

# 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](mailto: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	Paula O'Loughlin
Title	Provost
Address	2211 Riverside Ave
City, State and Zip code + 4	Minneapolis, MN 55454
Phone Number and Email	612 330-1024, oloughlin@augsborg.edu

### Primary Program Contact

Name of program contact	Meng Yang
Title	Educators of Color Seminar Founder & Instructor
Address	5344 Lachman Ave
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Phone Number and Email	612.396.8787   meng.yang@ahschools.us

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Augsburg 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 almost 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 2022-23 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 scholarship per student in 2022, and five enrolled teachers through a \$1300 scholarship in Summer 2023. The seminar class generally meets biweekly from May through August of each year. This June we also held a multi-class reunion dinner: inviting members from the previous cohorts of the course to come together for professional networking, reflection and community.

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 for 2023 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

**Table 1A: 2023 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							
Hispanic					1		1
Black	3			1	3		
Other							
<b>Total</b>	<b>3</b>			<b>1</b>	<b>4</b>		<b>1</b>

**Table 1B: 2022 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	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 1C: 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 2: Same 2023, 2022, and 2021 Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.**

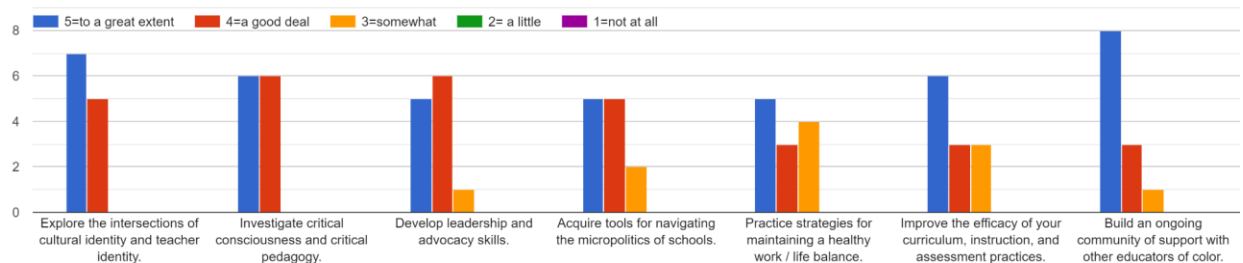
Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need 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		

## Analysis of Data

While the last several Educators of Color Seminar cohorts have been smaller than we hoped for before the pandemic, based on the reported experiences of the participants we feel confident that this program continued to serve 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.

A survey of alumni of the Augsburg Educators of Color was distributed in June 2023 to program participants from all cohorts from 2017 to 2022. The following trends suggest the ongoing power of this experience to support practicing educators. The survey was sent to approximately 45 alumni, and we had a response rate of 27% (n=12), 92% of whom self-identify as educators of color. Of those who responded, 100% of these program alums were still employed in education: 58% as classroom teachers, 42% in another educational role. One third were still in their first 3 years as education professionals, 25% had 5 to 8 years of experience, and 42% are veteran teachers with 9 years or more experience. Alumni noted the following ongoing impacts of the program:

To what extent did your participation in the Educators of Color Seminar contribute to your ability to:



In particular, the ongoing quality of community created through this affinity group program, along with the improving depth of understanding of critical pedagogy and cultural identity. Additionally, 100% of respondents strongly agreed or agreed with the following statements about this course:

- *This experience helped me develop skills and/or knowledge that makes me more effective at impacting my students.*
- *This experience strengthened my ability to work effectively with people from backgrounds and experiences that are different from my own.*
- *I continue to draw on learning experiences from the Educators of Color Seminar.*
- *I would recommend the Educators of Color seminar to other BIPOC teachers*

Program alumni's suggestions for future developments of the program included requests for a Part II Seminar, and focused on leadership development, more connections to national organizations and conferences for BIPOC educators, and additional opportunities to practice culturally responsive teaching methods. These recommendations give us a good starting point for future initiatives.



Please note: End of Course Survey data for the 2023 cohort are not distributed until the course ends in early August, and not available to instructors until after August 15, 2023 when course grades are due.

**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
\$12,000	Participant scholarship to offset tuition costs.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	End of course survey.	2023: 5 participants received partial \$1300 scholarships 2022: 11 enrolled students received \$500 stipends.
\$6000	Seminar planning and administration, recruitment, marketing, reunion event planning (30 hours X \$50 per hour X 2 instructors X 2 years);	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	End of course survey. Alumni Survey	
\$776.64	\$276.64 Food, beverage during reunion; professional development, peer mentorship and networking. \$700 speaker stipends (2X\$100 for 2022, 3 X \$100 for 2023)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	End of course survey. Alumni Survey	
\$18,776.64	Total Expenditures			\$19,250 Total Award