

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	Augsburg University, on behalf of educators Meng Yang and Angelina Momanyi
Total Grant Amount	\$19250

Identified Official with Authority

Name of official with authority to sign	Karen Kaivola
Title	Provost
Address	2211 Riverside Ave
City, State and Zip code + 4	Minneapolis, MN 55454
Phone Number and Email	612 330-1024, kaivola@augsborg.edu

Primary Program Contact

Name of program contact	Meng Yang
Title	Educators of Color Seminar Founder & Instructor
Address	5344 Lachman Ave
City, State and Zip code + 4	Albertville, MN 55301
Phone Number and Email	612.396.8787 meng.yang@ahschools.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This Educators of Color Seminar focuses on retaining teachers of color and American Indian teachers working in K-12 settings, with an emphasis on supporting teachers in their first five years of practice. The course explores pertinent issues in the lives of practicing teachers of color in order to foster a classroom community that empowers us in our shared struggle to succeed and thrive within our profession. Given the severe shortage of teachers of color in classrooms across the country and in the state of Minnesota, school districts emphasize recruitment while often overlooking the teachers of color already employed in their schools and classrooms. This course centralizes the specific needs of teachers of color working in predominantly white workplaces for the purposes of creating networks of support to prevent teacher attrition. Course topics include: improving pedagogical techniques related to discussing race in the classroom; defining and resisting racial microaggressions through counter storytelling; understanding systems of oppression to better navigate school structures; outlining the important tenets of critical race theory, culturally relevant pedagogy, and social justice education. Within a shared affinity space comprised entirely of people of color, we take up these topics as a method for increasing our critical consciousness in a non-judgmental environment, where together, we can address the most pressing problems we face as educators of color.

The TMRG 2022 funding was used to support the redesign of the Educators of Color seminar for a return to an integrated online and in-person experience, and partially fund the participation of eleven enrolled teacher participants in this course at \$500 stipend per student. The seminar class meets every two weeks from May through August. This August we also plan to hold our first all-class reunion: inviting all the previous cohorts of the course to come together for professional networking and reflection.

As instructors, we recognized the need to create and allow space for our teachers of color to be able to heal and process. In each class, we agreed to dedicate time for our students to dialogue and connect to the events around us. We believe that this strengthened our commitment to teaching as well as allowed us to see how to apply the theories and ideas that we were learning in the sessions. We began to recognize that as teachers of color, we provided another front line to the struggle for social justice and equity. Indeed, this was not an intended objective at the beginning of our class; however, it has become apparent that we, as teachers and educators of color, have an influential role in the struggle for equity.

As this report comes at the midterm of the summer-long course, normal program evaluation will begin in August with the conclusion of the course. Surveys will be distributed to students at the conclusion of the seminar. This information will be reviewed and evaluated in regards to our stated goals and plans for future events.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

2022 Cohort 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		
Asian or Pacific Islander	3			1	4		
Hispanic	1	1			2		
Black			1		1		
Other	1	1			2		
Total	6	2	1	1	10		

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					1		
Hispanic							
Black					1		
Other							
Paid Mentors of color who received additional stipends							
Total					2		

Table 3: 2021 Cohort 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							
Asian or Pacific Islander	1	1			1		
Hispanic	2				2		
Black	1	4			4		
Other							
Total	4	5			8		

Table 3: 2020 Cohort Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district				4		
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas		2		5		1
Teachers with special needs						
Experienced teachers in need of peer coaching		3		1		1
Total: All teachers supported by grant funding		3		5		1

Analysis of Data

Please note: Final Course Evaluation data on 2022 Cohort is kept private by the university protocols until after course completion on August 17, 2022.

Eleven participants from 2021 and nine participants in the 2020 Educators of Color Seminar completed an end of seminar open-ended survey. The following paragraphs synthesize trends in their responses, and suggest that as early career educators of color, they faced additional barriers in their teaching experiences due to racialized work contexts, but that they found a valuable learning and a professional support network through their participation in the Educators of Color seminar cohort.

Barriers to Staying in Teaching

Seminar participants were asked to identify barriers which might prevent them from staying in the classroom. About half of participants reported “a lack of support” from school administrators or colleagues, including a lack of professional development centered on the experiences of educators of color. About the same number reported that racial tensions, ranging from lack of knowledge among white colleagues, families, students, & administrators, to microaggressions and outright racism, impacted their ability to stay in the field. Several participants continued to report COVID as an additional barrier. As one teacher explained their experience: “Feeling constantly hopeless and defeated that real progress will ever be made towards racial equity in the classroom and like I’m at the front lines of a losing battle day after day.”

Educator of Color Seminar Value & Professional Supports

In spite of these barriers, the vast majority of participants reported that the Educators of Color Seminar supported their learning and professional development. Eighty percent of participants explicitly named the course content, community discussions of that content, and the opportunity to explore the racialized experiences of BIPOC teachers and students among the most valuable aspects of the seminar. However, just as significantly, most educators also explicitly named the importance of the affinity group experience as one of the most valued aspects of the seminar. Through participating in a seminar with other educators of color they had the opportunity to explore their own identities as teachers of color, to develop relationships with other participants with similar experiences, and with their mentor instructors. As one participant explained: “It is a honor to learn from seasoned professionals with their own real-life experiences to draw from--it made me feel more connected to our community.”

Likewise, in response to the question, “In what ways has this course helped you in your professional career?”, all participants felt that it had improved their knowledge, skills, and resources as teachers of color. Several participants noted that the seminar offered them tools and resources for understanding and coping with the racial inequities they experience themselves. About 1/3 of participants also indicated that the course had helped them develop a stronger commitment to and/or skills for advocacy work as teacher leaders of color. “This course has given me more language to speak about the things I and my students of color are experiencing and has given me the courage to use that language in my professional life to be a leader in advocating for racial equity.”

While the last several Educators of Color Seminar cohorts may have been smaller than we hoped for before the pandemic, based on the reported experiences of the participants we feel confident that this program served their needs as early career teachers of color, and that there is continuing promise in supporting affinity group-based professional learning experiences for all teachers of color in order to promote the retention of their talents, experiences, and perspectives in the field of professional education.

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
\$5500* Only funds spent as of 6/30/22	11 X \$500 per participant stipend to offset tuition costs.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	End of course survey. Currently, all teachers that passed the prior classes have stayed in close communication and have been noted as joining local affinity groups and/or teaching.	2022: 11 enrolled students received \$500 stipends. 2021: 11 enrolled participants received \$300 partial scholarships. 2020: 9 enrolled participants; 6 received full need based scholarships for course tuition; 3 received partial scholarships.
\$6000	Seminar planning and administration, recruitment, marketing(40 hours X \$50 per hour X 2 instructors); Cohort reunion planning; professional development workshop design (10 hours X 3 planners X \$50 per hour). Guest speaker honorariums (\$100 x 5 guest speakers for seminar &/ or reunion).	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	End of course survey. Pre-Reunion Survey Post-Reunion Evaluation	
\$2000	Food and beverage during all class reunion featuring professional development, peer mentorship and networking. Estimate for 50 participants in August.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Pre-Reunion Survey Post-Reunion Evaluation	
\$1250	Copies, marketing materials, course supplies, common text for book study. Estimated at \$5 per reunion participant X 50 participants and \$50 per course participant X 20 participants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		

*Only student stipends have been distributed as of June 30, 2022. No other funds have yet been spent as the 2022 course runs May to August 2022. Grant extension requested and granted in May 2022 through June 2023 for completion of all course activities and data analysis.