

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	Restoring Our Roots
Total Grant Amount	\$31,200

Identified Official with Authority

Name of official with authority to sign	Aby John
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Primary Program Contact

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Restoring Our Roots (ROR) is an inter-district network of Black, Indigenous, People of color (BIPOC) Minnesota educators. Last year, with the support and consultation of the Institute for Teachers of Color (ITOC), members of ROR wanted to organize a MN-based professional learning community/collective to fill a void that our current school organizations lacked in their teacher retention initiatives. This proposal seeks to continue our interdistrict Restoring Our Roots networking as we 1) Support a Network Base of ROR Participants seeking connection and PD 2) Provide resources for self-organized collaborative teams and Expertise Harvest Workshops and 3) Sustain our ROR leadership base.

Restoring Our Roots Collective Profession Development and Networking

Restoring Our Roots seeks to continue to provide 3 virtual workshops to engage BIPOC teachers in professional development that centers the experiences and social justice aspirations of BIPOC teachers. All Minnesota ITOC Alumnae and past ROR participants will be invited to join this year's Restoring our Roots cohort. The focus of these virtual workshops is to provide a dedicated space for learning and collaboration between Minnesota BIPOC teachers across our organizations to increase teacher capacity and provide tools for reclaiming and reimagining teaching and learning. We will continue to use ITOC's approaches of critical racial literacy as our guide to integrate health and wellness, critical content, and community building as we create these sessions. Critical content is provided to help educators ground their context with critical frameworks to translate it into pedagogies and practices that can be applied to the classroom or school organizing.

During the workshop series, educators of color will continue to add resources to the already existing set developed through ROR 20-21 school year. We plan to continue our practice of creating a visual text that represents our collective learning and expertise compiled by the program participants. We also plan to further develop our networking database/public directory, which will identify the assets, resources, and expertise our members hold. This networking database and resources will articulate a communal and relational approach to mentorship. For early-career teachers, the resources will serve as additional support in navigating their first years of teaching while developing their aspirational visions for teaching and learning. For mid-career and veteran teachers, it can sustain their work in refining their pedagogical practices and approaches to learning.

Collaborative Teams and Harvesting Expertise Mini-Workshops

We are developing a process for articulating needs and addressing specific needs with the assets and resources we hold in our community. During the 3 workshops, our hope is that our ROR community will spend time to formalize a "harvest" of community expertise by discussing ROR participants' professional needs and assets. In the 20-21 ROR programming, several mentorship relationships, affinity group support, curriculum writing, and other professional development collaborations were supported through the connections, resources, and

networking database established. Therefore, for the 21-22 school year, we would like to have funding for teachers to self-organize their own collaborations and professional development so there is a formalized process to “harvest” the community expertise of ROR.

We are asking for funding to provide stipends and resources to these collaborative teams that will develop our Harvesting Expertise workshops. The leadership team will partner with collaborative teams to develop mini-workshops to present to the public and the Restoring our Roots community. The collaborative teams would spend time planning facilitation and supplying resources to support the needs of participating workshop attendees. The development of these skills will benefit the leadership power of Restoring our Roots as a whole as well as cultivate a community that leverages the assets and networks of our membership base. This process of cultivating leadership through collaboration will also develop strong work processes and relationships for interdistrict collaboration and support. Stipends will honor their time and their commitment to this work as well as recognize their participation and leadership capacity within the newly-developed workshops.

Funding will provide an honorarium for our collaborative teams who facilitate the mini-workshop series. We are also requesting funding to provide food, via GrubHub gift cards, to support the collaborative teams’ meetings and processes. Since some teams may need to invest more time to meet over multiple occasions than others, providing gift cards to members sustains the working relationship over the series of planning sessions that frequently occur outside the duty day. This act honors BIPOC educators' time and commitment by attending and contributing their expertise at the participant-led workshops while also understanding the labor of collaboration and trust required to implement a product/resource/workshop that is meaningful.

Funding this proposal will continue to support mentoring and retention efforts by bringing together BIPOC teachers statewide to learn from each other's work, inform teachers of color recruitment and retention efforts in our respective districts with theoretical and pedagogical resources provided by a national coalition (ITOC), deepen Minnesota and national networks of scholarship, and broaden our coalition to include more members from other districts throughout the state.

Sustainability for BIPOC Teacher Leaders

In order to create and influence positive and critical change within districts and within larger educational systems, work must be done at a fundamental level. The continued development of the Restoring Our Roots leadership team sustains our larger network of ROR members as well as teachers of color and our ability to share resources, develop shared objectives and work through challenges unique to them and their specific work contexts.

We seek additional funding to provide specific professional development/consultation for the Restoring our Roots Leadership team. Since every member of our leadership team is actively supporting additional TOC recruitment or retention efforts for their respective school districts, universities, or union locals, our leadership is seeking time to meet to clarify our specific needs and supports that are separate from our organizational affiliations. Because the effectiveness of ROR is dependent on the cohesion of leadership, we are requesting funds for subs to enable leaders to be released from their work duty day. Setting aside a workday devoted to our leadership development and planning will provide space for us to clarify and align our common visions and goals (both long-term and short-term), as well as provide time to carry out administrative tasks for our current programming. Finally, to compensate for additional planning and work outside that takes place outside of the duty, we are requesting stipends for the leadership team for their labor and leadership to ROR programming and supporting collaborative teams.

This funding will specifically support the leadership development of BIPOC teacher leaders, whom will continue to assist in the Restoring our Roots vision building and organizing power that begins to shape the specific needs of our school systems and profession. In addition, Restoring our Roots is an important space for BIPOC teacher leadership because it provides opportunities to learn from leaders representing various models of recruitment and retention that can guide our work in our own organizations. This funding is a tangible way we can sustain our own interdistrict collaboration work to align our shared goals for developing equitable workspaces specific to our organizational contexts that are necessary for retaining BIPOC teacher leaders.

Professional Development to Attend ITOC

The Institute for Teachers of Color Committed to Racial Justice is a year-long professional development based at the University of California Riverside. Next year the Institute will take place online. Participants selected to attend must go through an application process that comes out in February. Applicants are selected based on their leadership potential and knowledge of critical literacies. Many school districts and organizations lack the funds to support out-of-state professional development. This proposal will award registration costs to each of our members, growing the network of Minnesota educators that will implement critical racial literacy and strategies in their districts, within their respective learning communities, and for the Restoring our Roots at large.

We were unable to implement our program this fiscal period due to scheduling constraints caused by circumstances beyond our control. The pandemic and resulting teacher shortages, the Minneapolis Public Schools strike and changes to ITOC's application timeline have pushed our organization to delay our planned programming.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

ROR data from 2019-2020

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1a

Teachers Mentored during Grant Funding through Restoring Our Roots	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Other
Early Career Teachers (0-5 years)		2	9	2	3	
Teaching Residents Student Teachers		1				
Teacher in Shortage Area		2	9		3	
Total Number of Educators		3	9	2	3	
TOTAL	14 educators					

Table 1b

Teachers Mentored during Grant Funding through Site-Based Affinity Group	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Other
Early Career Teachers (0-5 years)		2	6		1	
Teaching Residents Student Teachers		2	1	1		
Non-Licensed Staff (support staff, cultural liaisons)	1	2	8	2		
Teacher in Shortage Area		2	6	1	1	

Total Number of Educators	1	6	15	3	1	
TOTAL Individuals	25 educators					

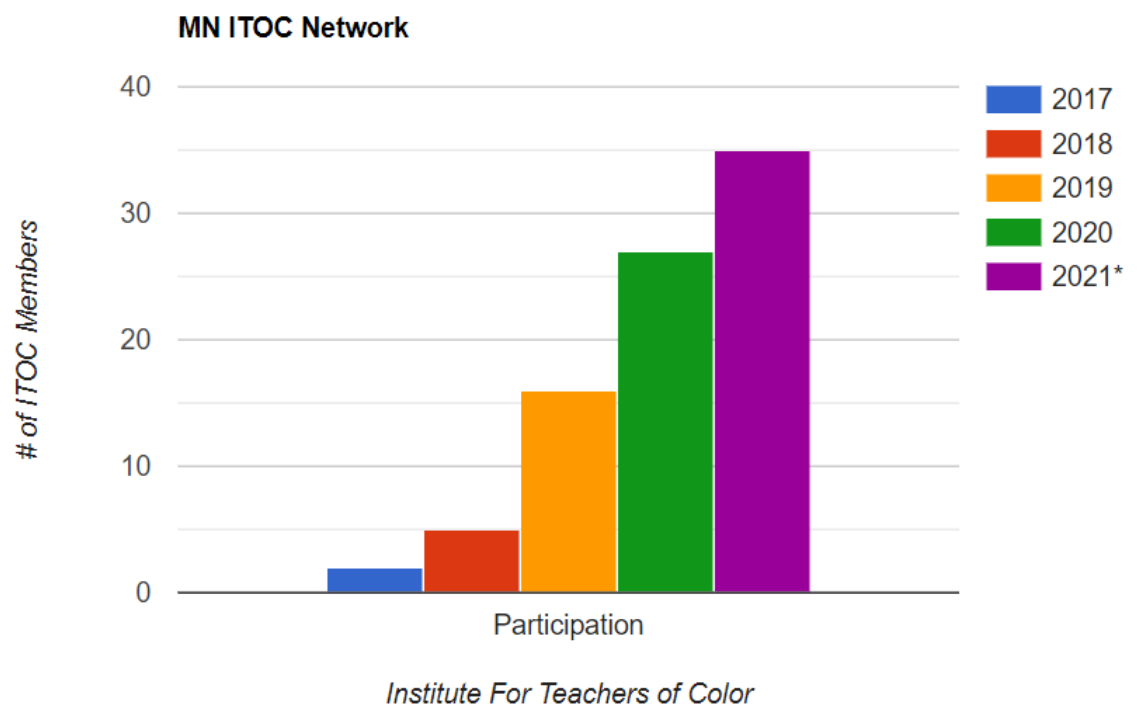
Table 2-

Mentorship Demographics	Paid General Stipend	Additional Stipend-Providing PD, ROR Planners, ITOC Registration, Affinity Group Leaders
Native American/Alaskan Native	1	
Asian	15	9
Black-non Hispanic	20	8*
Hawian Pacific Islander	1	1
Hispanic	10	5
Multiplic Categories	15	9
White-Non-hispanic	10	6
Total	72	38
Total Individuals	41	22

*Two educators received a separate stipend for Affinity Group Leadership and ITOC Registration but were not officially a part of ROR so they didn't receive the paid general stipend

Graph 1

*Since the 2021 institute has not started, the number represents the current network and new members accepted into the 2021-2022 institute.



Data Analysis

Demographic and licensure data that was collected based on initial ROR registration intake and self-reporting. Because we are not a school district organization, we do not have access to specific teacher licensure classifications. Therefore, we disaggregated the data based on years of experience in the profession rather than tiered licensure. Table 1a lists the program data of early career educators from the Restoring Our Roots collective. Table 1b lists the program data of early career educators from the site-based affinity groups led by AHTOCC members at Champlin Park High School and Evergreen Elementary. Because Anoka-Hennepin has an established Grow-Your-Own program, the support staff data represents potential licensed staff that can come from these localized affinity spaces as well as future mentorship opportunities.

Table 2 lists the stipend given to all Restorative Roots Participants. In our initial proposal, we did not allocate stipends for those who attended the ROR PD, but amended our requests due to COVID-19. The 41 participants who received a general stipend represented early career and experienced teachers. Based on the total numbers between Table 1a and Table 2, 34% of ROR participants represented Early Career or Pre-Service Teachers. We would also like to highlight that out of the 22 members that received additional stipends, 6 or 27% of them represented early career teachers. These teachers received additional PELSB funding for planning/facilitating ROR PD, or leading their school's affinity space, or had their ITOC registration paid for the upcoming 21-22 institute.

The leaders of ROR sought out ITOC and Dr. Rita Kohli because many of the BIPOC educators in our MN network were already serving in leadership at their schools organizations and yearned for leadership development to align our visions and resources and strengthen our BIPOC leadership as schools are given funding for recruiting and retention initiatives. We also recognized the need to provide PD that Dr. Rita Kohli provides that would give both the knowledge and skills to advance racial literacy skills to navigate racialized school climates. The program/demographic data of Table 1b represents early career teachers within two affinity spaces led by 5 AHTOCC members, 4 of them participated in Restoring Our Roots. This shows the potential impact and reach of one organization (AHTOCC) when we provide support systems and compensation as they support their educators in their spaces. If we asked all ROR members across the 14 organizations to map out their individual mentorship relationships with early career teachers, we can assume that the reach is wide. We say this to emphasize that leadership development and interdistrict networking is valuable in strengthening our efforts to retain BIPOC educators across the state.

Seventeen MN educators will be attending ITOC for the 2021-2022 school year. Assuming that all 17 members attend, our MN network base will increase to 34 teachers (See Graph 1) across 11 organizations who have attended the Institute for Teachers of Color. The institute is for educators who "demonstrate potential for racial justice leadership in public schools" and convenes scholars

and practitioners across the country who are selected to attend. The tools, relationships and resources gained from ITOC strengthen our educators and their work in schools. Connecting MN educators who have attended ITOC also provides an additional support and accountability when the institute is over.

Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

Additional Funding

To complete our programming, ROR sought out funds from a few different organizations to support additional needs. In our original proposal, we had only allotted funds for a speaker to provide a keynote for 2 hours at our 1.5 day in-person retreat at the Minnesota Humanities Center. Due to COVID-19 and needing to move our program online, we requested that our keynote, Rita Kohli provide 3 professional development sessions totaling to 6 hours of PD and additional hours of consultation. AHTOCC had received a grant with the Education Minnesota Foundation in 2020 with left-over unused funds that we were able to amend and provide as an additional stipend for Rita Kohli's PD and consultation. Since the funding was also intended to strengthen the AHTOCC and ITOC relationship, Education Minnesota Foundation granted our request to have the funds support Restoring Our Roots programming.

Anoka-Hennepin Education Minnesota also supplemented funds to pay for MN ITOC participants (who were also AHEM members and ROR members) to attend the 2021-2022 ITOC Institute.

On May 23rd, Restoring Our Roots hosted an asset mapping session with members entitled "Mapping Our Roots". In it, ROR members individually mapped out the resources and connections that have sustained our work as BIPOC educators. Members then proceeded to dialogue on our strengths and assets that bring us together. The Minnesota Humanities Center (MHC) contracted [Viola Clark](#) to visually capture the discussion.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used For	Method of Progress Monitoring	Data
Mentorship Stipend \$17,000	Spent \$17000 Teacher Stipends for planning and participating ROR and site affinity group leadership based leadership	Mentoring Induction	Communication with members regarding stipends and participation. Kept track of ROR PD attendance and work of planners.	Provided 41 ROR participants stipends. 22 members received additional stipends for leadership. <ul style="list-style-type: none"> • 5 ROR Planners • 5 Affinity Group Leaders

	Pay for registration to attend ITOC's virtual PD in 2021			<ul style="list-style-type: none"> 12 ITOC Registrations
Food \$2480	Spent \$2480 Provided GrubHub gift cards for members when they set up meetings with other members outside of ROR PD.	Mentoring	Members contacted Verna Wong for an upcoming meeting and Verna issued virtual gift cards. Members provided a summary of their meeting.	Over 30 small group meetings took place using food gift cards between ROR members. <ul style="list-style-type: none"> 1:1 meetings Tracking Small Group Asset Mapping Planning Affinity Discussion Linguistic Asset PD Planning
PD Facilitation \$1500	Spent \$1500 Stipend Restoring Our Roots educators who would like to lead or facilitate a virtual workshop	Induction	Monitored small group work that could potentially turn into PD. Communicated with members who wanted to lead a session. Provided Exit Survey at end of ROR experience to monitor progress of the collective.	Provided 6 members \$250 stipends for facilitation and planning of additional PD sessions. <ul style="list-style-type: none"> Mapping Our Experience with Racism Asset Mapping Affinity Meeting Tracking Book Study
Speaker Fee \$2850	Spent \$2850	Mentoring	Recorded Chat Discussions Post Meeting Reflections	Post Reflections Exit Survey Responses

	Speaker fee for Dr. Rita Kohli		Provided Exit Survey at end of ROR experience to monitor progress of the collective.	
Supplies \$80	Spent \$77.56 Provided books for ROR's monthly book study.	Mentoring	Check Ins with facilitator Shana Kwatampora ROR Exit Survey	<u>Exit Survey Responses</u>

Analysis of 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
\$6,000 allocated- 0\$ spent	honoraria for facilitators/ consultants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$8000 allocated- \$0 spent	Leadership Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$4200 allocated- \$0 spent	Substitute teacher coverage for participating teachers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$5000 allocated -\$0 spent	Affinity group workshops/ resource sharing events	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$4000 allocated - \$0 spent	ITOC registration fees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
\$1000- \$0 spent	supplies	<input checked="" type="checkbox"/> Retention		