

**PROFESSIONAL EDUCATOR LICENSING
AND STANDARDS BOARD**
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St. Paul, MN 55108
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**PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD**

**REQUEST FOR PROPOSALS
TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE
TEACHERS GRANT PROGRAM
2019 MINNESOTA STATUTES 122A.70**

DEADLINES

**Intent to Submit – February 28 – 4:30 p.m.
Grant Proposal – March 27 – 4:30 p.m.
Early submissions are encouraged.**

PROJECT FUNDING PERIOD:

Grant Award – July 1, 2020 – June 30, 2021

Alternative Format:

Upon request, this request for proposals can be made available in an alternative format by contacting Saba Teshome, Professional Educator Licensing and Standards Board, 1021 Bandana Blvd E., Suite 222, St. Paul, MN 55108, email: saba.teshome@state.mn.us, phone: (651) 539-4197. TTY users should contact the Minnesota Relay Service at 1-800-627-3529 and request assistance in contacting PELSB.

**TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE TEACHERS GRANT
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TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE TEACHERS GRANT REQUEST FOR PROPOSALS

Professional Educator Licensing and Standards Board

I. OVERVIEW

PELSB makes this state funding available to develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching.

See **Appendix A** for the legislative language that guides the Teacher Mentorship and Retention of Effective Teachers Grant Program.

II. FUNDING AVAILABILITY

This grant opportunity provides \$712,500 in fiscal year 2021 in state funding under Minnesota Laws of 2019, 1st Special Session, Chapter 11, Article 3, Section 22, Subdivision 3.

Funding will be allocated through a competitive process with review by a committee.

The state reserves the right to offer award amounts that differ from the applicant's request.

III. ELIGIBLE APPLICANTS

The following may apply for a program grant:

- A school district
- A group of school districts
- A coalition of districts, teachers and teacher education institutions.
- A coalition of schools, teachers or non-licensed educators.

IV. ESTIMATED GRANT PERIOD

The term of the initial grant period is anticipated to be from July 1, 2020 through June 30, 2021. Funds unobligated from the first year will be available in the second year.

V. USE OF FUNDS

Grantees may use grant funds to:

- pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan
- provide additional stipends as an incentive to mentors of color or who are American Indian
- financially support professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year. (Note: For the purposes of this grant program "affinity groups" are groups of educators who share a community racial or ethnic identity in society as persons of color or who are American Indian.)

- financially support programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers who are from underrepresented racial and ethnic groups
- provide grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

VI. REQUIREMENTS & REPORTING

SPECIFIC PROGRAM EXPECTATIONS

- Applicants must express a commitment to:
 - allow staff participation
 - assess skills of both beginning and mentor teachers
 - provide appropriate in-service to needs identified in the assessment
 - provide leadership to the effort
 - cooperate with higher education institutions
 - provide facilities and other resources
 - share findings, materials, and techniques with other school districts
 - retain teachers of color and teachers who are American Indian
- Applicants must seek additional funding and assistance from sources such as school districts, postsecondary institutions, foundations and the private sector.
- Approved programs should reflect effective mentoring, professional development and retention components.
- A school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement
- New and expanding mentorships sites that are funded to design, develop, implement, and evaluate their program must participate in activities that support program development and implementation, including those which PELSB provides.

REPORTING

Grant recipients must submit a report to PELSB by June 30 of each year after receiving a grant. The report must detail mentoring and induction efforts and assess the impact of these efforts on teacher effectiveness and retention.

GENERAL EXPECTATIONS OF GRANTEEES

Submit expenditure reports and progress reports by the dates indicated in the Official Grant Award Notification.

Maintain a ledger to track the grant budget expenditures and payment reimbursements plus all documents that support your budget line item expenses.

If subcontracting is an allowable expenditure in your budget, follow applicable state and federal procurement laws and select "responsible vendors" who are not debarred or suspended, not engaged in

unlawful practices and who are qualified.

Prior to executing the award document, PELSB will conduct a pre-award risk assessment to consider the applicant's financial capacity if the grant is over \$25,000.

For a grant over \$50,000, monitoring is required and, at least one financial reconciliation of a grantee's expenditures during the grant period.

VII. INTENT TO SUBMIT PROPOSAL

The Professional Educators Licensing and Standards Board (PELSB) will use intent to submit emails to plan for proposal review and understand the scope of the competition. Intent to submit communications must be sent by **February 28, 2020** by email to Saba Teshome (saba.teshome@state.mn.us).

VIII. APPLICATION INSTRUCTIONS

APPLICATION COVERSHEET

The coversheet must include:

1. An original signature from the identified official with authority (IoWA) to sign on behalf of the applicant. If a fiscal agent is representing another organization, both the fiscal agent applicant and a representative of the organization represented must sign. The fiscal agent and the organization represented should have a letter of agreement on file.
2. Contact information for the agency, agency head, the program contact and the accounting or business office manager.
3. Identify the grant amount requested.

REQUIRED I.D. NUMBERS

It is likely your organization already has these numbers; check with your business office.

1. Minnesota Statewide Integrated Financial Tool System (SWIFT) Vendor Number (*required for all applicants- tax ID Number*). If you are a fiscal agent applicant, your SWIFT vendor number must be for the fiscal agent who will be receiving and administering the grant funds.

Get a [SWIFT Vendor Number](#)

(https://supplier.swift.state.mn.us/psp/fmssupap/SUPPLIER/ERP/h/?tab=SUP_GUEST)

2. Data Universal Numbering System (DUNS) number. All organizations applying for **federal funding** must have a Data Universal Numbering System (DUNS). A DUNS is a unique nine-character I.D. number that is used to track how the federal grant is allocated.

[To register for or verify a DUNS number](#)

(<http://fedgov.dnb.com/webform/displayHomePage.do>)

Please note: PELSB can work with coalitions without formal organizational financial support to develop a partnership with an organization that is eligible to receive and manage state grant funds on behalf of the coalition. Please contact Saba Teshome at saba.teshome@state.mn.us if your coalition would like to request this type of support from PELSB.

APPLICATION NARRATIVE COMPONENTS AND BUDGET

Use the application template to develop clear and complete narrative responses for the following components based on the grant period. The total page count for the narrative components must not exceed 8 pages. Applicants are welcome to submit supporting documents as appendices.

SECTION 1. APPLICANT INFORMATION

A. Are you applying as:

- a school district
- a group of school districts
- a coalition of districts, teachers and teacher education institutions
- or a coalition of schools, teachers or non-licensed educators?

B. Please list all schools, districts, educators, teacher educators, institutions, and any other organizations expected to be included in the effort for which you are seeking a grant.

SECTION 2. PROGRAM NARRATIVE

Provide a narrative description of the proposed activities to be funded by the grant. Please check which of the following activities allowed by Minn. Stat. §122A.70 you plan to implement with grant funding and explain each proposed activity. Include a description of how the proposed activities will strengthen and/or supplement existing or attempted mentorship or retention efforts and how the requested funds allow you to do this work?

- Pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan. Please explain how the mentoring program is included in or aligned with districts' teacher evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, Subdivision 5.
- Provide additional stipends as an incentive to mentors of color or who are American Indian. Please explain how the mentoring program is included in or aligned with districts' teachers evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5.
- Financially support professionally learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year.
- Financially support programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers who are from underrepresented racial and ethnic groups.
- Provide grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students.

SECTION 3. PROGRAM NEED AND PARTICIPANTS

Describe the need for this program in terms of local data, and the challenges the proposed efforts are intended to address. Your described program need should align with funding priorities outlined in Minn. Stat. §122A.70.

- A. What is the total number of teachers new to the profession or district that would be receiving mentoring as a result of this grant?
- B. What is the total number of mentors who would be paid stipends (not salaries or partial salaries) under this grant for providing mentorship to teachers? What is the number of paid mentors who are of color or American Indian, if any, who would be receiving additional stipends under this grant?
- C. Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category’s percentage is of the total number of teachers being mentored under this grant.

Category	Total Numbers	Percentages
Tier 3 teachers new to the profession or district		
Tier 2 teachers new to the profession or district		
Tier 1 teachers new to the profession or district		
Teaching residents (i.e., those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.)		
Teachers of color and American Indian teachers		
Teachers in license shortage areas within your economic region (see PELSB 2019 Teacher Supply and Demand Report		
Teachers with special needs		
Experienced teachers in need of peer coaching		

SECTION 4. EXPERIENCE AND CAPACITY FOR MENTORSHIP AND RETENTION EFFORTS

- A. Describe the existing or prior attempted mentorship and retention efforts in your district(s) or school(s) related to your proposed efforts focusing on your experience and capacity to successfully implement proposed activities.

B. In addition, please describe:

1. Whether or not you have received this grant before along with briefly stating what activities were funded and how much funding was awarded.
2. Where have you sought or will you seek additional funding for this program, as required by and specified in statute?
3. If you are a school or district making this application, describe (as required in statute) how you have negotiated additional retention strategies or protection from unrequested leave of absence for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement.

SECTION 5. PROGRAM GOALS, ACTIVITIES, AND PRIORITIES

Describe the goals and activities that align with the purpose of this funding. For example:

Goal	Activity Description	Timeline or Frequency	Priority
Goal 1: Increase retention of teachers of color	Activity 1: Form an affinity group to...	Monthly	High, 2 nd most important thing we need to do

SECTION 6. INTENDED OUTCOMES & PROGRESS MONITORING

The state is committed to funding services that produce a measurable result, outcome, or product for the targeted population identified in your application and the people of Minnesota. You must develop indicators of the success and effectiveness of the program. Additionally, you must measure and evaluate the success and effectiveness of each of the goals, activities, and outcomes listed in section 5 of your application.

You must be prepared to report by June 30, 2021. The report must contain the data and information outlined in the General Information Section, Program Specific Expectations.

In the application provide a response to the questions below.

1. What are your intended, measurable outcomes?
2. Who will be collecting data and preparing reports?
3. Describe the methods and data to be collected.
4. Describe other data criteria that will be used to measure progress and outcomes.

SECTION 7. BUDGET WITH DESCRIPTIONS

Create and attach an Excel budget for the requested grant funds. Specify the grant amount requested and detail all *necessary and reasonable* expenditures anticipated during the project period that align with the project goals and activities. Necessary means it is important to the success of the project. Reasonable means you are paying fair market price for the item or services. The Excel budget **must include** a brief narrative description of each itemized line.

Budget Narrative: The budget narrative is a brief paragraph explaining the role each budgeted item plays in your program.

Reviewers should be able to determine if the budget aligns with the project activities and primary purpose of the funding, as well as if the planned budget expenses are **necessary** and **reasonable** for the success and purpose of the project.

APPLICATION SUBMISSION AND SIGNATURE

Applications must be emailed to either Saba Teshome (saba.teshome@state.mn.us) or PELSB.grants@state.mn.us by 4:30 p.m. on **Friday, March 27**. **Late applications will not be accepted.**

Submit the application in the following format:

1. In the subject line of the email put “Mentorship Grant”
2. Save your signed application in Word or as a PDF
3. Save the budget in Excel format
4. Label your documents with the name of your organization. Example: STPaulapp, St.Paulbudget

Then submit to the designated email box by **March 27, 2020, 4:30 p.m., Central Daylight Time**. **Google documents will not be accepted.**

Costs associated with preparing the application must be borne by the applicant. The burden of proof of timely submission is on the applicant.

IX. APPLICATION SCREENING AND REVIEW

PHASE 1: Screening

Applications that meet the following criteria will be forwarded for review.

1. Received in the designated email box by the due date and time.
2. Applicant meets the eligibility requirements.
3. Application includes a narrative and budget.

PHASE 2: Application Components Reviewed and Scored

The components to be scored are summarized below. Total points possible are 100.

EVALUATION RUBRIC

Category	Not Recommended	Recommended	Highly Recommended
<p>Section 2: Project Narrative</p> <p>30 points</p>	<p>0-14 Points: The proposal does not provide a sufficient explanation of each program element, who will be served and how the proposed activities will realize and/or strengthen existing or attempted mentorship or retention efforts. Several proposed activities are not allowable by statute. The groups served and/or program impact do not align with the grant funding purpose as outlined in statute.</p>	<p>15-23 Points: The proposal provides a reasonable explanation of each program element or activity allowable by statute to be funded by the grant, who will be served, how they will be supported, and how the proposed activities will realize and/or strengthen existing or attempted mentorship or retention efforts. The groups served and program impact align with the grant funding purpose as outlined in statute.</p>	<p>24-30 Points: The proposal provides a clear and detailed explanation of each program element or activity allowable by statute to be funded by the grant, including the types of teachers who will be served, how they will be supported, and how the proposed activities will realize and/or strengthen existing or attempted mentorship or retention efforts. The proposed program prioritizes the groups of educators listed in statute.</p>
<p>Section 3: Program Needs and Participants</p> <p>15 points</p>	<p>0-7 Points: Explanation of need is not clear and local data is either not provided or does not sufficiently support a case for the need to receive grant funds in order to have the capacity to provide mentorship and retention efforts to teachers.</p> <p>Proposed programs do not focus enough on supporting teachers who are new to profession or district, including teaching residents, teachers of color and American Indian teachers, teachers in license shortage areas, teachers with special needs and/or experienced teachers in need of coaching.</p>	<p>8-11 Points: Proposed programs will provide support to teachers who are new to profession or district, including teaching residents, teachers of color and American Indian teachers, teachers in license shortage areas, teachers with special needs and/or experienced teachers in need of coaching.</p> <p>Explanation and data describe the need of grant funds to address challenges and implement new or expanded programs or maintain existing programs intended to mentor and/or retain teachers in the aforementioned categories.</p>	<p>12-15 Points: Proposed programs emphasize support to Tier 2, 3 and 4 teachers who are new to the profession or district, including teaching residents, teachers of color and American Indian teachers, teachers in license shortage areas, teachers with special needs and/or experienced teachers in need of coaching.</p> <p>Explanation and data provide a very clear and compelling case compared to other proposals for the need of grant funds to mentor and/or retain teachers in the aforementioned categories.</p>

Category	Not Recommended	Recommended	Highly Recommended
Section 4: Experience and Capacity for Mentorship and Retention Efforts 15 points	0-7 Points: The applicant’s explanation of capacity and experience leave questions about their ability to execute the proposed programs successfully and/or achieve the intended outcomes. Capacity to retain teachers is limited due to stated structural issues (e.g., low salaries, challenging school environments, etc.) not sufficiently addressed by the district. No stated efforts to seek additional funding. Negotiation not done or planned (if a district applicant) for efforts to retain or protect beginning teachers of color and teachers who are American Indian from layoffs.	8-11 Points: The applicant demonstrates a reasonable capacity to execute the proposed programs, through an explanation of the applicant’s capacity and/or success of, or lessons learned from, past or current mentoring and retention programs. Capacity to retain teachers may be limited due to structural issues but these issues are being sufficiently addressed in other ways by the applicant.	12-15 Points: More than most other applicants, the applicant demonstrates a clear and strong capacity to execute the proposed programs, through a detailed explanation of capacity, including success of past or current mentoring and retention programs.
Section 5: Program Goals, Activities and Priorities 25 points	0-12 Points: The proposal does not provide a clear and/or sufficient description of each program goal and activity. The proposed activities do not sufficiently align with the funding purposes outlined in statute.	13-19 Points: The proposal provides a reasonable description of each program goal and activity. The proposed activities align with the funding purposes outlined in statute.	20-25 Points: The proposal provides very clear and detailed descriptions of each program goal and activity compared to other applications. The proposed activities align with the funding purposes outlined in statute.
Section 6: Intended Outcomes & Progress monitoring 10 points	0-4 Points: Intended outcomes are unclear and/or not closely aligned with the purpose of the grant program. The proposal does not articulate a clear means of measuring the outcomes of funded activities.	5-7 Points: The proposal articulates a feasible means of measuring the stated intended outcomes of funded activities that are aligned with the purposes of the grant program.	8-10 Points: The proposal articulates a clear, detailed and feasible means of measuring the clear, intended outcomes of funded activities that are aligned with the priorities for awarding grants in this program.
Section 7: Budget 5 points	0-2 Points: The budget is not itemized and/or does not clearly match what is described in the rest of the proposal. Requested funds are not necessary or reasonable.	3 Points: The budget provides an itemized description of how necessary and reasonable funds will be spent.	4-5 Points: The budget provides a clear, itemized description of how necessary and reasonable funds will be spent. Each item matches what is described in the rest of the proposal.

PHASE 3: Review of Outcomes

ELSB staff will review the outcomes resulting from the reviewers' evaluation of applications. PELSB may offer grant award amounts that differ from the applicant's grant request, including award amounts for specific program items. During this phase, PELSB staff or grant services staff may contact an applicant to obtain clarification on one or more sections of their application. Grant Services may contact reviewers to obtain clarification on their feedback. All funding decisions made by PELSB are final.

Pre-Award Risk Assessment

Before executing grants, if awards exceed \$25,000, PELSB will need to conduct a risk assessment on financial capacity as well as prior performance.

Delays

OTHER: The following may result in a delay of preparation of any grant awards

- Clarifications to the budget or work plan
- Invalid SWIFT VENDOR ID Number
- Pre-Award Risk Assessment Review

The agency *anticipates* the review to be completed by May 2020. Applicants are expected to be notified within two weeks of when the review has been completed. Review feedback is considered public but not until all grants have been negotiated and executed with the selected applicants.

Applicants recommended for an award must wait until they receive the signed Official Grant Award Notification (OGAN) or other award documentation, **before** providing any services and before incurring expenditures. Any expenses incurred prior to the full execution of the OGAN, or other award documentation, are not reimbursable and are the responsibility of the applicant/grantee.

X. ASSISTANCE DURING PROPOSAL SOLICITATION

The question and answer document will be available by January 31 2020. An informational session for interested applicants will be held on **February 20, 2020** from 3:00pm to 5:00pm in the PELSB Board Room, 1021 Bandana Blvd. E, Suite 222, St. Paul, MN 55108.

Saba Teshome, PELSB Grants Specialist, is available to provide additional information or answer questions. Questions should be emailed to the program contact using a subject line of "Mentorship Grant".

Email: saba.teshome@state.mn.us

Phone: 651-539-4197

Questions related to the grant opportunity may **only** be answered by PELSB's Program Contact Representative identified above or his/her successor. Information received from an unauthorized source is not binding and could result in misinformation.

XI. GRANT ADMINISTRATION REGULATIONS

Administrative guidelines will be sent to grantees which will outline details on the grant award process, applicable regulations, monitoring expectations, fiscal procedures, reporting requirements, and more. Administrative guidelines will be sent to grantees upon contract execution.

XII. GRANT CLOSE-OUT, SUSPENSION, AND TERMINATION

Close-out: Each grant shall be closed out as promptly as feasible after expiration or termination. In closing out the grant, the following shall be observed:

1. Upon request, PELSB shall promptly pay the grant recipient for any allowable reimbursable costs not covered by previous payments.
2. The grant recipient shall immediately refund PELSB any unobligated balance of cash advanced to the grant recipient.
3. The grant recipient shall submit all financial, performance, evaluation and other reports required by the terms of the grant.
4. The close-out of a grant does not affect the retention period for State and/or Federal rights of access to grant records.

Suspension: When a grant recipient has materially failed to comply with the terms of a grant, PELSB may, upon reasonable notice to the grant recipient, suspend the grant in whole or in part. The notice of suspension will state the reason(s) for the suspension, any corrective action required of the grant recipient, and the effective date.

Termination: PELSB may terminate any grant in whole, or in part, at any time before the date of expiration whenever PELSB determines that the grant recipient has materially failed to comply with the terms of the grant. PELSB shall promptly notify the grant recipient in writing of the termination and the reason(s) for the termination, together with the effective date.

XIII. FINANCIAL REVIEW PROCESS

All postsecondary institutions that are also Non-Governmental Organizations (NGOs) applying for grants in the state of Minnesota must undergo a financial review prior to receiving a grant award made of \$25,000 and higher. In order to comply with the [Policy on the Financial Review of Nongovernmental Organizations](#), please submit one of the following documents with your application, based on the following criteria:

- Grant applicants with annual income of under \$50,000, or who have not been in existence long enough to have a completed IRS Form 990 or audit should submit their most recent board-reviewed financial statements.
- Grant applicants with total annual revenue of \$50,000 or more and less than \$750,000 should submit their most recent IRS Form 990.
- Grant applicants with total annual revenue of over \$750,000 should submit their most recent certified financial audit.

XIV. TIMELINE FOR PROPOSALS, AWARDS, AND FUNDED PROJECTS

January 31, 2020	Request for Proposals available to applicants
February 20, 2020	Informational session for interested applicants
February 28, 2020	Deadline for receipt of intent to submit
March 27, 2020 (4:30 p.m.)	<u>Deadline for receipt of proposal</u>
May 2020	Notification of recommended grant awards
July 1, 2020 – June 30, 2021	Project period starts with date of contract encumbrance

Provide **one electronic copy via e-mail** by March 27 at 4:30pm to Saba Teshome (saba.teshome@state.mn.us).

Any proposal submitted late will not be accepted.

All proposals will be acknowledged upon receipt. **Each late or ineligible applicant will be notified that their proposal will not be considered.**

XV. CONFLICTS OF INTEREST

We will take steps to prevent individual and organizational conflicts of interest, both in reference to applicants and reviewers per [Minn. Stat. § 16B.98](#) and [Conflict of Interest Policy for State Grant-Making](#). Organizational conflicts of interest occur when:

- a grantee or applicant is unable or potentially unable to render impartial assistance or advice to PELSB due to competing duties or loyalties; and/or
- a grantee's or applicant's objectivity in carrying out the grant is or might be otherwise impaired due to competing duties or loyalties.

In cases where a conflict of interest is suspected, disclosed, or discovered, the applicants or grantees will be notified and actions may be pursued including, but not limited to, disqualification from eligibility for the grant award or termination of the grant agreement.

XVI. PUBLIC DATA

Per [Minn. Stat. § 13.599](#):

- Names and addresses of grant applicants will be public data once proposal responses are opened.
- All remaining data in proposal responses (except trade secret data as defined and classified in [§ 13.37](#)) will be public data after the evaluation process is completed (for the purpose of this grant, when all grant agreements have been fully executed).
- All data created or maintained by PELSB as part of the evaluation process (except trade secret data as defined and classified in [§ 13.37](#)) will be public data after the evaluation process is completed (for the purposes of this grant, when all grant agreements have been fully executed).

XVII. AFFIRMATIVE ACTION AND NON-DISCRIMINATION REQUIREMENTS

- A. The grantee agrees not to discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin, sex, marital status, status in regard to public assistance, membership or activity in a local commission, disability, sexual orientation, or age in regard to any position for which the employee or applicant for employment is qualified. [Minn. Stat. § 363A.02](#). The grantee agrees to take affirmative steps to employ, advance in employment, upgrade, train, and recruit minority persons, women, and persons with disabilities.

- B. The grantee must not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The grantee agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled persons without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. Minnesota Rules, part [5000.3500](#).

- C. The grantee agrees to comply with the rules and relevant orders of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act.

APPENDIX A: COPY OF STATUTE

2019 MINNESOTA STATUTES

122A.70 TEACHER MENTORSHIP AND RETENTION OF EFFECTIVE TEACHERS.

Subdivision 1. Teacher mentoring, induction, and retention programs. (a) School districts are encouraged to develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching.

(b) Teacher mentoring programs must be included in or aligned with districts' teacher evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5. A district may use staff development revenue under section 122A.61, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan. Other initiatives using such funds or funds available under sections 124D.861 and 124D.862 may include:

(1) additional stipends as incentives to mentors of color or who are American Indian;

(2) financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" are groups of educators who share a common racial or ethnic identity in society as persons of color or who are American Indian;

(3) programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

(4) grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

(c) A school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

Subd. 2. Applications. The Professional Educator Licensing and Standards Board must make application forms available to sites interested in developing or expanding a mentorship program. A school district; a group of school districts; a coalition of districts, teachers, and teacher education institutions; or a coalition of schools, teachers, or nonlicensed educators may apply for a program grant. The Professional Educator Licensing and Standards Board, in consultation with the teacher mentoring task force, must approve or disapprove the applications. To the extent possible, the approved applications must reflect effective mentoring, professional development, and retention components, and be geographically distributed throughout the state. The Professional Educator Licensing and Standards Board must encourage the selected sites to consider the use of its assessment procedures.

Subd. 3. Criteria for selection. At a minimum, applicants must express commitment to:

(1) allow staff participation;

(2) assess skills of both beginning and mentor teachers;

(3) provide appropriate in-service to needs identified in the assessment;

- (4) provide leadership to the effort;
- (5) cooperate with higher education institutions;
- (6) provide facilities and other resources;
- (7) share findings, materials, and techniques with other school districts; and
- (8) retain teachers of color and teachers who are American Indian.

Subd. 4. Additional funding. Applicants are required to seek additional funding and assistance from sources such as school districts, postsecondary institutions, foundations, and the private sector.

Subd. 5. Program implementation. New and expanding mentorship sites that are funded to design, develop, implement, and evaluate their program must participate in activities that support program development and implementation. The Professional Educator Licensing and Standards Board must provide resources and assistance to support new sites in their program efforts. These activities and services may include, but are not limited to: planning, planning guides, media, training, conferences, institutes, and regional and statewide networking meetings. Nonfunded schools or districts interested in getting started may participate. Fees may be charged for meals, materials, and the like.

Subd. 6. Report. By June 30 of each year after receiving a grant, recipients must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.