Barr Foundation

Driving Towards Diversity in the Educator Workforce Request for Proposals

AUGUST 2021

Proposals due by 4pm EST Friday, October 1, 2021

CONTENTS

WHY DIVERSIFY OUR TEACHER WORKFORCES?

Research demonstrates that a diverse workforce of talented teachers is good for all children[1], schools, and communities, and especially for students of color. Students with the same race as their teacher are more likely to complete high school and go to college, less likely to be suspended, and more likely to be referred to gifted and talented programs[2]. One of the key reasons involves expectations teachers have of their students. According to TNTP's *The Opportunity Myth*, "in classrooms where students were mostly Black or Latinx, 66 percent of teachers who were the same race or ethnicity as the majority of their students had high expectations compared to just 35 percent for teachers who were a different race or ethnicity."[3]

Yet in many states and districts, there is a sizeable diversity gap between students and teachers.While 53% of students in the United States identify as people of color[4], 80% of teachers are white[5], and 40% of public schools don't have a single teacher of color[6]. This imbalance holds true in New England.

It's a complex problem with many causes, from certification rules that pose barriers, to latent bias in district recruitment and hiring processes, to school cultures that too often fail to help teachers of color build long careers in the classroom. In addition, teacher preparation programs contribute to the lack of diversity in the teacher workforce and are significantly whiter on average than the public school population.

Districts, local education agencies[7] (LEAs), CMOs, individual schools and education organizations across New England have named diversification of their teacher workforces as a key priority - recruiting more diverse teachers and developing and retaining current teachers of color. To advance this work, and to ultimately create more equitable experiences for students, school networks are developing and refining long-term plans to attract, support, and retain teachers of color.

Despite the challenges, there are schools and districts and CMOs who have identified effective solutions to recruit and retain diverse educators and shift their talent practices to be more responsive to student, teacher and family/caregiver needs while maximizing the inherent strengths of their communities and regions. The foundational first step is a close look at current talent systems, practices, teacher pipelines, and system needs, as well as capturing a deep understanding of how stakeholders - students, teachers, school leaders, families and the broader community - experience the talent in their schools and districts or LEA's. The Barr Foundation recognizes this is a key priority for many districts and networks in New England, but finding the dedicated capacity and time for an in-depth analysis of talent systems, practices, data, and community needs can be a challenge. The Barr Foundation has identified an opportunity for districts who are prioritizing diversification of their workforces to participate in a talent landscape analysis this winter.

For additional context on our why, please see our Why A Diverse Teacher Workforce Matters blog post.

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[1] For a summary of recent research, see Bristol, Travis J., Javier MartinFernandez. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for the Reauthorization of the Higher Education Act. (EdWorkingPaper: 19-93). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/ czw4-4v11; Carner-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute

[2] Gershenson, Seth et al. (2018). The LongRun Impacts of Same-Race Teachers, NBER Working Papers 25254, National Bureau of Economic Research, Inc.

[3] TNTP. *The Opportunity Myth.* 2018, page 48. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

[4] National Center for Education Statistics. "Status and Trends in the Education of Racial and Ethnic Groups: Indicator 6: Elementary and Secondary Enrollment." February 2019. https://nces.ed.gov/programs/raceindicators/indicator_rbb.asp

[5] National Center for Education Statistics. "Characteristics of Public School Teachers." May 2021.https://nces.ed.gov/programs/coe/indicator/clr

[6] Collins, Susie. *Assessment of Diversity in America's Teaching Force.* https://www.academia.edu/37495556/Assessment_of_Diversity_in_America_s_Teaching_Force

[7] Examples of local education agencies include school districts and charter management organizations.

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OVERVIEW OF THE OPPORTUNITY

The Barr Foundation is excited to offer an RFP opportunity for LEAs or regional networks of LEAs to deepen their understanding of their talent landscapes in order to further their initiatives to diversify their teacher workforces. A talent landscape analysis supports districts by taking a snapshot of a local or regional teacher talent experience - analyzing multiple years of data including teacher pipelines and pools, recruitment and marketing sources, retention by demographic factors, student and teacher and school performance, student and educator demographics; reviewing systems, materials and processes; and conducting stakeholder engagement to understand the experiences of teachers, students, families/caregivers, and communities to develop a robust picture of the current state, strengths and successes, and opportunities for adjustments and improvements in order to further diversify the teacher workforce.

Grantees will partner with [TNTP](#), a national nonprofit organization, who will work with districts to develop a scope and refine research questions and will conduct the landscape analysis. Grantees will receive distilled data, analysis, headlines and recommendations to support their efforts to diversify their workforces. This will provide a rich picture of the current talent landscape in the grantee school system, a comparison of their current approaches to national best practices, and concrete steps leaders can take to develop, refine, continue, and accelerate plans to improve the strength and diversity of their teacher workforces. This information will ultimately support grantee initiatives to build strong, diverse teacher workforces and improve outcomes for all students.

OVERVIEW OF REQUIREMENTS AND TIMELINE

Participating LEAs must be located in New England (Maine, Vermont, Rhode Island, New Hampshire, Massachusetts, and Connecticut) and have a demonstrated commitment to building a stronger, more diverse teacher workforce for the purpose of ensuring equitable outcomes for students.

Estimated project timeline:

- **August 9, 2021:** RFP released.
- **Wednesday, August 25th from 2 pm - 3 pm:** Webinar for prospective applicants. Recording and slides will be provided afterwards for those that cannot attend.
- **October 1, 2021:** Proposals due.
- **October 28, 2021:** Awards announced.
- **November 2021 – June 2022:** Grant period.

All RFP materials and updates will be provided on the [Talent Diagnostic RFP webpage](#) as they become available.

THE OPPORTUNITY

Talent Landscape Analysis

The Barr Foundation is seeking proposals from LEAs across New England (inclusive of all governance structures including traditional school districts, Charter Management Organizations, autonomous schools, and regional schools) and education organizations working in partnership with LEAs across New England to participate in a talent landscape analysis to further their long-term goals and commitment to diversifying

their teacher workforces to meet student needs. Grantees who are chosen for this RFP opportunity will partner with TNTP, who will conduct a comprehensive analysis of their teacher workforce, including how students, families, and community members experience teachers and the talent process.

Barr anticipates funding up to twelve grantees to participate. (Please see the Eligibility section starting on page 8 for more details.)

Talent Landscape Analysis Process (November 2021 - June 2022)

Grantees will participate in a three-phase process with TNTP. Careful planning and partnership will ensure the analysis is customized to each grantee's unique context and that findings and recommendations resulting from the study are actionable.

Phase 1: Establishing a Shared Vision and Scope (two to three months)

The landscape analysis begins by ensuring that grantees and TNTP have a shared understanding of the purpose of the analysis and that TNTP is prepared to execute in alignment with that vision. TNTP will hold between three to five one-hour planning sessions with each grantee to understand what areas of inquiry will best support each grantee's long-term goals for diversification of the teacher workforce, to learn what data is available, and to establish research questions for the scope of the project. During this planning session, grantees and TNTP will also establish the scope of stakeholder engagement and determine how that engagement will be facilitated. Ongoing project management and check-in structures to monitor progress will also be established during this first phase, likely including a weekly check-in between the grantee and TNTP as well as other structures.

Potential research questions could include the following:

- How do teacher and leader identities align or not align to student identities within the district? How many students have had at least one teacher who shares their racial/ethnic identity?

- Is the system attracting enough high-quality, diverse applicants? What are key sources for applicants and what is the demographic breakdown of those sources?

- Is the selection process identifying diverse, effective teachers? Do we see differential selection model ratings across dimensions of applicant types (subject, experience, race/ethnicity, gender, etc.)? Does the selection model or recruitment process have inherent bias? How are biases checked?

- What are the impacts of ongoing recruiting and retention efforts related to diverse teaching candidates, administrators, and staff?

- How equitable and inclusive is the hiring process for teachers and leaders? What is the current process to apply to teach or lead in the district? How do candidates get access to interviews?

- What is the overall differential retention rate for teachers and leaders? By race and ethnicity? Why are teachers and leaders resigning? Are there trends by school or content area?

- What do student outcomes look like, and how do they differ by identity group?

- What are strengths and areas of growth related to recruiting and retaining candidates of color?

- What requirements and/or policies – testing, financial, etc. – are in place that may inequitably impact educators of color?

- How are students experiencing teachers across the LEA? How are families/caregivers experiencing teachers and school leaders? What are the communities' perceptions and

experience with teacher talent? What does that community want to see in the LEA teacher workforce?

During Phase 1, grantees will join together virtually for a one-hour call with other talent landscape analysis participants to launch the work as a cohort, lifting up common challenges and approaches to the landscape analysis, sharing goals for their talent diversification, and learning from each other in community. Grantees will identify two to three participants to join the landscape analysis cohort - one of these participants should be the same staff member who is project managing the partnership with TNTP on the landscape analysis, the second participant should be the LEA superintendent, and the third should be a senior level staff member on the team that oversees talent, if not already represented by the project manager.

Phase 2: Data Collection and Analysis (three months)

Using the research questions established in Phase 1 as a guide, TNTP will begin targeted data collection and analysis. TNTP will aim to examine the talent continuum: recruitment and marketing efforts, candidate pool details and sources, retention, compensation and career pathways, development, affinity spaces, and instructional culture. TNTP will take a close look at the alignment of the current teacher workforce, students, and the incoming hires every year across various aspects of identity. TNTP will consider how vacancies are filled and the internal systems and processes that may contribute to or mitigate systemic inequities.

While the specific questions and data sources will be customized to align to grantee priorities, the analysis will include:

- **Quantitative Analysis**: TNTP could use historical teacher, student, and course-taking data to examine the extent to which students had opportunities to be taught by teachers sharing their racial/ethnic identity, and look at hiring data to understand opportunities to provide this experience to more students. TNTP could analyze extant data from the grantee's human capital databases and from publicly available data sources. This could include vacancy, application, and hiring data from applicant tracking systems, school and/or district level roster data, teacher evaluation and/or student performance scores, and/or records related to teacher compensation, career advancement, and retention. This analysis helps TNTP begin to understand strengths, patterns, and experiences of teachers of color and of students.

- **Stakeholder Interviews and Focus Groups**: A key component of the analysis will be understanding the experience of students, educators, community members, and families/caregivers. To develop a more complete understanding of the system's talent practices and how they are perceived by those who experience them, TNTP will conduct interviews or focus groups with representatives from key stakeholder groups. TNTP will work with grantees to determine who should be included. Teachers, families/caregivers, and students are often included in landscape analyses, but more comprehensive community engagement is possible, including potentially Institutes of Higher Education, school or district partner organizations, religious organizations, service providers, or other stakeholders. TNTP will also conduct interviews or small focus groups with the district staff carrying out talent work – school administrators, district administrators, hiring committees, and human capital staff. For both groups, TNTP will advise grantees on efficiently and equitably assembling a diverse group of representatives from each group and then will use tested qualitative data practices to develop research questions, conduct the interviews and focus groups, and record feedback.

- **National Research:** To pinpoint strengths and opportunities for enhancement in the system's approach to talent, TNTP would compare the system's policies to research-backed best practices

in recruitment, selection, staffing, retention, career pathways, compensation, and/or school design. In doing this analysis, TNTP would remain keenly aware of how these national models may need to be adjusted to be appropriate and feasible in each grantee's unique context.

Phase 3: Identifying Trends and Offering Recommendations (two months)

After compiling the data, conducting thorough analysis, and synthesizing trends, TNTP will share a summary report for each LEA that includes findings grantees can utilize to develop or contribute to their short- and long-term plans to ensure they have diverse and effective educator teams.

During Phase 3, talent landscape analysis grantees will come together again as a cohort in two to three hour-long sessions to share findings and learnings, reflect on crucial first steps and long-term priorities, and learn from each others' successes. Attendees who joined the first cohort meeting and participated in the landscape analysis should plan to join for one to two of these final reflection sessions and to generously share their experiences and reflections.

Leadership Commitment (duration of project)

Applicants will need to name a project manager who will serve as the point of contact for TNTP in this work and lead on coordination, data sharing, and stakeholder access for engagement. They will check in weekly with TNTP and lead the work with any other LEA staff who are involved in the landscape analysis setup or data collection. The project manager will ideally be the same staff member who is positioned to lead the work - or work closely with the person ultimately leading the work - to integrate findings and recommendations from the workforce analysis into the system's long-term planning for workforce diversification.

Applicants will also need to name a data or systems staff member who will lead on gathering data to share with TNTP for the landscape analysis.

LEA leadership, including the superintendent and senior talent staff, will need to commit to reviewing research questions once they are established by the project manager with TNTP, and to commit to participating in the review of initial findings.

LEA leadership will also need to commit to attending both the kickoff cohort call as well as the final cohort calls. This should include the superintendent, senior talent staff, and the project manager.

Grant Funds

Selected applicants will receive direct support from TNTP to conduct an analysis of the teacher workforce. The Barr Foundation will directly fund TNTP for their work, and will provide funding for TNTP to support all stakeholder engagement efforts (e.g., food, stipends for focus group participants, platforms for text messages and surveys, etc.). Selected LEAs will not need to manage these funds and will not receive those funds as part of the award process.

LEA Support Funds

Applicants are also eligible to apply for supplemental grant funds up to $25,000 to ensure they are able to allocate the staff time, capacity, and systems necessary to fully participate in the landscape analysis. Grantees may find that these grant funds are best used to do the following:

- Allocate/hire staff time for a lead team member to facilitate the relationship with TNTP and coordinate research questions and community engagement for the landscape analysis.
- Allocate staff time for data and systems staff to locate and compile raw data for the talent landscape analysis and share it with TNTP.

- Hire outside support or allocate staff time to develop and disseminate communications about the landscape analysis, including updating schools and the community on the process or sharing out findings and next steps.

Grantees will be asked to submit a budget-to-actual form at the end of the grant to share how they used the grant funds.

APPLICANTS

Applicants may be approaching this work from a variety of starting places. Some applicants may be in the early stages of starting to understand the makeup of their teacher workforces and how that aligns or does not align to the diversity of their student body. Some applicants may have just started to examine how their recruitment, selection, and retention processes are impacting their candidates and teachers of color. Some applicants may have gathered and analyzed significant amounts of data and uncovered initial trends and are looking for a partner to help them go deeper and do more comprehensive analyses. Other applicants may have a good sense of their quantitative data, and could benefit from a partner who can facilitate qualitative data gathering and analysis to better understand the experiences of students and teachers and families. All applicants will be committed to improving teacher and leader diversity, will have acknowledged the benefits of a diverse teacher workforce for all students and particularly students of color, will be dedicated to doing the long-term work to address teacher workforce challenges to promote equitable student outcomes, and will be committed to valuing student and teacher voice in the change process.

Examples of questions your community might be grappling with include:

- How does the diversity of our teacher and leader workforce compare to that of our student body?

- How are the experiences of students and families different when they have experiences with teachers who share their racial/ethnic identity?

- How can we attract and retain an excellent group of teachers and leaders who share the racial/ethnic identities of the students they serve?

- What hiring practices or processes are excluding talented teachers of color from our district or leading to higher rates of turnover?

Applicants will need to have access to - and share with TNTP - some portion of vacancy, teacher application, and hiring data from applicant tracking systems, records related to retention, school and or district level roster data, and teacher and leader demographic and performance data. We want to make sure data and data access will not be a barrier to participation. If you have limited data and are unsure what additional data is available, TNTP will work with your district to ensure data collection and analysis can be achieved. Selected applicants will complete an MOU and data-sharing agreement with TNTP. An example MOU can be viewed here but please note that applicants do not need to fill this out as part of the application process.

ELIGIBILITY

Participating LEAs must be located in New England and have a demonstrated commitment to rethinking their talent systems, structures, and processes and revising their retention strategy with the explicit goal of building a stronger, more diverse teacher workforce. Applicants must:

- Be any single Local Education Agency (LEA); a group of LEAs interested in a regional analysis; or a regional consortium or collaborative of LEAs or schools organized around common goals or interests (The applicant may be a 501c3 organization, but only when applying as a consortium or collaborative of LEA's through a hub organization)

- Include students in at least one high school grade[8];

- Include a student population that is comprised of at least 35% students of color; and

- Serve students in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont.

During the selection process, preference will be given to entities serving the highest concentration of high needs students[9] and communities that have a rapid population growth of students of color and high needs students.

Note: Current grantees of the Barr Foundation can apply for this opportunity as long as the eligibility criteria above is met.

HOW TO APPLY

All applications are due by **Friday, October 1, 2021 at 4 PM.** Applications should include all elements described below. Complete applicants should be submitted via the online application form.

A. Organizational Information

- Organization Name

- Organization Address

- Main Phone

- Main Fax

- Website URL

- Annual Organization Budget

- Organization Tax ID

- Start of Fiscal Year

- Name, title, phone, and email of Chief Executive of your organization

- Name, title, phone, and email of staff person other than the chief executive managing this request (optional)

- Name, title, phone, and email of lead development staff person handling this request (optional)

B. Proposal Narrative

Applicants should submit a narrative proposal describing their vision, goals, and plans for diversifying their workforces and outlining how they would use this landscape analysis partnership to accompany and accelerate those long-term plans and goals to ensure the region has a diverse, effective workforce.

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[8] Enrollment in grades 9, 10, 11, or 12

[9] For the purpose of this RFP, we are using Massachusetts' definition of high need students which is: A student is high needs if he or she is designated as either low income, economically disadvantaged, or ELL, or former ELL, or a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years. Districts who are unable to calculate this number should provide any data that is accessible to help us to understand the demographic makeup of your student body.

In the Proposal Narrative, applicants should respond to the following:

1. Why is diversification of your teacher workforce a priority for you? What do you know about the racial identities of your students and teachers that leads you to prioritize this?

2. What commitments, plans, goals, or priorities do you currently have in place to diversify your teacher workforce? (Even if you are at the very initial stages of planning and have only conversations or outlines of commitments so far, we would still like to hear about those.)

3. What would you hope would be the impact of your participation in the talent workforce analysis? How will it advance your understanding of your teacher workforce and support your initiatives to diversify your workforce?

4. *(Optional: Only for those applicants with changing student demographics)* How has the demographic make-up of your student body changed over the last 5- 10 years, and how do you expect it to change over the next 5- 10 years?

Applicants are welcome to submit presentations, planning documents, or other artifacts in lieu of responding to the narrative proposal questions, if such artifacts sufficiently demonstrate responses to the questions posted. The maximum length for the Proposal Narrative is 7 pages. If submitting artifacts, no page limit is necessary.

In addition, please briefly respond to the following questions about data access and capacity in no more than 200 words.

1. What data and systems do you have access to that you will be able to share with TNTP? Where are you limited in your data access?

2. Who will be your LEA's point person for coordination, data sharing, and stakeholder engagement with TNTP? How will they be connected with the team member who is leading the work to integrate findings and recommendations from the analysis?

Some applicants may be invited to a brief interview conversation following submission of the proposal narrative, to discuss follow up questions in more detail.

If you are applying in partnership with other LEAs or through a hub organization, please additionally respond to the following question as part of your Proposal Narrative to demonstrate your collective commitment to this work:

1. Please share why you are applying for this opportunity as a partnership. How will the collective participation advance you towards your goals for the partnership? What work have these LEAs done in partnership before?
2. How will you ensure commitment from, and access to data from, all LEAs participating in the partnership?

Applicants who are applying as a region without a hub organization should submit one response to the Proposal Narrative, and should choose a Lead LEA to fill out the Organizational Requirements section.

C. Organizational Requirements

Please submit the following administrative documents as part of your proposal:

1. Name, position, and email of all school committee members or board members

2. Most recent independent audit or account review (as required by law) for the organization, if applicable

3. Organization budget (income and expense) approved by the board for the fiscal year, with the actual-to-budget comparison for the year-to-date

4. If using additional funding for this potential opportunity: Provide a list of companies, foundations, and government entities being approached to fund this proposal, including dollar amounts requested and an indication of which sources are committed, pending, or anticipated. If no additional funding will be used for this opportunity, you do not have to submit anything.

5. 501(c)(3) Determination Letter, if applicable

D. Grant Budget

Provide a narrative on the use of the up to $25,000 in supportive grant funds for the six-month grant period using the provided budget template or by submitting a table with planned use. These funds cannot be used for ongoing operating costs of any school or program, nor can they be used on facilities-related expenses.

Examples of how funds may be used include, but are not limited to:

- Allocation of staff time to partner with TNTP on the landscape analysis setup, scope, and research questions
- Allocation of staff time to partner with TNTP to determine stakeholders for engagement and set up communications
- Allocation of staff time for compilation of raw data to share with TNTP
- Hiring of outside support or allocation staff time to develop and disseminate communications about the landscape analysis, including updating schools and the community on the process or sharing out findings and next steps.

Please note that the budget narrative, letters of support, and school data chart do not count towards the page limit for the proposal narrative.

E. Letters of Support

Please provide a letter of support and commitment from the superintendent (or equivalent) of the LEA.

If applying as a partnership or with a regional hub, please provide letters of support and commitment from the superintendent (or equivalent) of each participating LEA in the partnership. If additional letters of support are available, please submit those as well.

F. School Data Chart

Please provide information on the demographic makeup of your student body and on the needs of your student population using the provided school data form.

Proposal Support

Prospective applicants are encouraged to seek support in the following ways:

- **RFP webpage:** All RFP materials and updates will be made available on the RFP website on an ongoing basis.

- **Email:** All questions related to the RFP should be submitted via email to EducationRFP@barrfoundation.org.

- **Webinar: Wednesday, August 25th from 2pm - 3pm ET**
    - Please register for the informational webinar about this RFP here.

- o We encourage questions to be submitted ahead through the field on the online registration form or via email at EducationRFP@barrfoundation.org.
  - o All questions, including any not answered during the webinar, will be answered via the FAQs that will be published on the RFP webpage after the webinar.
- **Office Hours:** Applicants are encouraged to sign up for optional office hours if you would like to discuss your proposal with a member of the Barr Foundation team. Please email EducationRFP@barrfoundation.org to sign up for office hours.
- **Submissions**: Completed responses should be submitted via this link.

About the Barr Foundation

The Barr Foundation's mission is to invest in human, natural, and cultural potential, serving as thoughtful stewards and catalysts. Based in Boston, Barr focuses regionally, and selectively engages nationally, working in partnership with nonprofits, foundations, the public sector, and civic and business leaders to elevate the arts, advance solutions for climate change, and connect all students to success in high school and beyond. Founded in 1997, Barr now has assets in excess of $3 billion, and has contributed more than $1 billion to charitable causes.

Through our Education program, the Barr Foundation seeks to open doors to rigorous, personalized education so that more young people have real opportunities to thrive. Our Education portfolio spans New England, with emphasis on secondary education. With high quality learning, students can enter college and attain a degree without remediation, or connect to a certificate program and find a good job. They grow their awareness and abilities to be part of vibrant communities. But too many New England students leave high school early— or graduate without being prepared for what's next. They often struggle as adults to participate fully in the economy and community where they live.

We seek to nurture the development and expansion of new secondary school models across New England. Schools must change because the world students live in has changed and so have the knowledge and skills necessary for success in life. Barr believes that all students can graduate from high school, successfully transition to postsecondary education, and engage in meaningful career opportunities. This belief is grounded in our firm conviction that all students can be:

- Exceptionally well prepared for next steps in life;
- Informed of opportunities to connect to success in high school, college, and career; and
- Empowered to make choices that prepare them for success.

Three core strategies anchor our work:

1. Catalyze new models by fueling fresh designs that fit local contexts and transform the high school experience, to put success within reach of all students.
2. Build public will by engaging parents and students, educators and civic leaders, and all residents as informed advocates for high-quality schools.
3. Invest in educators by developing the pipeline of diverse, skilled, effective teachers and school leaders who bring new educational models to life for their students.

A significant opportunity exists to support this vision by helping more students connect to success in secondary and post-secondary endeavors, arguably one of the most crucial junctures in young people's

lives. To this end, Barr is excited to join a growing national movement to rethink secondary education and definitions of student success.

About TNTP

TNTP is a national non-profit founded by teachers. We have helped more than 200 public school districts, charter school networks, and state departments of education tackle a wide range of human capital, academic and equity challenges. From this experience, we understand the barriers educational systems face and what it takes to bring about change that positively impacts student outcomes.

We work tirelessly with a mission of ending the injustice of educational inequity by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. Since 1997 we have recruited or trained more than 50,000 teachers and redefined critical education issues through acclaimed studies like The Widget Effect (2009) and The Mirage (2015). Our latest report, The Opportunity Myth (2018), followed nearly 4,000 students in five diverse school systems to learn more about their experiences in school. We know student learning starts with great teachers—but does not end there. Today, TNTP is active in more than 50 cities.