

# What's The Buzz?

BETTER ENVIRONMENTS TO ELEVATE EDUCATORS



## It's AAPI Heritage Month!

May marks the beginning of Asian American and Pacific Islander (AAPI) Heritage Month, a time to reflect on the vibrant cultures, resilience, and contributions of the AAPI community. From the intricate tapestries of Filipino dance to the savory delights of Indian cuisine, AAPI heritage encompasses a rich tapestry of traditions and experiences that have greatly enriched American society. As we celebrate AAPI Heritage Month, let's honor the diversity, resilience, and contributions of the AAPI community, and recommit ourselves to fostering inclusivity and equity for all.

Participation in AAPI Heritage Month festivities can take many forms, from attending cultural events and exhibitions to supporting AAPI-owned businesses and organizations. Every action, no matter how small, helps to uplift the voices and experiences of the Asian American and Pacific Islander community. Let's stand together in solidarity to celebrate and recognize the richness of AAPI heritage, and work towards building a more inclusive and equitable society where every individual is valued and respected.

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# Interview Spotlight



## How Social Media Can Help Bridge The Gap in Education

Interviewed by Irene Alba

Published: 6:00 PM EDT, Thursday April 4, 2024

**Q: What led you to use social media as a platform to share your classroom experiences?**

**A:** I've always been pretty savvy and involved with social media. It transitioned into me bringing my educational career into it once I noticed that it was a tool to engage with my students. They are on social media on a regular basis, and that seemed to be their only focus. I would also say the systemic barriers, the lack of awareness or acknowledgment of issues in education. I started to use it as a tool to bring awareness to those who are out of the education field to let them know that there are troubles in this system; it's pretty broken. A lot of parents specifically aren't aware of the lack of teachers and the repercussions that it has on their child. So, I started integrating that into my social media.

But it was primarily used as a tool to engage with my students as an incentive. Because when I was in school, I would be okay with having a pencil, a tattoo sticker, or even having lunch with my teacher as an incentive for schoolwork, but with the newer generation of kids, that's not an incentive they find intriguing. So, having social media as a tool to get them to do what I needed to do in class has been effective.

### ABOUT MEMORI PEOPLES:

Memori Peoples, a popular TikTok influencer, shares her experiences as an elementary school teacher to connect with her audience. She gives a peek into her daily life in the classroom and talks about the problems in today's education system. By doing this, she not only entertains but also raises awareness about important issues in education.

# Interview Spotlight

**Q: There are a lot of controversial issues surrounding education in America, do you feel like you need to use your platform to bring awareness to those situations? Or do you prefer to keep your personal opinions away from social media?**

**A:** I'm 50/50, and the reason being is I want to bring awareness, but it also gets very passionate. I think a lot of viewers misconstrue my passion with belittling or embarrassing students. From my perspective, it's not me trying to grill them, but we're so passionate and passion can be turned into frustration. It's about trying to find that balance in terms of delivery. How can we show [online] that it's a truly serious matter and show concern without crossing a line and people thinking we're being mean and insulting? I have friends who are content creators as well, who use their platform to bring awareness to education issues, and they get a lot of negative heat and comments. I've gotten it a couple of times, but I'm getting better in terms of learning my delivery. But I don't want to shy away from it because, again, it is a serious issue that a lot of people just don't understand how broken the system is in terms of our education.

**Q: What kind of strategies or guidelines have you implemented for students and parents regarding their participation or interaction with your social media content? How do you address any concerns related to privacy within the context of your educational content on TikTok?**

**A:** I want to make sure that I don't include students' names or their faces. It may get to a point further along on this journey where I do want to include some of the kids' faces, and I would fill out a media release form and let parents know that I have their permission. But, in terms of the parents, I don't see an issue with it because I ask my students, "Do your parents even know you have a TikTok? Because last time I checked, you have to be 13 to even have the app or account," and I teach 10 and 11-year-olds. They'll tell me because we have that relationship, "Yeah, my mom says it's okay." I think just in terms of an incentive, this is what drives them to engage in my class. They want to be on Miss People's TikTok, so they know they have to be engaged in class. As far as tools, it's literally just a prize for them.

# Interview Spotlight

I'm a strong advocate that building the relationship with your students is the most important. These kids' generation is different; it's not a time and place where you have to hide a lot of things because they are so in tune with what's going on around them. They want to know everything, and in order to build that relationship with them, you have to be extremely vulnerable, transparent, and honest with them. That's my main tool. I always tell people, if you build that rapport with students, it'll move mountains for you. If you focus on that relationship, the rest will come.

**Q: Have you had any pushback from parents when it comes to social media?**

**A:** I haven't actually, and I think it's because of the tone and the delivery that I have in my videos. You can always see teachers on TikTok and their different styles, and their delivery is what can turn into a negative comment. But I'm coming in at a stance that, "I feel your frustration as a student, but I also want you to still succeed." In addition, I still want to bring awareness to these issues, so my delivery is what sets me apart. There was one video that went viral that was me addressing a student that cursed in my class. It's a snapshot, and it seemed like I was belittling the student, but the whole background of it is I've got 10 and 11-year-olds that can't read. They can barely formulate a sentence, but your first words of dialogue are curse words? On top of that, I had them spell it and they couldn't. However, I had to learn from the comments in that video that I shouldn't bring awareness to these issues using that delivery. Ever since then, I haven't really been getting too much pushback because I've created an audience that understands me a little bit better because I'm starting to make my page a little bit more personal, so they understand that everything is out of generosity, genuine kind love.

**Q: How do you balance creating content for your social media and still having responsibilities as an educator in the classroom?**

**A:** It's a struggle! Especially because the main thing with social media is being consistent, and it's challenging. So, my way of balancing it now is finding two random days in my week where I'll have my tripod set up on my desk, and I make sure that I'm persistent with it. But I'm also making sure I'm not neglecting my responsibilities as an educator because I'm still teaching, so the moments that I capture [for social media] would still be me teaching.

# Interview Spotlight

Before, I would have to record my social media content outside of the classroom, and that's where it would start to become difficult. I still have a life after I leave the building, so I thought, "let's just see what I can do killing two birds with one stone." I'm educating but also filming while I'm teaching, so it's not as difficult since I have a schedule.

**Q: Could you share any stories or instances in which your TikTok content had a positive impact on your students' learning experience?**

My most recent viral video featured me using lyrics from an artist named Sexy Red inside the classroom. My kids are on Instagram and TikTok, so they saw their teacher online, and they would come back to the classroom saying, "Miss People, you went viral! You're on TikTok!" They would see me with my camera, but they never thought anything of it. Then, they saw the TikTok, and they understood why I was filming, which gave them an incentive to be more engaged and interested in learning in class because they were doing something they liked. It was just a matter of how they would perceive it and how we could build a stronger relationship because I felt that was their weak spot.

Keep in mind, this is a group of kids whose COVID year was first grade. So, they didn't have first-grade skills. They still don't know how to add and subtract, especially in terms of regrouping. None of them had passed their end-of-grade test out of 76 students. Now, based on the data from our recent benchmark, I have at least 23 who are on track or have passed because I've been able to find a component they care about.

They found a way to connect with me, and they're not willing to disappoint. It's a testimony that I have about not being afraid to meet your kids where they are, drawing back to their level, and being vulnerable.

**Q: You mentioned how covid affected first graders learning experience, could you expand a little more on the difference you've seen between before covid versus now and how that's impacted your classrooms?**



# Interview Spotlight

**A:** It made the gap ten times bigger. Teachers were used to having a regular class with maybe 1 to 5 students, at least one or two grade levels below. After COVID, it's the whole class. You might be lucky if there are 3 that are on grade level. When you're having to meet the needs of more than 10 students who are not on grade level, but don't have the time to teach them grade-level material, that's where the challenge comes because it's nearly impossible. That's why teachers are getting burnt out and leaving their profession because not only do you have behavior issues with students, control because of COVID, but kids also miss that emotional learning component. They don't know how to function in groups or be collaborative because they were isolated during a period where their minds were still developing. It's a struggle, which is why I'm trying to bring awareness because a lot of parents don't understand that I'm still trying to teach their children first-grade skills that they missed! There's no support there.

In addition to that social and emotional component, during the pandemic, they were, for a lack of a better word, locked in a prison. They don't know how to navigate coming back into a space where they're with other kids again. Their first instinct is to yell and scream. They don't voice their opinions anymore; they just jump the gun and are ready to fight because they missed developing those skills during the pandemic. I'm still having to combat that.

**Q: Do you feel like you've been able to bridge that gap with your class or is there still a long way to go?**

**A:** There's still a long way to go, and it will continue to get worse because as educators we don't have the time to fill that educational gap, and it will only get bigger from here. I'm still struggling to find the time to go back and teach you the skills that you missed because I'm obligated to teach you sixth grade skills. They still don't know the difference between a quarter and a dime because they missed it. So, I'm going back and teaching them coins. I can't even teach them fractions when they don't know whole numbers properly. We're going to have to go all the way back to build those skills back up. So, they missed that during COVID, and now you're having them work with a partner to solve problems, but they want to do it by themselves because during the COVID years they were working alone at home. A lot of parents aren't aware, they think everything went back to normal, but it didn't. It's a domino effect.

# Interview Spotlight

That's where social media started to play a part in what I've been doing because I realized people don't understand. Social media is the way I shed light to this problem and that came over time with the cursing video cause before I would use it as a tool to teach, it wasn't until the first viral video where people were trying to figure out what even prompted that conversation and I realized they had no idea. You think schools just went back to normal, but no were far gone from there. My concerns are way past content because they're so far behind they're missing general life skills.

**Q: What does the future look like for you? Do you have any plans for expanding your reach beyond your current platforms? Are there any specific projects, collaborations, initiatives you're considering to further promote your message?**

**A:** My mindset is to come out of the classroom, I want to pass it on to a bigger platform in terms of my career like working the district, or even law school. Because this is a law kind of issue. This is a procedure and policies issue. That's my focus within these next few years. I'm coming out of the classroom because me bringing awareness through social media would only affect the class that I'm in now. I'm trying to reach a broader spectrum. I'm trying to get into a space where the pacing is no longer an issue. That way I know I've reached more classrooms than only just one.

**Check out our website for more interviews like Memori's at  
[www.beeefoundation.org/news](http://www.beeefoundation.org/news)**

# Interview Spotlight



## ABOUT ANDREA DOBYNES:

Andrea Dobyne-Wagner, originally from Petersburg, VA, is an accomplished educator and DEI facilitator. With degrees from The University of Alabama and certificates in Diversity & Inclusion, she's made her mark in academia and secondary education, earning recognition as Educator of The Year at Francis Marion School. Beyond her professional achievements, Andrea is deeply committed to community service, actively engaging in voter registration drives and literacy promotion. She's affiliated with organizations such as Alpha Kappa Alpha Sorority and serves on the board of the Building Bridges Institute for Racial Reconciliation. Andrea's next goal is to earn a doctorate in Communication & Information Sciences to further her passion for social justice advocacy.

## From Advocacy to Action: A Conversation on Education & Equality

Interviewed by Irene Alba

Published: 6:00 PM EDT, Friday April 19, 2024

**Q: What inspired you to pursue a career in education, particularly focusing on English and literature?**

**A:** I like to tell people that my grandparents programmed me [to be] at an early age a third generation educator. My paternal grandfather was a history teacher turned principal, my maternal grandfather was a math teacher turned principal, my maternal grandmother taught second grade, and my paternal grandmother taught highschool English before later becoming librarian. She is actually the first African-American librarian in Perry county [AL] to have a masters in library science. She turned 91 on March 27th! I said all of that to say being an educator ran in my blood.

While I didn't play teacher as a child I always loved to read, because my grandmothers were committed to making sure that I either gave my kindergarten teacher hell because I knew everything by the time I went, or that I was gonna at least be a bookworm, and I think that they were successful with a combination of the two! I have always loved to read and write and could do it before I was in kindergarten, I think I started writing short stories as early as 3.



# Interview Spotlight

My dad is a higher-ed professor, he's been everything from vice president of a small HBCU in Selma, Alabama to the Dean of Graduate Studies at one of his alma maters. He has two doctorates, I think that is nuts! One of them is in humanities, he's essentially a Martin Luther King Jr. But, I had no intentions of ever teaching K-12.

However, I was in a school program after my masters. I started teaching during my masters program, like a lot of people, but teaching undergrad classes. At the end of my class in Ethics and Education, a superintendent said to me, "you are an amazing teacher and we need an english teacher like, tomorrow! Keep your focus on African-American studies and Literature, but we need an English teacher. Would you consider it?" He hounded me for a couple weeks and I finally decided to jump in the deep. I started in January 30th to be an executive at the very high school I graduated from!

My first class was an academic potential class that is supposed to help get students acclimated to college. Well, one of the things I [noticed was] that even some of the students that came in on academic scholarships, had deficits in reading and writing. How can you tell me how the pyramids were built in five languages, but you can't write a good paragraph? I started seeing more deficits in the Black and Brown communities and I hated it because, I can do these things and I didn't understand why they couldn't. Then, I [realized] it's because the materials they use to help promote their reading and writing aren't exactly for them. How can you write an ACT or SAT essay writing response about a trip abroad if you've never done that? So, I had to find a way to mitigate this. I started using song lyrics, we would do vocabulary freestyle battles. Of course, it would have to be school safe. But, they enjoyed it, I enjoyed it! I started a program in January of last year in hopes of using Hip-Hop lyrics or spoken word as part of the curriculum to help with reading and writing.

**Q: Can you discuss any specific challenges you've faced as an educator, and how you've overcome them?**

**A:** Now, I feel like I'm in a very interesting dilemma. I actually can't go back in the classroom if I wanted to because Alabama just joined the bandwagon on banning "divisive concepts", which to them includes African-American studies. Even though I have taught English, all of my classes have been African-American literature, and it has been censored.

# Interview Spotlight

The last K-12 job I had I was using a curriculum coach for a class called History of Us. Basically, a high school level Intro to African-American Studies. This new law is supposed to go in effect October 1st of this year but, the board has already informed me that my services are essentially no longer needed as of right now due to the political climate.

I'm going to be honest with you, I don't know what I'm going to do. I know that may sound crazy because I love this work. My Master's is in Gender and Race Studies, my Bachelor's is in Communication Studies, my Doctorate, if I ever get the chance to complete it, is going to be in Communication focused on Social Justice and Inclusion Advocacy. This is all to make education better for Black and Brown people. My focus is for people that are left out of the conversation in the first place.

I've been looking for roles that are education adjacent but, a lot of them are focusing on things that, I'm not saying aren't important, they just aren't important to me. We need to know better Science, Technology, Engineering, and Math but, what about the Arts? The English? So, I'm writing when, I've doing speaking engagements when I can. In full disclosure, I am legally blind and know the challenges that has brought on academically as well as professionally. So, we can say that I'm in an interesting time in my life right now. That's why I wanted to join forces with you all, you aren't with the B.S. You're pro-educators, not pro-system because the system is jacked up!

**Q: In what ways do you advocate for accessibility and inclusivity for individuals with disabilities, both in the classroom and in the broader community?**

**A:** It still has to be done. I feel like we're already mistreated, we're already silenced when it comes down to who makes the decisions because there are no Black and Brown people in the rooms where Ron DeSantis, Brian Kemp, Greg Abbott, and all these other interesting governors decide. We don't want Anti-DEI (diversity, equality, and inclusion) this impacts everybody but white men!

Therefore, if I'm silent, I can't help anything. I know even if I'm vocal it might not make a change but, damn it, I'm trying! I'm just motivated because now that it's a little different since I am a mom. My son shows no signs of having the same eye condition as me, and I can't speak on what it's like to be a man, but I know some of the stuff I've had to deal with that I don't want him to deal with. So I've got another reason to keep swinging.

# Interview Spotlight

**Q: You mentioned being involved in various community initiatives such as voter registration drives, food pantry projects, and literacy promotion. How do you integrate these efforts into your role as an educator?**

**A:** Delegation. I may have spearheaded these things but I'm definitely not doing these things solo. My husband is still in the classroom; he is a middle school P.E. teacher and some of his students, although they're not at a Title I school, will still fall under those demographics, meaning they're still food insecure. So, every time they go on Spring Break we do a food pantry project. My church, my sorority, my family and friends make it all happen! Even if you're donating 3 dollars or Sam's gift cards, we are still able to send home 100 bags of non-perishable items to the kids that needed them.

So, delegate! I know I can't do all of this by myself. Yesterday marked the 56th year since Martin Luther King Jr. was assassinated. People know MLK but he didn't accomplish his goals by himself. Yet people barely knew about any of the women or non-black people that helped make the moves happen. But, it wasn't just him; delegation has always been key.

**Q: As an educator, what are some of the most rewarding aspects of getting that message out there?**

**A:** There's a story about me in a magazine and a lady, that I still have yet to meet, wrote me on LinkedIn because her daughter has the same eye condition I do. She said her daughter at the time was a Junior in high school and asked what I looked for when selecting my university to ensure they had the proper accommodations. Today, she's a freshman at the University of Kentucky and doing amazing things! Sharing my message builds community and I love that. It allows people to know that they are not alone. I wish I knew someone like me when I was dealing with this disability as young as I was.

Everybody, the eye doctors, the retina specialists, they were older, and I was 7 so, it's not like we had things we could relate on. So, I know someone needs to hear this message. I used to be very embarrassed about my disability, I wasn't open to talking about having it until I was 28 because of a very inspiring professor I had. I was in a Communication Diversity class and we were on a unit on disability and it came out of the closet, if you will, that I had one.

# Interview Spotlight

I didn't typically wear glasses, back then I wore contacts. I don't have a cane or a dog, so no one knew unless they did. It wasn't until then that I embraced it, and since then I've been incredibly open about it.

**Q: Looking ahead, what are your aspirations for the future in terms of your career and community involvement, and how do you plan to continue making a difference in the lives of others?**

**A:** I want to start ultimately a non-profit myself that will bring these divisive concepts into the community. All these classes they don't want you to have, I'll do it! I had this business on ice right now called Melanated Masterminds where I sell school supplies that say stuff like melanated and educated on pencils and pens. Just imagine if Lisa Frank was Black or Brown! So, really cool stationery and office supplies for Black and Brown people to remind them of who they are, regardless if they're in the whitest school in the world or they're in a school where they know what's up.

But, I wanted to do a non-profit of that called Melanated Communiversity where on Saturdays and Sundays you'd have somebody come in and talk about things like health and wellness from a holistic standpoint, Black history, women's history, financial literacy. All the things they don't want you to know about on a weekend basis for a community of all ages. Whether you're in fifth grade or 55 years old.

I want to do that but it's kind of long term. Right now, I just want to write and speak and get these messages out there to hopefully not keep repeating history. It's crazy to me that we're still fighting for voting rights, reproductive rights, equal access to education, or safe schools! This is nuts and it's not a Black or Brown issue, it's a human issue and we're sucking at it.

The show must go on and I'm going to keep on going.

**Check out our website for more interviews like Andrea's at  
[www.beefoundation.org/news](http://www.beefoundation.org/news)**

# Op-Ed Spotlight



## ABOUT IRENE ALBA:

Irene Alba is a senior studying Communications at Florida International University (FIU). She moved to Miami, Florida in 2021 to pursue her education and has loved it ever since. Today, Irene has been actively involved in her community to amplify the voices of students like herself. Through her studies in Communications and Social Media E-Marketing, she harnesses the power of storytelling to raise awareness of pressing social issues and inspire positive change in her community.

## Locked Out of Education

Opinion by Irene Alba

Published: 6:00 PM EDT, Thursday April 25, 2024

Every year it seems that the cost for education gets higher, and becomes even more of a challenge for students to find ways to finance their tuition. Financial aid is an essential lifeline for thousands of students across the country who are in pursuit of their academic careers. Yet, for a significant number of students, having to navigate the complex web of financial aid becomes an insurmountable challenge due to a glaring oversight in the system: the inability to complete the Free Application for Federal Student Aid (FAFSA) when one's parent lacks a social security number. Due to this blatantly overlooked barrier, countless students are being denied access to education, which is continuing to perpetuate systematic inequality.

Last academic year, the FAFSA only required your parent's signature if they had a Social Security Number. If they weren't a U.S. citizen, you would be able to bypass your parent's signature. However, in this academic year they've made it so parent's without SSN are able to sign the form. The problem is the application was not formatted properly, and now you are not able to submit your FAFSA if your parent does not have an SSN, due to an error that does not let them sign on the sign box.



# Op-Ed Spotlight

For many students with undocumented parents, this moment marks the abrupt end of their financial aid journey, as the new application explicitly requires a parent's social security number to electronically sign the form.

Though the FAFSA website has stated that the problem should be resolved by mid-March, by the time I'm writing this, it is currently April and we have heard nothing regarding this issue being patched. Priority deadlines for universities have come and gone and thousands of us have not even been able to submit our applications. This requirement poses a dire dilemma for students whose parents do not have a legal status in the United States. Despite their academic prowess, they are now finding themselves locked out of the education they deserve. It's a cruel irony that those who need the financial aid the most are systematically denied access to it, solely based on their parent's immigration status.

As the weeks pass, we continue to be ignored in our efforts to simply advocate to our right to an education. Financial aid awards range from federal work to scholarships, and they are all being put out of reach for some of the people who need it the most. The reality is, that without financial aid most of us will be unable to go to university without taking out loans, which means that if we want an education we will have to create more debt that quickly becomes crippling. This not only perpetuates cycles of poverty amongst immigrants but also undermines the principles of equity and opportunity upon which our education system allegedly stands by.

This is not about an individual student's struggle, this affects entire communities and as a byproduct, society at large. It is yet another gross tactic to keep out those who America does not wish to see succeed. By erecting barriers to education based on immigration status, we deny ourselves the talents, contributions, and perspective that these aspiring scholars bring to our campuses and the workforce. We must not continue to perpetuate a cycle of inequality that undermines the very fabric of our democratic ideals. We must do better.

**Check out our website for more stories like Irene's at  
[www.beeefoundation.org/news](http://www.beeefoundation.org/news)**

# TFA Professional Development Webinar

## HERE'S A RECAP!

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On the first of April, the BEEE Foundation joined forces with Teach for America in order to conduct a Professional Development Webinar exclusively for their current TFA Members! Alexandria, Nichole, and Kalyn were there to manage the online seminar, and everyone got the help they needed to successfully navigate the essentials of Exceptional Student Education in Florida.

The BEEE Foundation wants to extend a huge thanks to our guest speaker Sierra Jackson. We were very grateful to have her speak during our meeting.

Sierra Jackson, an esteemed ESE Chairperson with over eight years of experience in education, serves in Miami-Dade County Public Schools. Her journey began at Florida Atlantic University, where she developed skills for a rewarding career in special education.

Inspired by the movie "Precious," Sierra became dedicated to supporting struggling students, making a significant impact in Miami-Dade County's vibrant community. Her commitment showcases her as a beacon of hope in special education.



# We're Hiring!

Here at BEEE, we desire to grow educators and students who wish to build their experience in the fields of Communication, Marketing, Education, and Nonprofit Management.

We are currently looking for a:

- Grant Research and Writing Intern
- Communications Intern
- Marketing Intern

## Internship details:

- Application deadline: May 20th
- Location: Remote
- Internship dates: June 10th - August 5th 2024
- Where to apply: [www.beeefoundation.org/careers](http://www.beeefoundation.org/careers)

**For more information, check out our website!**

**Apply to  
join the  
BEEE Team!**



# Playlist of the Month

As an educator, staying motivated for the new year can be challenging with various stresses constantly on your mind. To kickstart your day, simply put on your earphones and tune in to this invigorating playlist designed to uplift and inspire amazing teachers like yourself.

These motivational songs are curated to keep you motivated and energized as you dedicate yourself to creating a caring and secure learning environment for your students.

1. **Dynamite - BTS**
2. **Diamonds - Sam Smith**
3. **Classic - MKTO**
4. **Yellow Hearts - Ant Sanders**
5. **Nobody's Love - Maroon 5**
6. **Some Say - Nea**
7. **Lights Down Low - MAX**
8. **Sweater Weather - The Neighbourhood**
9. **Our Song - Anne-Marie, Niall Horan**
10. **Sucker - Jonas Brothers**
11. **Dandelions - Ruth B.**
12. **Galway Girl - Ed Sheeran**
13. **Someone To You - BANNERS**
14. **Lights Up - Harry Styles**
15. **Little Talks - Of Monsters and Men**
16. **Don't Go Yet - Camilla Cabello**
17. **Never Really Over - Katy Perry**
18. **Together - Sia**
19. **Just A Cloud Away - Pharrell Williams**
20. **Grace - Lewis Capaldi**

**Kickback, Relax,  
and Unwind**



# May Events



## BEEE Events

**May 20 - Internship  
deadline**

## Daily Observances

**May 5 - Cinco de Mayo  
May 12 - Mother's Day  
May 27 - Memorial Day**

## Monthly Observances

**Asian American and Pacific  
Islander Heritage Month**





# Help Create Impact by donating to Better Environments to Elevate Educators

## YOUR MONEY AT WORK



Your donation will help us organize and conduct professional development programs. These programs will focus on topics that provide teachers with the knowledge and skills to improve their teaching practices and student outcomes.



Your donation will facilitate networking opportunities for educators to connect with their peers and share best practices, create a community of educators who are passionate about improving education, we can foster collaboration and teamwork among teachers.



Your donation will help us provide educational resources such as books, online courses, and instructional materials to assist educators in their professional journey, ensuring that every teacher has the necessary tools to succeed.

## WHY CHOOSE US?

BEEE is led by teachers creating content for teachers that helps retain qualified educators it also benefits students.



### DIAMOND BEEE \$100,000+

- Thank you letter
- Donor Impact Letter
- Brochure Recognition
- Branded Merchandise
- Website and Socials Recognition
- Specific Campaign Recognition
- Exclusive Event Invitations



### PLATINUM BEEE \$50,000-99,999

- Thank you letter
- Donor Impact Letter
- Brochure Recognition
- Branded Merchandise
- Website and Socials Recognition
- Exclusive Event Invitations



### GOLD BEEE \$10,000-49,999

- Thank you letter
- Donor Impact Letter
- Branded Merchandise
- Website and Socials Recognition
- Exclusive Event Invitations



### SILVER BEEE \$1,000-9,999

- Thank you letter
- Donor Impact Letter
- Branded Merchandise
- Website and Socials Recognition
- Event Invitations



### BRONZE BEEE \$500-999

- Thank you letter
- Donor Impact Letter
- Branded Merchandise
- Event Invitations



### POLLINATOR BEEE \$5-499

- Thank you letter
- Donor Impact Letter
- Event Invitations