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 Narrativ**e – 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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Title	
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Restoring Our Roots (ROR) is an inter-district network of Black, Indigenous, People of color (BIPOC) Minnesota educators. Previously, 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 cross-district collaborative teams and Expertise Harvest Workshops and 3) Sustain our ROR leadership base.

Support 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. This year the Institute will takes place online and in person. Fellows must go through an application process in February and were notified in May. 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. We allocated our funds toward defraying registration costs for 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 Restoring our Roots at large.

Our grant funds were used 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. The funding provided support for ITOC fellows to participate in two years of professional development and training. Since some fellows work required in-person meetings with fellows in the national network we supported their participation in attending the national in-person conference.

Restoring Our Roots Collective Profession Development and Networking
Restoring Our Roots provided 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 were 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 are also used funding to provide food, via GrubHub gift cards, to support the workshop attendees meetings and processes. We used 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. Additionally, these workshops supported ROR cohort members in writing successful ITOC applications.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.

Collaborative Teams and Harvesting Expertise Mini-Workshop
We have developed a process for articulating needs and addressing specific needs with the assets and resources we hold in our community. During our workshop at ITOC, our ROR community will spend time to formalize a "harvest" of community expertise by discussing ROR participants' professional needs and assets. In past years of 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. This year we used 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 presented this process at the Institute for Teachers of Color Conference with our Minnesota network members to teachers of color from across the country.

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.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

ROR data from 2022-2023

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.

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	**18 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)			1			
Teaching Residents Student Teachers		2		1		
Teachers who desire coaching		2	2	4		
Teacher in Shortage Area		2	1	1		
Total Number of Educators		2	3	4		
TOTAL Individuals	**9 educators**					

*14 educators received a separate stipend for ITOC Registration so they didn't receive a stipend.

Table 2-

Mentorship Demographics	Stipends for PD, ROR Planners and ITOC participation support funds
Native American/Alaskan Native	
Asian	5
Pacific Islander	1
Black-non Hispanic	2
Hispanic	8
Multiplie Categories	9
Total Individuals	18

Graph 1

MN ITOC Network
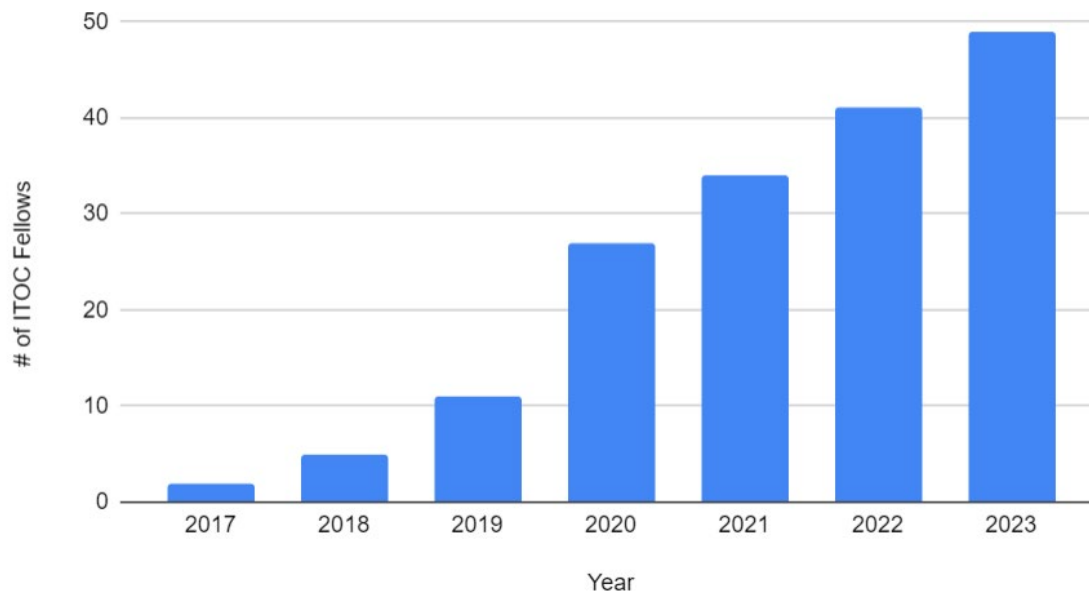
Data Analysis

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 site-based affinity groups led by Rochester, Roseville, Osseo, and Anoka Hennepin school districts who participated in ROR programming.

Table 2 lists all Restoring our Roots participants who received funding. In our initial proposal, we allocated stipends for those who attended ROR programming, but amended our requests due to circumstances this year including COVID-19 and the LAUSD and MPS teachers' strikes. ITOC programming had a delayed timeline and included in-person programming this year. The 18 participants who received funding represented early career and experienced teachers. We would also like to highlight that out of the 18 members that received additional stipends, 6 of them represented early career teachers.

The leaders of ROR sought out ITOC and have continued to work with 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 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 the Restoring our Roots teachers within several affinity groups across the state. This shows the potential impact and reach of one organization (Restoring our Roots) 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.

Fifteen MN educators will be attending ITOC for the 2021-2022 school year. Assuming that all 15 members attend, our MN network base will increase to 47 teachers (See Graph 1) across 14 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 convene 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 Funds Expenditure

Table 3: Grant Funds Expenditure

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
$8000	Leadership Stipends are compensating ROR leaders for planning and executing programming.	☐ Recruitment X Retention ☐ Induction	Attendance at and contributions during all planning meetings	All team members attended and contributed to all meetings
$250	25$ Grub Hub gift cards for 10 Racial literacy workshop attendees	☐ Recruitment X Retention X Induction	Attendance at workshop	All attendees who received the gift cards were present at the workshop
$18,000	ITOC Affinity Group Workshop Stipends	☐ Recruitment X Retention X Induction	Attendance at planning meetings, conference and workshops	All participating teachers were present at each event
$5000	$5000 Fiscal Sponsorship Fee	X Recruitment ☐ Retention ☐ Induction		
		☐ Recruitment ☐ Retention ☐ Induction		