

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	MN Zej Zog
Total Grant Amount	\$310,000

Identified Official with Authority

Name of official with authority to sign	Pang Yang
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Primary Program Contact

Name of program contact	Pang Yang and Dr. Jenna Cushing-Leubner
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The 2022/23 PELSB teacher mentorship and retention of effective teachers grant funding is facilitating some of MN Zej Zog's most exciting and promising and promising impacts and programming. As a primarily Hmong-run community non profit that is still fairly early in its growth, this funding has been instrumental to begin to see indications of the full extent of the fruits of our labor for the last eight years truly begin to flower. First and foremost, we are excited to share about the Hmong K-12 World Language licensure program. Starting in late Summer 2022, twenty-one Hmong educators were



selected to participate in MZZ's inaugural cohort of Hmong World Language licensing - which we undertook through an essential partnership with Concordia College's (Moorehead) Masters Degree in World Languages Education program. This group represented a combination of Hmong language teachers in dual language immersion/bilingual programs and K-12 world/heritage language programs. Of this group, nine entered in order to earn an initial license and twelve entered to earn an additional license, with initial licenses for this group varying across elementary education, art, mathematics, and language arts. In addition, eight of the initial licensure educators applied for and were accepted into the Masters Degree program. Following the initial courses, fifteen teachers (including all nine initial licensure teachers) remained in the cohort, with fourteen on track to complete licensure as of June 2023. From August 2022 through June 2023, this cohort completed at least thirty-six credits (combined graduate and non-graduate) towards their initial and add-on licensure pathways. This included a ten-day intensive on-site component held in Bemidji, MN in June 2023. As of June 2023, all five additional-licensure candidates are on track to become licensed following the completion of an MZZ-required Moob Leeg hab Ntsuab (Hmong language dialects) course in September 2023.

This group will become Minnesota's first-ever cluster of Hmong K-12 world language educators. Initial licensure candidates will complete their remaining coursework and practicum hours during the 2023/24 academic year and will be licensed by June 2024. Completion of licensure requirements for the eight Master's degree seeking educators will also trigger their successful attainment of the Master's degree. We can not state clearly enough how thrilled we are to finally see the unique licensing of Hmong K-12 World Language teachers finally coming to be. The ripple effect impacts of this are vast and include (among other things) the following professional and economic impacts:

- (1) Professional: stabilizes access to Tier IV and V licensure benefits for Hmong language teachers. Before this, 100% of our secondary Hmong heritage/world language teachers were teaching on Tier I-III licenses. With Tier IV licensure (completion of an accredited licensure program), these teachers will be able to fully represented in bargaining agreements (when teaching in district schools). In addition, the majority of teachers licensed through this cohort will benefit from extended contract stability - replacing the 1-3 year contract cycles available to them with Tier I-III licensure. This stabilizing of contract periods to five year cycles lifts considerable personal (financial and health-related) burdens from Hmong language teachers who, until this point, have had to experience job loss, contract renegotiation, and job application on one to three year cycles. During these cycles, the increased stress of potential loss of employment would set in as soon as new year budgeting begins. This took away time and attention on their current year students and curriculum, and put them into positions to be nearly constantly on the job market (even if the outcome would be contracting to teach an additional year). In addition, constant contract instability created the environment for more likely burnout and a context that worked against teachers' abilities and desires to do long-term instructional planning.
- (2) Professional: stabilizes secondary Hmong language programming. This impact is a direct extension of the stabilizing of Hmong language teachers into Tier IV extended contract cycles and access to negotiation and bargaining. When Tier I-III licensed Hmong language teachers' contracts follow such short cycles, the maintenance of Hmong language and culture programs (already facing unique needs as a less commonly taught and displaced, primarily oral language) also became incredibly unstable. We anticipate that the stabilizing of this group of Hmong language teachers as Tier IV licensed teachers will have a primary ripple effect of maintaining the stability of programs already being offered and will improve the likelihood of the creation and expansion of new Hmong language and culture options in Minnesota's K-12 schools.
- (3) Professional: creates infrastructure for institutionalized recruitment and mentorship of future Hmong language teachers to be placed in Hmong language teacher classrooms. The licensing of Hmong K-12 World Language teachers also creates the option for Hmong teacher candidates interested in becoming language teachers to be placed in a classroom with a highly qualified Hmong language teacher. Until this point, requirements for mentor teachers to hold Tier IV licensure created a bottle neck limiting system so that - even though Minnesota is home to master Hmong language and culture teachers, some of whom have been teaching language for over a decade - a Hmong language teacher candidate would be unable to be mentored into the profession in a Hmong world language classroom. The potential impacts of this are vast and include the increased possibility of a Hmong future teacher earning dual licensure (for example

in) ESL and World Languages: Hmong and finally being able to complete a practicum and receive early career professional development with one of Minnesota's master Hmong language and culture teachers.

- (4) Professional: contributes to internal professional community mentorship. Credentialing offers a form of legitimization of the pedagogical and curricular content knowledge of Hmong educators. It also confers the dignity of the profession that master and early career Hmong language and culture teachers earn in their innovative and multiple-layered efforts every day as underrepresented educators of color with direct knowledge and insights towards providing high quality linguistically and culturally sustaining education for Hmong students specifically, Southeast Asian and other displaced and less commonly taught language communities more broadly, and which can positively inform the teaching of the general BIPOC and non-BIPOC student populations.
- (5) Professional: broad deepening of pedagogical and curricular content knowledge. Supporting the credentialing and deepened knowledge base of Hmong language and culture teachers contributes heavily to the quality and efficacy of early career mentoring partnerships and what is cultivated there.
- (6) Economic: because Minnesota continues to maintain a "lanes and ladders" system to determine annual salary, the completion of this Tier IV licensure within the context of a graduate degree-granting program has meant that there are multiple avenues for cohort members to earn direct salary-advancement benefits through a combination of lane and level changes. This financial impact will certainly be felt at the individual and family level of increased economic stability, financial mobility, and spending power - and (because of the cohort nature of this program), has the potential to ripple to the community level.

Next, the vision of 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. The mission 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 is our 3rd year and has really taken off in membership through the variety of activities and events provided with over 350+ participants. This year we've hosted several cultural workshop sessions to engage Hmong educators in: making Hmong inspired earrings for Christmas, celebrating mentors and mentees, and more. Our February gala with a

Hmong inspired theme on a snowy night turned out beautifully with over 200 people in attendance, from legislatures like Kaohlee Her, Executive Director on the Council of Asian Pacific Islanders, Educational Commissioner Jett Will, and educators from across the state (and even as far as Nevada) and multiple districts in attendance. It was the first time in 48 years where Hmong educators felt



appreciated and heard. They enjoyed networking, a delicious dinner, and show that embraced who they are as Hmong-American Minnesotan educators. It was so overdue and well-done that one of our event sponsors gave word to sponsor next year's event. Everyone left feeling a sense of peace, love, and hope; the yearning to be in an affinity space has now created hope and healing for all. Lastly, our team is working on the last event on July 29 and 30, 2023 at the 3rd annual Hmong Agape Garden Retreat in Hugo, where over 125 educators will experience two days of activities helping them heal from trauma, going back to their roots as Hmong-Americans, and network to destress after a stressful year. We are excited about the journey of the coalition as it continues to grow and nurture the Hmong educators in the state of MN to become partners of change in-school system closing the achievement gap for all students.

The two mentorship programs created for aspiring Hmong educators and veteran teachers through the MN Hmong Educators Coalition and the National Hmong Language Coalition, whose mission is to network and collaborate with other Hmong language educators to enhance our knowledge of Hmong language, literacy, and culture through multilayers of support, teacher driven professional development, and mentorship, has created safe spaces for important conversations to occur in development of content knowledge, pedagogy, balancing life of a teacher, preparing pre-service students for success, and so much more. We had over 53 Hmong educators participate in the two mentorship programs this year with whole group, small group and one-on-one sessions. Teacher commitment is strong to this work because of the value they are getting from mentorship. (see Data Analysis below for highlights of teachers' reflections)

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	0	0	0	0	0	0	0
Asian or Pacific Islander	3	4	11	9	4	0	12
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Total	3	4	11	9	4	0	12

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	0	0	0	0	0

Alaskan Native					
Asian or Pacific Islander	3	9	19	0	12
Hispanic					
Black	0	0	0	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	4
Total	3	9	19	0	16

Analysis of Data

Our three goals for the grant proposal were to:

- increase capacity to grow Hmong language mentor and mentee teachers
- increase the number of licensed Hmong language and culture teachers by piloting Hmong language teachers through graduate courses to complete K-12 World Languages: Hmong licensure from Concordia College Moorehead (a critical mass cohort of Minnesota’s first Hmong World Language licensure teachers)
- strengthen and grow the capacity of the MN Hmong Educators Coalition to 200+ members by the end of 2023 to build a support system for Hmong students in high school and higher education who would like to become teachers

We had fourteen Hmong language teachers complete the 22/23 requirements for world language licensure in Hmong fully and successfully - all of these teachers are on track to earn their K-12 World Languages: Hmong Tier IV license by September 2023 (for additional licensure) and June 2024 (for initial licensure, 90% of whom will also complete with a Master’s Degree in World Languages

Education). Over fifty-three Hmong educators participate in the two mentorship programs this year. Eighteen pairs of veteran teachers mentoring and sustaining the recruitment of high school student interested-teachers and college teacher candidates made up a portion of these participants. The other portion included twenty-five Hmong language teacher mentor/mentee pairs, with some mentor lead overlaps between these groups of master Hmong educators. Teachers mentorship occurred through whole group, small group and one-on-one sessions. Teacher commitment is strong to this work because of the value they are getting from mentorship. In addition, we facilitated three major coalition events and gatherings, including and upcoming two-day intensive mentorship and professional development gathering that will take place July 28-29, 2023. Participation in these events and gatherings ranged from 140-350+ participants, reflecting the capacity, energy, and collective support felt by and for these programs. One of the goals of our coalition work this year was to increase capacity and direct service for recruitment and retention of Hmong educators. As an example of this, our Hmong educator mentorship and development intensive event that will take place in July 2023 has grown in size from 40 Hmong educator participants in 2021, to 75 Hmong educator participants in 2022, to an anticipated 140+ participants in 2023.

Here's what Minnesota Hmong educators are saying:

- *I love meeting my mentor and talking about life, education, and the teaching career as a whole. Some highlights were our conversation on interview tips and resume tips as a teacher.*
- *I got to connect with a community of Hmong educators. They are welcoming, funny, energetic, and passionate about the Hmong language/culture or their students. My mentor was a great role model and person of contact for any questions regarding getting jobs. I enjoyed getting to see the growing community of Hmong educators!*
- *I not only got to know my mentor, but together we learned some new technology skills to use when creating materials for my students. I also learned a lot of cool language features in our Hmong language. It helped me to look at our Hmong language from a structural standpoint.*
- *I love being a mentor to other mentees as I wished I had that experience 25 years ago when I first started teaching. Mentorship is a two way street as I love seeing the fresh new ideas my mentee brings and implementing them in my classroom. Just because I'm a veteran teacher, doesn't mean I know it all. I'm always learning something new from my mentee.*
- *Our small group mentorship helped strengthen the skills I didn't have as a Hmong language teacher and also became closer to my colleagues to gain new knowledge to use as best practices in the classroom.*
- *Opportunities like these are rare, not seen often and not this culturally specific. I'm glad I was able to get this opportunity. Thank you!*
- *Pang and Jenna- you two are AMAZING! Thank you for all of the work you are doing to lift our communities up!*
- *I learned a lot and I know this is just the beginning. Looking forward to next year's learning.*
- *Thank you to PELSB for giving us this opportunity to do what we love most and empowering Hmong teachers to work collaboratively as partners in mentorship programs and become confident educators with tools to make a difference for students in our classrooms.*
- *As a high school mentee and being around Hmong teacher role models in the mentorship program, it helped me want to grow to become an ambitious teacher and be an inspiration in*

the classroom. My mentor helped me understand the pathway to college teaching programs and all vast programs that are available to me as a freshman next year.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Total budgeted: \$310,000

Funds spent as of June 2023: \$178,882.15

Funds remaining: \$131,117.85

Accounted for funds (for August 2023 reimbursement): \$96,089

Funds remaining to distribute: \$35,028.85

**See Note on anticipated spending of remaining funds*

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
FY 2022-2023 Budgeted: \$14,000.00 Reimbursed Expenses as of June 2023: \$13,125.15 Remaining: \$874.85 Additional anticipated reimbursement by August 2023: (\$2,000)	Operational Costs and Program Administration	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Scan receipts saved in drive, book keep supporting documentations	documentation of receipts
FY 2022-2023 Budgeted: \$29,000.00 Reimbursed Expenses as of June 2023: \$27,661 Remaining: \$6,000 Additional anticipated reimbursement by August 2023: (\$1,339)	MN Hmong Educators Coalition: Hmong educator mentorship program, future Hmong teacher recruitment through mentorship program (stipends and events - rental	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Excel spreadsheet tracking time; Event surveys; photo/video documentation; On-going meetings with notes	Time completion tracker, photos, documentation of receipts 18 high school or pre-service/veteran teacher pairs completed their commitment from beginning to end., partial stipends given to those who could not complete the whole program. 100% of lead mentors continued from

	spaces, supplies, food)			beginning to end, coalition events with 140-350+ participants
<p>FY 2022-2023 Budgeted: \$205,000.00 Reimbursed Expenses as of June 2023: \$123,962 Remaining: \$81,038 Additional anticipated reimbursement by August 2023: (\$66,750)</p>	<p>Less Commonly Taught Language Teacher Licensure: Masters of Arts Graduate and non-degree licensure coursework at Concordia College to license cohort of K-12 Hmong World Language teachers, program design consultation</p>	<p>X Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction</p>	<p>Transcripted course completion; Application for licensure</p>	<p>Program documentation of course and non-course requirements to licensure completion of 14 teacher candidates (initial and additional licensure); participant reflections from 14 completing cohort members</p>
<p>FY 2022-2023 Budgeted: \$62,000.00 Reimbursed Expenses as of June 2023: \$14,134 Remaining: \$47,866 Additional anticipated reimbursement by August 2023: (\$26,000)</p>	<p>National Hmong Language Teacher Coalition: Hmong language and culture teacher-specific mentorship program; mentor and mentee stipends and events (rental spaces, supplies, food)</p>	<p><input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction</p>	<p>Excel spreadsheet tracking time; Event surveys; photo/video documentation; On-going meetings with notes</p>	<p>Time completion tracker, photos, documentation of receipts 95% of 25 Hmong language teacher mentor/mentee pairs completed their commitment from beginning to end., partial stipends given to those who could not complete the whole program. 100% of lead mentors continued from beginning to end, coalition events with 140-350+ participants</p>

Note on anticipated spending of remaining funds:

- **Operating costs overage:** Final operating cost expenses reflects \$2,000 reimbursement of two monthly payments to program coordinator. The remainder of this portion (\$1,125.15) will be covered by unspent funds from the MN Hmong Educators Coalition area.

- **MN Hmong Educators Coalition:** \$213.85. We anticipate this will be spent at the July 28-29 Educator mentorship intensive event.
- **LCTL Licensure:** After Summer 2023 tuition reimbursement and two months of program consultation payments have been submitted (\$66,750) the remaining amount for this area (\$14,288) will be used to cover partial payment for Fall required coursework/practicum for initial licensure cohort members.
- **Hmong Language Teacher Coalition:** Of the remaining \$47,866, we anticipate submitting about \$26,000 in final stipends and event costs for the July 28-29 Educator mentorship intensive event. As of July 1, 2023 140+ Hmong Educator Professionals are registered to participate in this 18 hour professional development and mentorship event. Remaining funds will be redistributed to help cover the costs of remaining tuition for licensure cohort members (coursework and practicum credits).

We anticipate all budgeted amounts will be spent by September/October 2023.