

FY22 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report by June 30, 2022 to Laura.Dyer@state.mn.us.

Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of Effective Teachers Program Narrative – Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.
- III. Program Data – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Anoka-Hennepin Teachers of Color Coalition (AHTOCC)
Total Grant Amount	16400

Identified Official with Authority

Name of official with authority to sign	Valarie Holthus
Title	Anoka-Hennepin Education MN President
Address	3200 Main St NW #360
City, State and Zip code + 4	Minneapolis, MN 55448
Phone Number and Email	763-421-9110 valerie.holthus@edmn.org

Primary Program Contact

Name of program contact	Verna Wong
Title	AHTOCC Cochair
Address	2400 Lowry Ave. N.
City, State and Zip code + 4	Minneapolis
Phone Number and Email	952-807-8599 wong.vp@gmail.com

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The PELSB Grant awarded sought to strengthen these goals for Anoka-Hennepin Teachers of Color Coalition.

- Support a larger network of BIPOC teachers
- Support the self-organizing efforts of AHTOCC members
- Be safe, caring, and flexible due to the demands of teaching during the COVID-19 pandemic
- Garner the expertise and skills of AHTOCC members

This year presented many challenges for teachers in our district, especially BIPOC educators. The return to schools in Anoka-Hennepin with limited masking and safety protocols placed teachers in difficult work situations. In addition, Anoka-Hennepin's progress towards placing people of color and white liberals in positions of power while avoiding structural and institutional accountability of their racist practices placed BIPOC teachers added undue burdens and stress on teachers as they navigated their environment with teachers who were committed to making structural and systemic changes. These challenges early and throughout the school year, on top of the demands of work, made it difficult for leaders to think more creatively about formally building with each other through school affinity spaces unlike the years past. I do think the challenges have also met the ability to build together and form new connections through the use of the PELSB grant.

- In regards to self-organizing, a monthly BIPOC elementary cohort was formed represented of teachers across six schools to discuss leadership opportunities, professional development, and concerns regarding inconsistent practices among administration to support equity initiatives. Whereas secondary schools in our district have larger numbers of BIPOC teachers, elementary teachers are more isolated. Creating this cohort allowed a number of BIPOC elementary teachers to share their experience, expertise, and leadership skills in the various stages of the profession. As AHTOCC leaders, the cohort has incited to the unique challenges of elementary, from navigating holidays to learning curriculum and instructional models.
- Funding this year was offered to support flexibility for teachers to meet together, during a very demanding school year. This included providing stipends for teachers in facilitating February AHTOCC workshops and providing food gift cards for virtual meetings in February. This eased the burden placed on planners knowing that food and workshops were adequately in place.
- Small group meetings/phone calls/check-ins were held throughout the year for planning, reflection, venting, and relationship building among members. Funding provided money for food for the time spent together. One of the small group meetings included a teacher from Roseville's F.O.C.U.S. who provided the perspective of a teacher outside of A-H and navigating their district leadership.
- In late May and June, AHTOCC spoke at the A-H BIPOC Mentorship meeting and hosted the Spring dinner representing the mentorship program and AHTOCC members (who may or may

not be a part of the mentorship program). Thirty-six teachers were in attendance at our June meeting and represented BIPOC educators. The funding allows teachers to build across schools and organizations (AHTOCC and A-H BIPOC Mentorship) where we can learn from each other and align our goals to push our district to support BIPOC teachers further.

In May, AHTOCC and A-H BIPOC Mentorship met for one meeting to discuss teacher layoffs and how the non-renewals impacted BIPOC teachers in our district. In March, a disproportionate amount of BIPOC probationary teachers (some of whom were a part of the A-H mentorship program) were issued non-renewal notices and which was disappointing to mentors and concerned BIPOC teachers. While many of these layoffs were due to teachers holding T2 licenses, there were also teachers cut with T3 and T4 licenses. Our union has expressed ongoing concerns about the large number of non-renewals issued that seem to extend beyond what is allocated in planning for teacher reassignments, even as some rehiring takes place following termination. This shows the need to continue to build our alliances across leadership levels and affiliations to have consistent messaging about our value for teachers of color and the structural support teachers need. Many BIPOC teachers (including core members of AHTOCC) are being pushed out, and there needs to be a stronger commitment to tangibly support BIPOC teachers from admin and district where they are given the agency, trust, and ability to grow and thrive in their work to produce the equitable outcomes our students deserve.

We plan to continue and extend this grant in the year to come to continue building with teachers and building the self-created organizing and generative spaces we want to build for ourselves. In the area of school-based organizing listed in our grant proposal, we intend to think through what that can look like in the next year and leadership capacity to organize formalized school spaces that bring joy and strength to teachers in these difficult times.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

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

Because we are an affinity group not affiliated with a school district, we were told by Laura Dyer that we did not have to complete program data.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the	Tier 2 new to the	Tier 1 teachers new to the		Teacher in license	Teachers with	Experienced teachers in need of peer coaching
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	profession or district	profession or district	profession or district	Teaching residents	shortage areas	special needs	
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Other							
Total							

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

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic							
Black							
Other							
Paid Mentors of color who received additional stipends							
Total							

Analysis of Data

Because we are an affinity group not affiliated with a school district, we were told by Laura Dyer that we did not have to complete program data.

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
1900	AHTOCC Winter Virtual Workshops in February <ul style="list-style-type: none"> • Stipend for facilitators • Food Expenses 	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Sign-Ins Notes Reflection	Overall, activities supported capacity to share expertise, organize in small and large ways, and build support systems for further relationship building and organizing.
639.16	AHTOCC Spring Dinner Celebration <ul style="list-style-type: none"> • Food Expense 	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Sign-In	Elementary teachers found value in meeting to talk about elementary-specific needs including the concern over inconsistent leadership practices.
685.39	Small group Meetings, covering food for virtual and in-person meetings for members including monthly elementary cohort meetings.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Sign-In Meeting Minute Notes	

Grant Expenses 2021-2022 Any unused funds will be available the following school year.

Program Item	Narrative Description	Type	Amount Spent	Amount Left
AHTOCC Winter Meeting	Provide dinner to 20 teachers/participants	food	400	0
School Affinity Space Food	Provides food for monthly affinity meetings at Evergreen and Champlin Park	Food	439.16	1360.84
Small Group Meetings	Provides meals/food/gift cards to teachers who self organize meetings with AHTOC members (40 members)	Food	685.39	1314.61
Supplemental Food Money	Provides dinner for teachers who are not current AHEM members at fall and spring meetings	Food	200	0
PD	Pays for registration costs (up to \$500) to 6 educators who seek additional PD.	PD	0	3000
Affinity Leaders Stipends	Provides stipends for 5 leaders to plan monthly affinity group meetings outside the duty day. <i>*Due to leadership capacity, I (Verna) was not able to issue a stipend before 6/30 but will reach out to leaders about stipend for 2021-2022 understanding the need for flexibility.</i>	stipend	0	5000
Elementary Leader Stipends	Stipends 2 members in ATHOCC to more intentionally engage the elementary base and build cohesion and provide opportunities for feedback <i>*Due to leadership capacity, I (Verna) was not able to issue a stipend before 6/30 but will reach out to leaders about stipend for 2021-2022.</i>	stipend	0	2000
Facilitation Stipends	Stipends 4 members to facilitate or co-facilitate PD at winter meeting and fall retreat programming in 2022	stipend	1500	500
Supplies	Provides affinity spaces and small groups books or supplies for learning together (20 members)	supplies	0	400
TOTALS			2824.55	13575.45