

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	MPS BIPOC Educators Collective
Total Grant Amount	\$33,990

Identified Official with Authority

Name of official with authority to sign	Adewale Adenodi Brianna Willson
Title	PRIMARY Authorizers
Address	% Minnesota Humanities Center 987 Ivy Ave E
City, State and Zip code + 4	St Paul, MN 55106
Phone Number and Email	612-816-7592 and philaden96@gmail.com 612 865 6844 and wilsonmbrianna@gmail.com

Primary Program Contact

Name of program contact	Adewale Adenodi Brianna Willson
Title	PRIMARY Authorizers
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

EOC consistently reported throughout the year of the grant activities that gathering with other educators of color and 1:1 mentorship opportunities really improved their resiliency allowing them to maintain their presence in educational institutions. Non-licensed BIPOC were determined to be an important source of comentorship for licensed and non-licensed BIPOC educators. These educators often brought decades of app[licable experience in connecting with students and families, resisting dominant culture violence in ways that are sustaining and practices of resilience through their presence, gathering and wisdom. Non-licensed BIPOC educators, aspiring to be licensed or otherwise, are critical to the success of many BIPOC educators as this is where the largest portion of BIPOC educators exist in large part due to the barriers that exist for educators of color to obtain required teacher education and licenses.

Educators of Color are impacted by the work environment. This includes work cultures that support and employ white supremacist practices. Educators of Color desire to be more creative and to have more control over the way they engage with young people. They feel restricted, neglected and exploited by the current education system. Educators of Color who leave the profession still engage in activities to support the retention and induction of other Educators of Color.

Many teachers of color are looking towards business, consulting and independent contracting as a way to control their labor due to the constraints and violence they experience in the current education system.

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.

This collective is about 1 year old and does not have data for the past three years. All data is from the one year we have been active.

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	1	0	1
Asian or Pacific Islander	0	1	0	0	0	0	2
Hispanic	1	0	0	0	0	0	0
Black	4 jabari browne	3 steven montgomery	1	0	7	3	8
Other	0	0	0	0	0	0	0
Total	5	4	1	0	8	3	11

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

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	0	1	0	1
Asian or Pacific Islander	0	0	0	0	2
Hispanic	1	0	0	0	0
Black	3	0	7	3	8
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends					
Total	4	0	8	3	11

Analysis of Data

Teachers of color feel isolated in their education sites, often experience racial violence, seek but lack mentors, recognize that not all educators of color have deprogrammed white supremacy (and therefore act violently). Offering educators of color space to gather and receive physiological resources supports their craft as well as their retention, encourages induction and recruitment,

If we were to apply the “weathering hypothesis”, a term coined by researcher Arline Geronimus to describe how the chronic stress caused by experiences of racism and discrimination can have profound physiological and psychological effects on individuals, to the described and reflected experiences of Educators of Color we would see an alignment with the impacts of the attributes of attrition on Educators of Color. It is reasonable for an individual to take action to protect their health and wellness. Unfortunately, due to the ongoing impact of widespread systemic racism including but not exclusive to the education system, in addition to other chronic systemic discrimination, this leads some Educators of Color to leave the field or suffer the consequences through their health.

When Educators of Color have students who are confident and vigorous, implying their needs are being taken care of including their need for non-discrimination, they are able to show up more easily. Experiences of joy or bright spots in the educator experiences are sustainers and contribute to BIPOC educator retention. Conversely, mistreatment, abuse and neglect of students, especially students of color, can lead to BIPOC educator attrition.

Educators of Color are impacted by the work environment. Educators of Color desire to be more creative and to have more control over the way they engage with young people. Approximately a quarter surveyed were part of the attrition pattern of Educators of Color. 0% of this quarter returned at the end of the 22-23 school year. They are, however, co-mentoring other Educators of Color.

Allowing EoCs more creative freedom in the way they practice, more control over their labor, decreasing racial violence and other systematic discrimination will improve conditions for EoCs and support recruitment and retention of BIPOC educators.

A beginning of the school year “Temperature Check” survey was received 8 responses and reported the following data:

75% of respondents used cis gender pronouns

25% of respondents used trans pronouns or did not identify specific pronouns

75% of respondents identified as Black or African-American

25% of respondents identified as Asian or Asian American

44% of respondents left their most recent school district during the 22-23 school year

33% of respondents had been employees of their current district for 11 years or more

11% of respondents had been employed by their current district for less than 5 years

11% of respondents had been employed by their current district for less than 1 year

77% of respondents identified as current practicing licensed educators

23% of respondents identified as former practicing licensed educators

When asked about their current work sites including where they currently practice or why they left practice respondents stated. All respondents were licensed educators in Minneapolis Public Schools during the 21-22 school year:

“[Minneapolis Public Schools - Title 1 school]”

“Teaching outside of Minneapolis Public Schools”

“Early Childhood Education”

“[No longer practicing.] I left because of the toxic work environment, politics, and lack of innovation. I can’t stand to witness all of the racialized harm.”

“I am at Minneapolis Public Schools until 9/30/22. I am transitioning out of education. Hoping to work adjacent to education with the transracial adoptee community.”

“[Charter School in St. Paul]”

“Transiting out [after completing this survey] and will be a community partner still working with [Minneapolis Public Schools - Title 1] working out internships”

“[Minneapolis Public Schools Title 1 Setting 4 site]”

Identified attributes of attrition:

White supremacy

Colonialism

Policies

Lack of resources

Food Deserts/Food Swamps

Lack of nutritional education

Student circumstances

Lack of role models

Sick family/parents

Impact of attrition attributes:

Educators of Colors believing they are not smart/smart enough

Surviving instead of thriving

Loss of motivation to learn

Poor health outcomes (heart disease, diabetes)

Feeling defeated

Schools function as prisons

Student situations overpowering

Sustainers of Joy (and Equity) for Educators of Color

Asset based building

New experiences

Multiple ways to learn

Community advisory

Reflection

Community involved curriculum

Collective work/play

Project based learning

Unapologetically black

Dispelling myth of “professionalism”

Confident rigorous learners of color

Trade based education

Hands on learning

Impact of Experiencing Joy on Educators of Color:

Increased opportunities for students

Feelings of freedom and autonomy

Mental wellness in students and educators of color

Decreased violence in schools

Decreased violence experienced by EoCs

Increased job satisfaction

Increased learner satisfaction

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
2740	Participant Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Stories and qualitative data gathered during regular events and member meetings	At least 80% of consistent participants maintained position in education and reported positive impact from gathering with and comentoring EoCs
1800	Leadership Stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Regular Check-ins	The leadership team (2) were able to continue engagement on grant at limited hours due to demands at work. Demonstrate need for additional leaders to carry work.
8154.16	Food/Vendors	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	N/A	Cost for vendors at events and meetings supporting BIPOC Educator retention, recruitment and comentorship by serving physiological needs
3390	MHC Admin Cost	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		Program cost - fiscal agent fee