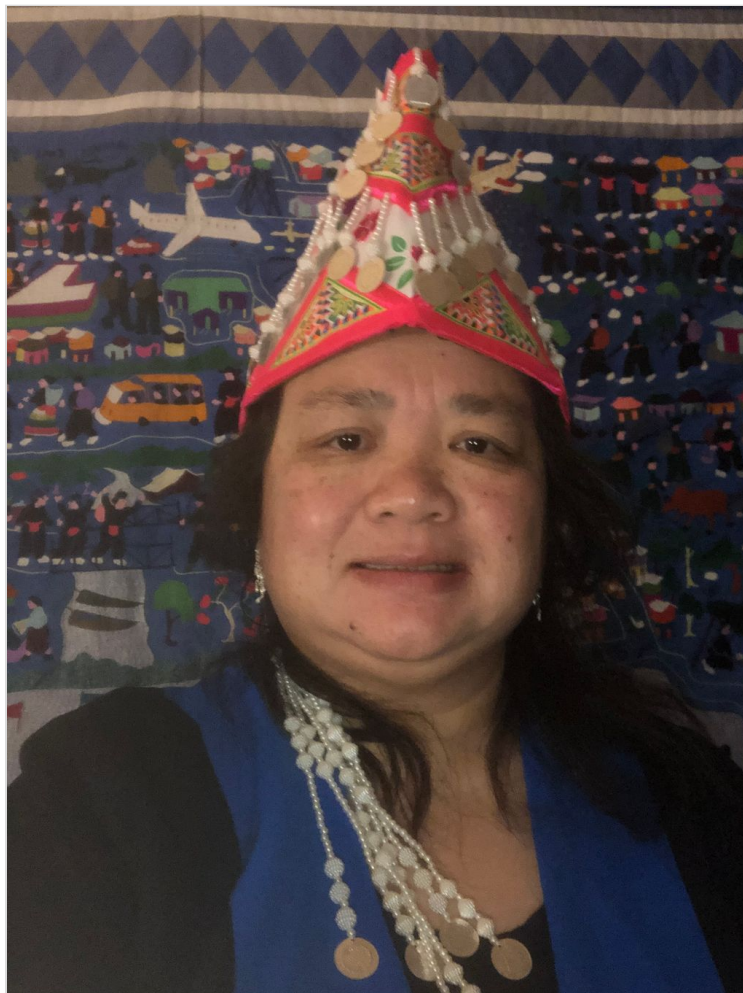
With deep admiration and gratitude for all that you do,

May Lee

## Jenna,

Thank you for your time and countless dedication to the Hmong program. I am happy to be apart of the program.

Na Yang  
Hmong Dual Language Teacher @Jackson Elementary School,  
SPPS.



## Jenna,

There's no words to express my gratitude and my community's gratitude of your commitments and dedications in support of upholding the Hmong language and heritage across America. I know we still have a long way to go in re-educating my people about the importance in sustaining our language and heritage; however, due to your long diligent work, you've already cracked open the doors and paved the way for many of us to continue. Once again, we are forever grateful for you!

Sending love and gratitude from Fresno, California!  
-Zer Lee, Fresno Unified School District





## Ua koj tsaug!

Words cannot express the feelings of deep gratitude, respect, and appreciation my heart holds for you, Jenna! Working with you and Pang has been the greatest source of inspiration for me and so many others! I know that you are hesitant to call yourself an artist, but the way you connect ideas, resources, and people, constantly centering the work on love and storytelling is truly an art! Thank you for all that you do and for being the leader you are!

Sincerely,  
Gwen Kong  
Lincoln Elementary  
Madison, WI



## Thank you Jenna for your passion and contributions to Heritage Language

Jenna, you are so amazing in the work that you do and you have such a beautiful heart. I can feel that you have a genuine passion for helping the Hmong community and you couldn't have partnered with up anyone better than Mrs. Pang Yang. Together, you both are the powerhouse for pushing Hmong language programs forward. I appreciate you. I feel blessed to have known you in this life, even if it was for just a little bit of time. It means a lot to have non-Hmong educators fight for us. Please continue the great work that you are doing. I wish you much success with everything.

With much respect and gratitude  
Mai Lor Thao (Prairie Seeds Academy).

## Jenna-

Ua tsaug rau koj txoj kev txhawb Hmoob (students, teachers, parents, community, and everything academics)! I am so glad to know that there is someone so strong and passionate standing with us and supporting us in this revolutionizing and advancing time of learning. One person makes a big difference...that person is you! Without you (and Pang) this collaboration would not have taken place.

-Chong  
(Phalen Lake)  
(photo: guest presentation-qeej and other instruments).



## Jenna,

Kuv thov qhuas koj thiab ua koj tsaug rau koj txoj kev mob siab los pab thiab txhawb nqa peb cov xib fwb Hmoob thiab peb cov programs qhia ntawv Hmoob kom tsuas loj hlob thiab tawg paj txi txiv mus rau yav pem suab xwb. Kuv cia siab tias nov tsuas yog ib thawj kauj ruam uas peb tau los sib cog kawm ua ke es yav tom ntej no peb tseem yuav muaj sij hawm los koom tes thiab sib cog kawm ntxiv mus. Ua tsaug ntau rau koj txoj kev hlab thiab kev mob siab los txhawb peb.

May Choua Thao

## Jenna,

Thank you so much for everything you do! You are truly a blessing to work and collaborate. Your hard work and dedication is recognized, seen, and heard. Take care and see you soon! :D

Jackson

## Jenna,

Thank you so much for all that you have done, in collaboration with Pang, to provide opportunities for Hmong language teachers across the nation to strengthen our language programs with instructional resources, curriculum development, professional learning, and peer support. You are truly an angel to our

community and we deeply appreciate you. Bless your heart! Ua tsaug ntau ntau.

~ Doua and Seng Yang family



## Jenna,

Thank you so much for giving us so much love; your time, energy, and for caring about Hmong teachers. You are making so much difference in our lives and our students'. We are so lucky to have you! Happy birthday and thank you from our hearts.

Hlub,

Ntxawm



## Jenna,

Ua tsaug rau koj tej kev txhawb peb cov xibfwb lub zog mus kom deb duas yav tas los. Tsis muaj koj los pab ces peb tsis muaj kev los sib sau ua ke kawm txog peb haiv Hmoob thiab peb tus kheej.

~Chivouayi Lo

## Jenna,

Ua tsuag ntau ntau os. Koj thiaj yog ib tug neeg uas yog Hmoob lub siab tiag tiag. Koj hlub thiab pab peb haiv Hmoob heev. Yuav nco thiab nqa koj tus txhiaj tsim mus ib txhis nawb.

-Xis Vaj

Ua tsaug, Niam Laus Jenna! =)

Love from Madison, Ntxoo Lis

## Tamara

My hero is my mom because.....

## My brother

My brother is my hero because he always got my back and I got his back.

## My Brother

My brother is my hero. He helps me with all my homework. He never gave up on me. He always worked hard and never gave up. He told me "if you gave up, you can always redo it."

## My hero

My parent are my hero. I just admire them doing everything together. They are my hero and I love them so much. I hope to become a good father to my children and my wife when I grow up like my father and my wife. I hope she become a good mother to me and my children like my mother.

## My grandparents

My hero is always going to be my grandparents. I can't tell you how much they influenced not only me, but many more through life. When I was younger, my mom had to be away to seek for a better future for my sister and I. Since then, my grandparents stood to becoming our mom and dad. They taught us everything we now know. They've always been there for us although my grandpa is now in heaven, and my grandma abroad.

## My

## My grandparents

My mom is my hero because she works very hard and she always support me.

## Mike, my hero

My friend Mike is my hero, because when he found out he didn't have long to live, he went to people he thought he had hurt in some way and tried to make things right. He gave my son over 3,000 dollars for college

\*\*\*\*\*

## **FIGURE 1.2: Coalition Team Collaboration Mission/Vision Work**

The goal of this coalition work is to serve as the foundation for future gatherings of MN Hmong Educators to develop and sustain collaborations, collective professional development needs, and collective advocacy voice. We are beginning a brand new coalition and we want you to be a part of this because your voice matters.

### **Meeting Dates:**

#### **1. [3/19/21](#)**

Meeting link #1: To join the video meeting, click this link: <https://meet.google.com/jya-ipxw-gra>

Otherwise, to join by phone, dial +1 321-430-4177 and enter this PIN: 872 576 467#

To view more phone numbers, click this link: <https://tel.meet/jya-ipxw-gra?hs=5>

#### **2. [4/23/21](#)**

Meeting Link:

**Join from the meeting link**

<https://www.webex.com/www/j.php?MTID=m1b3e00b9fb6c58e1534da3f3d838c53>

3

**Join by meeting number**

Meeting number (access code): 133 469 9525

Meeting password: wtJTV9KSv92

**Join by phone**

+1-855-749-4750 US Toll

Free

3.

[Meeting #1 PPT](#)

Date: 3/19/21

| Agenda Items       | Key Points   | Notes & Next Steps   |
|--------------------|--|--|
| Warm Welcome       | Introduction and share how you are coming into the space today   |  |
| Purpose of meeting | <p>Discuss &amp; Decide</p> <ul style="list-style-type: none"><li>• What are the intended outcomes</li><li>• Norms/Grounding</li><li>• Expectation/role of the team</li><li>• Issues/Concerns</li></ul> <p><a href="#">Check-in reflection K-5</a><br/><a href="#">Check-in reflection 6-12</a><br/><a href="#">Check-in reflection Higher ed</a></p> <p>What are some recurring themes?</p> | <p><b><u>Our starting norms/grounding:</u></b></p> <ul style="list-style-type: none"><li>• Contribute (ideas, support/lend a hand, in whatever ways we can)</li><li>• We can agree and disagree respectfully.</li><li>• Step up, step back, invite in (If you feel like you're contributing a lot, step back. If you feel like you aren't contributing as much, step up. If you feel like someone hasn't had space to contribute, invite them to step in.)</li></ul> <p>*see resources below for norm setting</p> <p>Even though we have been doing this for a long time, this is also just the beginning.</p> <p>Our focus is to bring voices to the table and bring issues that matter to Hmong educators in working with youth in advocacy, collaborating across districts, roles, and departments.</p> <p>To be a network of people to be supports</p> |

|  |  |   |
|--|--|---|
|  |  | <p><b><u>Issues/Concerns:</u></b></p> <ul style="list-style-type: none"> <li>• Noticing that quiet students are being overlooked in schools, even though they need and deserve attention and support.</li> <li>• Quiet students are not having a voice.</li> <li>• Have we done collective trainings about mental health across displaced communities that share in experiences (even though there are unique things with each group)? Hmong, Karen, Somali, together?</li> </ul> <p><i>What resonated with us looking over the grade-level notes?</i></p> <ul style="list-style-type: none"> <li>• Often times, Asian students are left out of discussions about racial disparities in education - “students of color” can sometimes assume “model minority” of all Asian students.</li> <li>• It seems like our binds and collaborations start out closer in elementary and then break up/break down as the ages go up, so by higher ed there doesn’t seem to be a lot of collaboration and connection.</li> <li>• The SPPS teacher programs seem to be in a different reality from other districts (whose programs are less stable - so they are working to just try to keep the program, but SPPS has more stability and is working on nitty-gritty questions like expanding Mong Leeg</li> <li>• Impacts of the pandemic on our students is serious, but the grade level expectations just ignore that our children might be missing content that it is assumed they would have as though the pandemic hadn’t been happening.</li> </ul> |
|--|--|---|

|  |  |  |
|--|--|--|
|  |  | <p>Especially in very young children in grade school. Pandemic has created a generation of “students with limited or interrupted formal education” right here in the U.S. (“SLIFE”). Is this impacting our Hmong children more than other communities? Similar to some other communities? Who can we coordinate with to advocate for our children, so they are not just ignored and left behind?</p> <ul style="list-style-type: none"><li>• The distance learning environment is affecting our youngest children in terms of not developing manual dexterity (writing, drawing, cutting, etc. - because they are on computers and tablets instead of using hands-on learning)</li><li>• Concern about competition between districts and charters and between charters. There are no collaborations allowed. Families are moving from district to Hmong charters. The focus on Hmong culturally sustaining learning environments is being lost, even in predominantly Hmong schools.</li><li>• We need to come together to find resources to help each other, understanding that different districts and schools have different amounts of supports. Can we equalize these supports across our community for shared goals, though? Connect the dots instead of being isolated? Don't let the districts isolate us, instead work together so it is harder to break us as a community - not in competition but working to support each other for shared and interconnected collective education goals.</li></ul> |
|--|--|--|



|  |  |   |
|--|--|---|
|  |  | <p><b>**This is an <i>educators</i> coalition - we are more than only teachers. Could one of our purposes be to provide a safe space to gather <b>dilemmas and case examples</b> that are specific to our shared situations and then work through them together to strengthen us as an educator community as a whole.</b></p> <p>We need to embrace Hmong leadership and grow Hmong leadership to lead this work and move educators to deepen and grow in knowledge and abilities for the profession.</p> <p>Can we connect with Literacy Minnesota for trainings? To have more of a focus on supporting students of color - particularly from Asian teacher educators, so focus on immigrant-background students, multilingual students of color - with understanding that not every child is the same. Our different communities have some similarities and some unique differences. It is not one size fits all. Our children can be erased in the “one size fits all” approach.</p> <p>Try again to connect intentionally with the MN Coalition to Increase Teachers of Color and American Indian Teachers. This coalition is trying to increase teachers of color and is connected with the MN ethnic studies coalition to increase teachers of color who teach through language and culture sustainability practices. The goal is to meet our student population and unite individuals and communities concerned with the lack of racial,</p> |
|--|--|---|



|  |  |   |
|--|--|---|
|  |  | cultural, and linguistic diversity in the predominantly white and English/monolingual teaching force.   |
|  |  | This is our goal for our next meeting: Sit down to create and write our mission and vision that is reflective of a true Hmong <i>Educators</i> Coalition. It is not personal pet projects - this is our vision and mission for <i>everybody</i> . Please think about this, talk with others, and bring thoughts to the group next time. |
|  |  | Be careful, generous, and kind to yourselves!<br>Take care of ourselves while we take care of others through this work :)   |
|  |  |   |

| Resources For Setting Our Norms   |
|---|
| <a href="#">7 Truths About Accountability</a> : You cannot delegate accountability, accountability is something that has to be accepted for that person to feel accountable and to have them take ownership.                              |
| <a href="#">Educational Leadership: The Power of Team Norms</a> : “Without explicit conversation about working agreements (norms), collaborative work tends to reinforce inequitable patterns that exist within an organization society.” |
| <a href="#">Characteristics of white supremacy culture</a> : “The characteristics here are damaging because they are used as norms and standards without being pro-actively named or chosen by the group.”                                |
| <a href="#">Examples of norms</a> (Elena Aguilar)- procedural norms and behavioral norms  |

Meeting #2/Date: 4/23/21

The goal of this coalition work is to serve as the foundation for future gatherings of MN Hmong Educators to develop and sustain collaborations, collective professional development needs, and collective advocacy voice. We are beginning a brand new coalition and we want you to be a part of this because your voice matters.

| Agenda Items     | Key Points                                      | Notes & Next Steps |
|------------------|---|--------------------|
| Mission & Vision | <a href="#">What is a Mission &amp; Vision?</a> |                    |
|                  | <a href="#">Mission &amp; Vision Worksheet</a>  |                    |
|                  |   |                    |
|                  |   |                    |

|  |  |  |
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# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday.

Time keeper: Youngest in the group

Equity of Voice: Oldest in the group

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| GRADES K-5   | NOTES   | NEXT STEPS   |
|--|---|--|
| Date: 12-12-2020<br><br>Do introduction:<br>-Name<br>-School/Location  | Many professionals from districts in MN, CA, and Laos<br><br>*online learning<br>*some struggles with teaching and learning hmong<br>*family engagement on learning platforms: Google Classroom, Schoology, Seesaw, Google Voice<br>*Parent Contact: FacetoFace is easier when students are presently online with teacher | Working together with parents/families to communicate about learning and student engagement<br><br>What works best for parent contacts? Please share ideas.<br><br>Encouragement to have wishful thinking as an educator and, also what is needed to be able to do our work as an educator |
| <a href="https://talkingpts.org/">https://talkingpts.org/</a><br>-Translation website/app that seems to be more accurate | We would like to share emails for collaboration networking  | Read and write both dialects. It's important for students to hear both dialects.   |

|  |  |  |
|--|--|--|
| <p>than google translation<br/>         -May be used to call and text on mobile devices<br/>         ^^ yes! Great resource!<br/>         Parents can set it to their home language and they'll receive it in Hmong.</p> | <p>Two dialects: hmoob dawb, hmoob leeg<br/>         *important to include hmoob leeg (equity)<br/>         *Educators who don't speak the dialect are also learning along with students. Building partnership with families.</p> <p>What about the Hmong parents who don't read Hmong? This makes me wonder how we can reach those parents? The Hmong language was created in the 50's by White missionaries, and I wonder how we can reach parents who are Hmong that are not literate.</p> <p>I am one of two Hmong teachers in my school where our student population is appx 34% Hmong. I often feel pressure to speak about the Hmong experience in front of my white peers. How do I navigate this?</p> |  |
|--|--|--|



# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday. - Chivouayi

Time keeper: Youngest in the group - Kevin

Equity of Voice: Oldest in the group -

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| GRADES 6-12   | NOTES   | NEXT STEPS |
|---|---|------------|
| Date Dec. 12, 2020<br><br>Do introduction:<br>-Name<br>-School/Location | Moua Kong - SPPS for 5 years - at Johnson Senior High School<br>Ntaub Her -Hmong college prep - teach Hmong for 3 years<br>KaBao Yang - Community school of Excellence in St Paul<br>Kevin Xiong-school counselor at Osseo school district.<br>Mee Pha - Brooklyn Park<br>Meng - first year at MPS create materials for 6 to 8<br>Pakou - First year at teaching at New Millennium<br>See vang - SPPS tuav Hmoob Dual Language at OTL<br>Shoua- SPPS teacher for 23 years<br>Chivouyi - SPPS teacher, |            |

|                       |   |  |
|-----------------------|---|--|
|                       | teaching Hmong for 3 years<br>at Harding High School  |  |
| How are we doing now? | <p>See Vang - Not enough resources for Hmong teachers: hard copy as well as digital. Since we are in DL, our Hmong students will lose the chance of speaking Hmong. How do we create more Hmong resources to support the Hmong teachers?</p> <p>Dao Her -Thank you to YeejHuas for creating the two books. I have been using them in my class and my students love them. It is good to know that now you have created book 2 and I am looking forward to using it in the near future.</p> <p>YeejHuam - two books are in his <a href="#">youtube channel</a> - free for all of the Hmong teachers to use.</p> <p>MouaKong - how are your students doing as far as DL? Are your students motivated to come to DL if they are what strategies do you use to get them to DL?</p> <p>Meng - we should have something that the students are looking forward to coming to DL.</p> <p>Dao - Make the classroom more fun to attract students.</p> |  |



# GROUP CHECK-IN

## Housekeeping task-Assign as indicated below

Recorder: December birthday-if more than 1 person, then the earliest birthday.

Time keeper: Youngest in the group

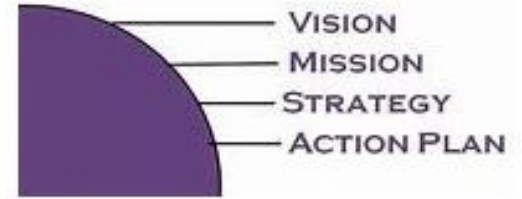
Equity of Voice: Oldest in the group

**Purpose: Gather voice about how teaching has been so far (share strengths, struggles, issues, or just to connect to build capacity)**

| HIGHER ED   | NOTES   | NEXT STEPS  |
|---|---|---|
| Date<br><br>Do introduction:<br>-Name<br>-School/Location | Terry, North Hennepin<br>Khou- NMA<br>Dr. Brian<br><br>Talking Points:<br>Licensure Tier 1-4<br>Transfers, degree attainment<br>Network, who you know<br>makes a difference<br>-know how to navigate<br>system to find a job<br>-Build connections with this<br>coalition and people that you<br>meet | We should educate new young<br>people and recruit at the<br>college level and guide them to<br>become a teacher, network with<br>them and encourage them to<br>get into the classroom.<br><br>Collaborate, connect, and work<br>the system. |
|   |   |   |



# VISION & MISSION



## Comparison Chart

| BASIS FOR COMPARISON | MISSION STATEMENT  | VISION STATEMENT  |
|----------------------|--|---|
| Meaning              | A statement that describes the company's objectives and its approach to reach those objectives | A short statement that depicts the company's aspiration for the future position of the company. |
| What it is?          | Cause  | Effect  |
| Talks about          | Present  | Future  |
| Shows                | Where we are at present?   | Where we wants to be?   |
| Term                 | Short term   | Long term   |
| Purpose              | To inform  | To inspire  |

S, Surbhi, et al. "Difference Between Mission Statement and Vision Statement (with Examples and Comparison Chart)." *Key Differences*, 5 July 2019, [keydifferences.com/difference-between-vision-statement-and-mission-statement.html#:~:text=The%20following%20are%20the%20major%20differences%20between%20mission,explains%20the%20company%E2%80%99s%20core%20purpose.%20More%20items...](https://keydifferences.com/difference-between-vision-statement-and-mission-statement.html#:~:text=The%20following%20are%20the%20major%20differences%20between%20mission,explains%20the%20company%E2%80%99s%20core%20purpose.%20More%20items...)

## Vision and Mission Worksheet

### Description

A **vision statement** is a common understanding of the destination, it allows all stakeholders to align their improvement efforts while the **mission statement** clarifies how to reach the vision or the end goal.

### Sharing Space

- Have space to share, building and retaining Hmong educators in the field in various content areas, burn out, lost hopes, navigating
- Have another Hmong educator/look like us, build the connection as professionals and navigate whiteness, not enough
- Advocacy for teachers, students and families, what does that mean, especially during pandemic
- See this coalition taking on various shapes/capacity, K-beyond to post secondary
- Resources/curriculum HUB
- Community to process, navigate the spaces in the work to support the students, voices and meeting the needs of our students
- Educators are more than just teachers, we go beyond our roles/work
- College students and career in different areas to support students
- Students of color to strive just like others and students to be able to have the literacy, parenting support, motivation and school work
- Social skills, hands on skills to use in the community to use in the future
- Pride and joy in enjoying attending school and be successful, everyone matters
- Find funding to support and educate students during the day and after school
- Hmong Publisher, providing the support and for the person and for coalition like this. This coalition can share a passion, collective group, fighting together and as a group for rights, come together and be a voice for those who are voiceless
- Hmong has barely no support, build a foundation to start this work, collaborate

## Part 1: Proposed Vision and Mission Ideas

- Build foundation
- Safe space
- Collaborate
- Advocacy
- Support system
- Retain Hmong/Asian educators

## Part 2: Group Recommendation for Vision & Mission

MN Hmong educators coalition strives to build a foundational space for collaborative support and advocacy while strengthening the professional growth of Hmong educators, students, and the community.-

This can be accomplished by: building connections from primary to post-secondary, empowering youths to have voice, and improving personal self efficacy. -Sue Vang

Minnesota Hmong Educators Coalition serves to unite all Hmong educators to provide affinity spaces for professional growth, collaborate learning, collective healing and strategize tools for advocacy.

- Raise issues and address impact of Hmong educators in Minnesota
- Advocacy within local districts, university and colleges, and state-level in policy affecting Hmong educators
- Creating affinity spaces for Hmong educators

Mn Hmong Educators Coalition seek to bring early childhood-higher education Hmong educators together for collective healing and unity, support new Hmong educators, and close the opportunity gap for Hmong students in the state. -Pang Yang

Providing POC center for education to strive our young people.-Shoua Khang

The Minnesota Hmong Educators Coalition (MnHEC) serves to network Hmong support groups to improve educational opportunities, develop and sustain collaborations, collective advocacy voices, and focuses on issues relating to educational concerns in the Elementary to Post Secondary Education to ensure that dialogue at the state and local level regarding education issues reflects the education priorities of the Hmong MN community. - Dr. Brian Xiong

# DRAFT MINNESOTA HMONG EDUCATORS COALITION (MnHEC)

**Vision:**

Minnesota Hmong Educators Coalition (MnHEC) serves to unite all Hmong educators to provide affinity spaces for professional growth, collective healing, collaborative learning, strategizing tools for advocacy, and closing opportunity gaps.

**Mission:**

The Minnesota Hmong Educators Coalition (MnHEC) serves to network Hmong support groups to improve educational opportunities, develop and sustain collaborations, collective advocacy voices, and focuses on issues relating to educational concerns in the Elementary to Post Secondary Education. This ensures that dialogue at the state and local level regarding educational issues are reflective of the educational priorities of the Hmong MN community at large.

| MN EDUCATORS COALITION (MnHEC) Structure |               | DESCRIPTION   |
|--|---------------|---|
| VISION<br>&<br>MISSION                   | Equity        | Advocacy within local districts, university and colleges, and state-level in policy affecting Hmong educators |
|  | Community     | Raise issues and address impact of Hmong educators in Minnesota   |
|  | Collaboration | Creating affinity spaces for Hmong educators  |
|  | Opportunity   | Close the gap for Hmong educators and students in the state   |
|  | Action Steps  | Connect with a non-profit organization  |
|  |               | Establish members/leadership  |
|  | Strategies    | Secure funding/support  |
|  |               | Host events/sessions for networking among various spectrums of education                                      |

## END OF THE GATHERING-SIB KOOM TES EVENT

### Brainstorming Sheet

**GOAL:** Bring educators from all areas together to build community, share, collaborate, and celebrate!

**TASK:**

1. Please list possible location where the event could be hosted
2. Share any ideas of activities that could be done to increase a cohesive, safe, productive, and rewarding event
3. If you are able to know the cost, etc. record it on the table below

**\*\*\* Please complete before our next meeting on Friday, 4/30/21. The goal for this meeting is to discuss and plan this event.**

| LOCATION              | POSSIBLE ACTIVITIES  | COST   |
|-----------------------|--|--|
| Park A: Agape in Hugo | <p>Cultural diversity/ community partnership</p> <p>-Tub lub- Hmong games</p> <p>-Movie/film screening-</p> <p>-stations:</p> <ul style="list-style-type: none"><li>• Yer - Painting</li><li>• Vee - Kwv Txhij</li><li>• Sue - PajNtaub</li><li>• ????? - Tub Lub</li><li>• Make and Take</li><li>• Affinity session</li><li>• Yoga/pilates - Zoua</li><li>• Business with donation packages</li></ul> | <p>\$45 per person/per night comes with tent (if needed); can use veggie from greenhouse to make food; bring meat and put into Xong's freezer</p> <p>Projector with screen</p> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>● <b>Kevin - Listening sessions</b></li> <li>● <b>Greenhouse - organic farming, Hmong herbs, and bamboo</b></li> <li>● <b>Sports</b></li> <li>●</li> </ul> |  |
|--|---|--|

- Pang will confirm the location & date (June 26, 27)
  - Xong will reserve June 26th - 9am check-in; 3pm check-out for us
  - \$45 per person; 70 tent pads currently, can accommodate up to 150 tent pads
  - If no tent, Xong can provide tent at no cost. Will need to bring extras - sleeping pads, pillows, blankets. Flashlights will be provided,
  - Xong will provide projector and screen if needed at no additional cost.
  - Xong will provide the invoice as a food service for our time there to cover for tent rental
  - Xong is okay with a deposit (that Pang will put down to secure the place) and then wait for the reimbursement from the state.
- Pang will check Brian Vue-movie night
  -
- Lunch-bring potluck, dinner-Pang will see if they are willing to donate
- Sue will create the google doc/survey for sign up/preference for day or over night
  - Questions to ask on google slide --- Pang's brainstorm. You can add more/edit anything, Sue. Don't forget to include the camp website too.
    - Intro with something that says...MN Hmong educators, you've deserve a retreat after this school year. Join us for our 1st annual Hmogn Educators retreat this June 26th-27th. Reserve your spot only if you are able to commit. Limit to the first 100 people. Check-in Saturday, June 26th - Check-out June 27th

at 3pm. Must be a Hmong educator in MN (charter or district, and any position working in the schools Pre-K to higher education). The more the merrier our time will be together. Cost for your overnight stay is made possible by our grant. Dinner and breakfast accommodations will be provided by private donations. This is just for you!!!! Feel free to share this with your other Hmong teacher friends. Fill-out this google form by May 28th, 2021

- Last name, first name
- Cell phone
- Best email contact
- School
- District
- Position
  - Teacher
  - Counselor
  - Educational Assistance
  - Social Worker
  - Nurse
  - Administrators
  - Other...fill-in
- Overnight accommodation. Flashlights will be provided.
  - I have a tent and I will bring my own tent equipment.
  - I don't have a tent and I will need a tent, but I will bring my own pillow, blanket, sleeping bag, tent chair, etc....
  - Sorry, I will only be joining the event during the day and going home in the evening. No tent needed.
- There are several mini-houses on the campsite. If you would like your name in the drawing for a mini-house, say YES!
- Food. We will send a google doc for all coming to sign-up to bring a lunch item and snacks for Saturday, June 26th. What is your preference for dinner?
  - I prefer a food truck

- I prefer catering
  - I prefer bbq at the firepit and cooking a Hmong meal
  - I prefer whatever the core planning committee decides
- Food allergy/dietary restriction, please comment.
- If you wish to bring your family to sleep overnight and have your family join us after 6pm Saturday, there is a charge of \$45 a person for the overnight fee to Agape Hmong Garden.
- We will have Saturday afternoon sessions to learn from one another and enjoy time with one another. We would like to have our educators run some stations. What stations are you willing to run? This will be your donation to the event. I.e. photo shoot (as a photographer), therapy listening session, art drawing, science, kwv txhiaj, Hmong games, sports, karaoke, etc.... List. We will connect with you later to confirm.
- On Sunday, we would like our educators who have side gigs, businesses, etc... to showcase their products. We'd also like each business participant, donate something to share in our basket for some go-away door prizes. What is your gig/business?
- Tell us something your co-workers don't know about you?
- Questions you have for us
- Members will advertise out once the flyer is set to the location where they are from
- Pang will do the FB event page/connection-first come first serve





# MN HMONG EDUCATORS COALITION

Presented by: Sue Vang




WHOA!!

Welcome, Zoo  
Siab Txais Tos!

A piece of pink tape with multi-colored dashes and a piece of yellow tape with purple and white triangles are stuck to the top corners of the paper.

# WARM WELCOME

- INTRODUCTION
  - SHARE HOW YOU ARE COMING INTO THE SPACE
- 
- Five hand-drawn rounded rectangles in white, yellow, cyan, teal, and pink are scattered in the bottom right corner of the image.





# MEETING NOTES

We will be using this  
google sheet to record  
our notes & next steps

# WHAT IS THE VISION & A MISSION?

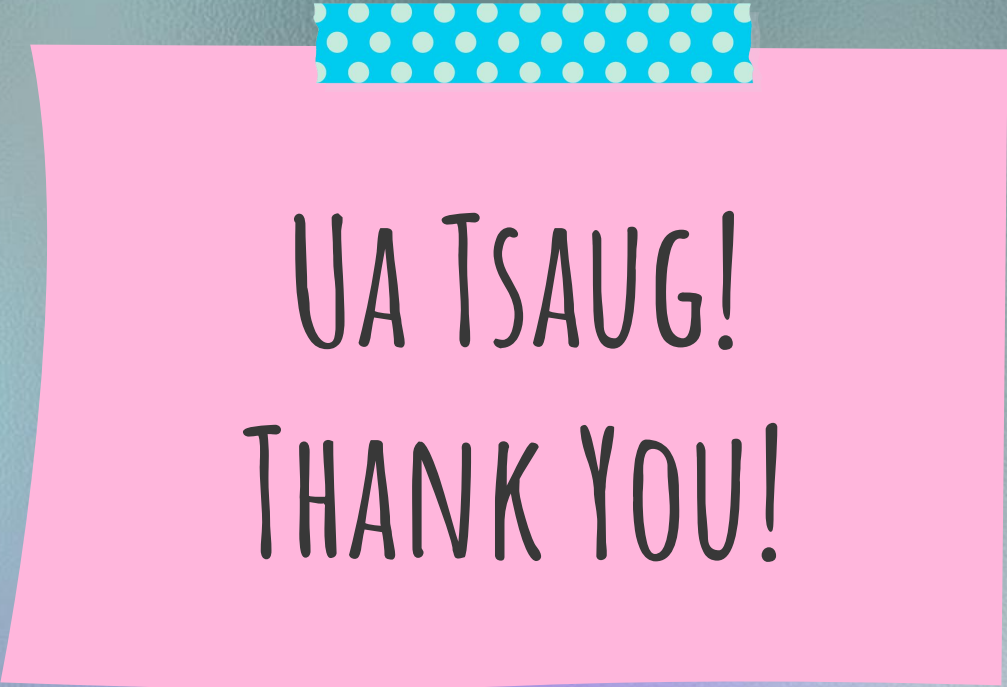
## Description

A **vision statement** is a common understanding of the school destination, it allows all stakeholders to align their improvement efforts while the **mission statement** clarifies how to reach the vision or the end goal.

## Guiding Principles

- All stakeholders recognize the vision as a destination
- It is something that inspires every staff, student, and family
- It announces to families, students, and staff where you are heading and why they should take the trip with you





UA TSAUG!  
THANK YOU!





**MADE  
POSSIBLE BY  
GRANT  
FUNDING**

**FIGURE 1.3**

**MN HMONG EDUCATORS COALITION**

**NO COSTS TO  
PARTICIPANTS, BUT  
MUST REGISTER BY  
FRIDAY, JUNE 11TH TO  
RESERVE YOUR SPOT**

# **CALLING ALL HMONG EDUCATORS IN MN**

## **SCHEDULE**

### **SATURDAY**

**9AM - OVERNIGHT CAMPERS CHECK-IN  
10AM - DAY PARTICIPANT CHECK-INS  
10-12PM - NETWORK & TUAUV NCUAV ON-SITE  
12-1:30PM - CATERED LUNCH/PROGRAM  
1:30-5:00PM - ACTIVITIES  
5-7PM - CATERED DINNER & NETWORK  
8PM - FILM SHOWING: JOURNEY TO THE FALLEN  
SKY**

### **SUNDAY**

**9-10AM - HOMEMADE BREAKFAST  
10-12PM - ACTIVITIES  
12-1:30PM - LUNCH  
1:30-3PM - AFTERNOON NETWORKING WITH DOOR  
PRIZES  
3PM - DEPARTURE**

**JUNE 26 & 27**

#### **COVID Info:**

**We will be socially distancing & encourage  
you to wear your mask if you have not been  
vaccinated or wear your mask because you'll  
feel more comfortable.**

**REGISTER BY FRIDAY, JUNE 11TH TO CONFIRM YOUR SPOT @**

**[HTTPS://FORMS.GLE/2NE6PBNQCH9ERDVZ9](https://forms.gle/2NE6PBNQCH9ERDVZ9)**

**QUESTIONS CONTACT SUE VANG  
SUEN.VANG@MPLS.K12.MN.US**

**VISIT [WWW.AGAPEHMONGGARDEN.COM](http://WWW.AGAPEHMONGGARDEN.COM) FOR RETREAT INFO  
25 MIN NORTH OF ST. PAUL  
LOCATED IN HUGO, MN**





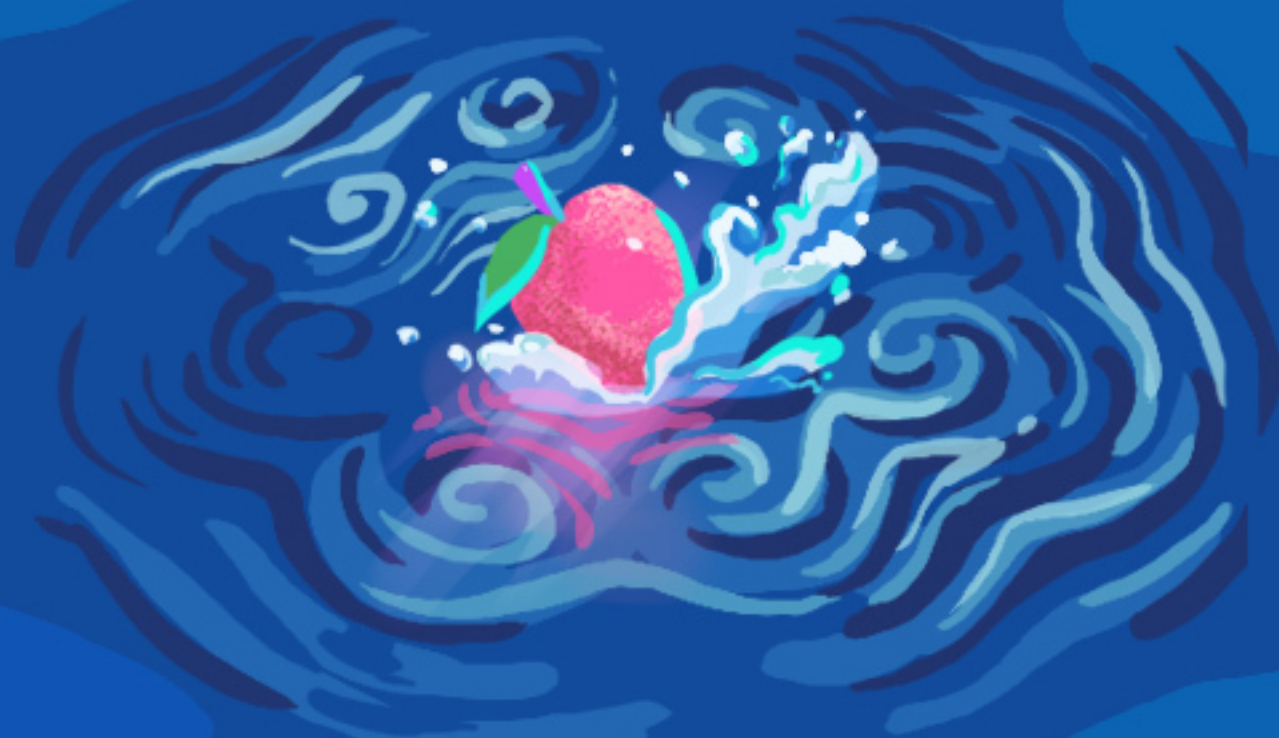
# CALL FOR ENTRIES

# H M N G T E A C H E R E X P E R I E N C E S

***SUBMISSION DEADLINE:***  
**SATURDAY, JULY 31, 2021**

FIGURE 1.4

**TEACHERS AFFECT  
ETERNITY  
NO ONE CAN TELL WHERE  
THEIR INFLUENCE STOPS**



**HMONG TEACHER  
EXPERIENCES**

***SUBMISSION DEADLINE:  
SATURDAY, JULY 31, 2021***





# Ripple effect mapping

[Home](#) > [Community development](#) > Ripple effect mapping

## Ripple effect mapping makes waves in the world of evaluation

Ripples are tiny waves generated when someone drops a stone into the water. But ripple effect mapping is generating some big waves in the world of evaluation.

Why? Because ripple effect mapping, or REM, is more than an evaluation technique.

Just ask Mike Liepold, University of Minnesota Extension Leadership and Civic Engagement educator. Mike used the REM process twice to evaluate the Minnesota Agriculture and Rural Leadership (MARL) program — a leadership education program



A Ramsey County Master Gardeners (RCMG) volunteer working with kids in St. Paul. RCMG volunteers participated in a ripple-effect mapping session to evaluate outcomes and build relationships.

< [Community development](#)

## Projects and completed studies

[A rural brain gain migration >](#)

[Getting to know Greater Minnesota's economy: 2019 update >](#)

[Rural grocery stores >](#)

[Minnesota's communities find housing solutions >](#)