

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	Friends of South High
Total Grant Amount	\$43,700

Identified Official with Authority

Name of official with authority to sign	Judy Ayers or Alicia Skow
Title	Director of South High Foundation
Address	3131 19th Ave S
City, State and Zip code + 4	Minneapolis, MN 55124
Phone Number and Email	ayers_judy@comcast.net , director@southhighfoundation.org , agskow@gmail.com

Primary Program Contact

Name of program contact	Angelica Torralba-Olague
Title	Education Pathway Teacher and Coordinator
Address	3131 19th Ave S
City, State and Zip code + 4	Minneapolis, MN 55124
Phone Number and Email	612-558-8787; angelica.torralba-olague@mpls.k12.Mn.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

We had three main activities for our grant: femtorship/co-mentorship activities, PLC, and grants.

Femtorship/co-mentorship activities: During the 2021-22 school year, we met in a big group, small groups, 1 on 1 to support one another. Femtorship Activities were several times per month.

PLC: Our PLC met once a month during the 2021-22 school year. We've had Dr. Raj Sethuraju talk about restorative justice in schools. We've discussed Dr. Rita Kohli's book on Teachers of Color Resisting Racism and Reclaiming Education. We had Jeannine Erickson talk about Black Feminism in Education.

Grants: During the 2021-2022 school year, our group supported eight educators (2 Black, 1 American Indian, 1 Latinx, 4 Asian American) with around \$18,000 grants. Their grants covered either coursework related to pursuing special education license, pursuing school counseling, to include World Music to better connect with our new-to-country students of color, and PD/conference to increase our Trauma Informed Care practices.

As for the amount granted, we were awarded \$43,700. We applied to extend our contract through the next fiscal year 2023 in order to cover the summer 2022 courses and fall activities we had planned for grants to staff. As of June 6, 2022, we have spent per line item below. In total, we have spent \$29,810.30 from that amount so far from when it was granted on Dec 14, 2021 to June 30, 2022.

We are grateful for the extension of our TMRG22 grant until the end of fiscal year of 2023 because we expect to spend the rest of the \$13,889.70 (\$43,700 approved TMRG22 minus the \$29,810.30 spent so far) for the following activities:

- Grants for PD/Courses from summer 2022 and fall 2022
- BIPOC staff back to school event & activity (PLC expenses like books, supplies, contractors, vendor fees)
- Beginning of the year and fall femtorship/co-mentoring activities

The TMRG22 was granted in the middle of the school year of Dec 14, 2021, so we did not have money in the fall 2021 to use for our expenses which we will now have for fall 2022 activities, so we can definitely use the rest of the \$13,889.70.

TMRG 2022 (we have \$13,889.70 left, which will be spent summer and beginning of school year 2022)

Food: \$645.23

Books: \$96.95

Grants for PD/Courses: \$18,165.75

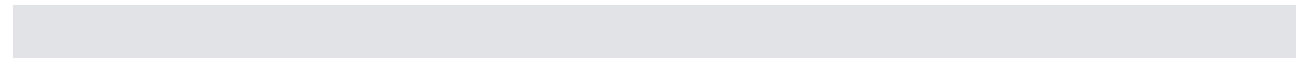
Femtorship Stipends: \$5,990

Femtorship Activity: \$532.27

Contractor: \$380

Mentor and Grant Coordinator: \$4,000

TOTAL SPENT DEC 14, 2021-June 6, 2022: \$29,810.30



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.

Number of teachers disaggregated by race or ethnic group	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
American Indian or Alaskan Native		1					6
Asian or Pacific Islander							4
Hispanic	1						3
Black	3	1					4
Other							6
Total	4	2					23

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

We had a co-mentorship model where seasoned educators and new to profession educators came together for several purposes: PLC meeting, femtorship activities and events which gathered BIPOC educators together.

I included the data in the first table to include all of them.

In total, we served 29 licensed or currently in teacher education program folks: 23 licensed seasoned teachers, four tier 3 new to profession, and two tier 2 new to profession.

28% (8 out of 29) identify as Blacks, which include both of our East African and ADOS. 28% (8 out of 29) identify as Native American, majority identifying as Ojibwa or Anishinabe teachers. 14% identify as Asian American,

which include biracial teachers. 14% identify as Chican/Latino/a/x. Others are 6, which include those who identify as biracial with either black or undisclosed.

What isn't included in the data above are the following:

- ESPs who participated in the Black Men Teach meeting which had six Black men. They are neither in a teacher education program, or currently licensed.

- we had 15 Grow Your Own aspiring secondary educators who are in a teacher education concurrent enrollment program who were supported in the grant as well.

If we were to include this data, we would have served a total of 50 teachers, staff and aspiring educators with the grant for Jan-June 2022.

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
\$645.23	Food	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	google form	see excerpts from form
\$96.95	Books	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	google form	see excerpts from form
\$18,165.75	Grants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	google form	see excerpts from form
\$5,990	femtorship stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	see excerpts from form
\$532.27	Femtorship Activity	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	narrative	see excerpts from form
\$380	contractor	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	google form	see excerpts from form
\$4,000	Mentor and Grant Coordinator	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	see excerpts from form

TOTAL SPENT DEC 14, 2021-June 6, 2022: \$29,810.30

NARRATIVE 1

"I know that through my own personal practice and my PLC practice we have been strengthened in our own identity as teachers of color by our experience at a PD opportunity that was paid for by the TMRG

grant. This year has been particularly hard to be a teacher and burnout is real. This experience gave us a chance to breathe and reconnect with our sacred calling as teachers. The work we do is pure magic. When we are buried in the day to day work, plus our own teacher strike in Minneapolis this year, we can lose sight of that mission. We were also able to observe what an more indigenous-oriented perspective is like. I also appreciated having access to funding that helped support us as whole-bodied and whole-identified people. Teaching in public schools is an exercise in austerity and so much gets put on the teacher to spend her own money ... Access to funding that provided a meal during our after-school PLC simply helped me feel more human and valued."

NARRATIVE 2

"Connecting with Women of Color in an affinity group originating in the workplace has been an unprecedented experience for me. It validated concerns, issues and problems as only colleagues who share the BIPOC lens can. I can say I would have less joy, less connection in my work life and in my mental health were it not for this group. We have steadied each other and also inspired non-BIPOC colleagues to be upstanders. Thus, it's not just the women in our group who have benefited, but white colleagues, have also stepped up and taken stock of how they can alleviate inequities. This will undoubtedly have a ripple effect as the greater community takes notice. I've learned ways to demonstrate allyship by looking at my own privilege and examining how to share it; how to sit in uncomfortable spaces, and how that in turn increases confidence to take on more exploration. I've learned so much and find it rewarding to share."

NARRATIVE 3

"Participating in my women of color PLC and group has helped me sustain myself this year as a teacher. The space allowed me to feel supported and get ideas for self improvement in my teaching. This group kept me in education because they were my support system. And as we know the more teachers of color we have staying in the teaching profession the more likely we are to see the success of students of color increase this closing the achievement gap.

Being able to be in a safe space to share my experiences helped support my emotional well-being because I was surrounded by people with shared experiences who could give me support and talk me through any traumatic experiences.

A lot of the women in my group are in different departments than myself so having the femtorships have me opportunity to collaborate and connect with coworkers I don't always see. It also created space for joy because we got to participate in fun activities that aren't built into our school days as educators."

Please feel free to contact

