

FY23 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, 2023** 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	\$44,000

Identified Official with Authority

Name of official with authority to sign	Judy Ayers or Alicia Skow or Tauni Howes
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
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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 2022-23 school year, we met in small groups and 1 on 1 to support one another. Meeting times were individualized based on the needs of each person.

Professional Learning affinity group: Our PLC met once a month during the 2022-23 school year. We've had Dr. Brian Lozenski talk about "Basis of Social Power in Education" in the winter. We also had Nafeesah Muhammed, former teacher and union representative, who discussed Equity Frameworks in schools in the Spring. We also had Lani Roldan, former South High graduate, former AVID tutor and aspiring educator, assist our educators of color in relation to equity & justice work they were doing in recruiting more in educators of color to work schools. In addition, as a professional learning group, we decided to produce a video about the need for more Teachers of Color who are trained in on Ethnic Studies which could be use as a recruitment video or to help tell part of our South High story.

Grants: During the 2022-2023 school year, our group supported several educators to pursue professional development and coursework related to disrupting the achievement gap in schools. This work was related to getting training on the Intercultural Development Inventory, to strategies to reduce the achievement gap among English Language Learners and get training on Work Based and Career focused education as a strategy to recruit and engage more teachers of color to work on reducing the achievement gap.

As for the amount granted, we were awarded \$44,000 for 2022-23. However, since we still had grant left over from the 2021-2022 grant, we mostly utilized our dollars from this grant. We were able to fill out an amendment as of May 23, 2023 to extend our contract to use ~\$32,000 of our 2022-23 grant for FY24.

We are grateful for the extension of our TMRG23 grant until the end of fiscal year of 2024 because we expect to spend the rest of the ~\$32,000 for the following activities:

- Grants for PD/Courses from summer 2023 and fall 2023
- 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 our activities for this grant didn't start until spring 2022. We also didn't have expenses fall 2022 because there was a staff change with our fiscal agent, and the new staff person had to learn about the grant and meet with PELSB to clarify the reimbursement process; therefore there was a delay in our group using our funds during this time. We were able to start using our funds again Winter and Spring 2023. We were able to use ~\$11,000 of the TMRG23 grant for the spring 2023. Now that the grant has been extended, we are able to use the rest of the \$32,000 for the 2023-2024 school year.

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	1			2
Asian or Pacific Islander							2
Hispanic				3			
Black	1			13			1
Other							2
Total	1			17			7

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

Number of Mentors by race or ethnic group	Tier 3 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 – both new teachers, teacher in need of mentoring, aspiring teachers who work in schools in different capacities and teachers who mentored other teachers.

In total, we served 8 licensed teachers and 17 aspiring educators who are currently in teacher education programs and are working in schools in different capacities.

60% (15 out of 25) identify as Black, which include both of our East African and ADOS. 16% (4 out of 25) identify as Native American, dentifying as Ojibwa or Anishinabe teachers. 8% (2 out of 25) identify as Asian American. 12% (3 out of 25) identify as Hispanic/Latinx. And 8% (2 out of 25) identify as mixed/multiracial/other.

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
\$1,947.28	Food, Supplies and books	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	data collected at a meeting
\$2,396	stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	data collected at a meeting
\$22,338.40	Invoices for PLC and grant related activities	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	data collected at a meeting
\$4,000	Mentor and Grant Coordinator	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	narrative	data collected at a meeting
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

NARRATIVE 1:

“I 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 on supplies and have celebrations with colleagues, etc. Access to funding that provided a meal or something that I needed for my classroom made me feel more human and valued.”

NARRATIVE 2:

“I loved having a great mentor/teacher. The one I had was one of a kind and I have so much respect for them.”

NARRATIVE 3:

“My co-mentor helped to push me to do my best. I enjoyed having conversations during our 2nd hour sessions and it helped sustain me and learn about what it takes to work in schools.”

NARRATIVE 4:

“I learned so much from my colleague from spending more intentional time with them. I learned from one colleague that there are different ways that you can provide care for students. I learned from another colleague the importance of creating and maintaining boundaries for my mental health.”