Driving Towards Diversity in the Educator Workforce
Who’s on the Call

SENIOR PROGRAM OFFICER
Kate Dobin
dobin@barrfoundation.org

PROGRAM ASSOCIATE
Samantha Alper
alper@barrfoundation.org
Who’s on the Call

Suzanne Lipovsky
SENIOR MANAGER
TNTP

Nehia Al-Shanniek
SENIOR MANAGER
TNTP
Who’s on the Call

DIRECTOR

Anna Kelly
TNTP

PARTNER

Christine Love
TNTP
Engaging During Today’s Webinar

- The chat function will allow you to ask questions of today's facilitators
- Anna will be moderating questions
- Webinar recording will be on Barr site after webinar
Agenda

- OVERVIEW OF BARR FOUNDATION & TNTP
- WHY DIVERSIFY EDUCATOR WORKFORCE
- OVERVIEW OF GRANT OPPORTUNITY
  - BENEFITS
  - ELIGIBILITY
  - GRANT PARAMETERS
- REVIEW RFP PROCESS
- Q&A
Barr's Mission:
To invest in human, natural and creative potential, serving as thoughtful stewards and catalysts.
On education, we believe

- Every student deserves a high-quality school where they are known, challenged, and prepared to meet the demands of college and career beyond graduation.
Our Strategies

**CATALYZE NEW MODELS**
- We catalyze new models through support for educators to create a new vision for high school, plan for change, and implement new school designs.

**INVEST IN EDUCATORS**
- We invest in educators so that our region has the teachers and school leaders it needs to bring these new models to life.

**BUILD PUBLIC WILL**
- We build public will by deepening knowledge of what high school is and could be and partnering with local champions of bold new visions for high-quality schools.
TNTP's Mission

To end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.
Today, TNTP works at every level of the U.S. public school system to help our partners end educational inequity and achieve their goals for students.

We focus on three areas to ensure teachers succeed and students thrive:

**Rigorous Academics**
Are students studying challenging, engaging and relevant content?

**Talented People**
Are educators in the right roles with the right skills to help students thrive?

**Supportive Environments**
Are policies, systems and communities supporting great schools for all?
The Need: Increasing Educator Diversity
Students and teachers of the same race are:

- Less likely to be suspended...
- More likely to be referred to gifted programs, and...
- More likely to complete high school and go to college.
In *The Opportunity Myth*, we found that teachers whose race matched the race or ethnicity of their students are much more likely to have high expectations for them.

Among classrooms with at least 75% Black or at least 75% Latinx students...
The Need: Increasing Educator Diversity in New England
Makeup of Students & Teachers

<table>
<thead>
<tr>
<th>State</th>
<th>Students of Color</th>
<th>Teachers of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>40%</td>
<td>8%</td>
</tr>
<tr>
<td>CT</td>
<td>43%</td>
<td>9%</td>
</tr>
<tr>
<td>RI</td>
<td>41%</td>
<td>5%</td>
</tr>
</tbody>
</table>
| Nationally | 50%       | 18%                

The need to increase educator diversity created a unique opportunity for TNTP & the Barr Foundation to join together.
The Opportunity: Grant Overview
Who Might Want to Apply

- Early Stages of Starting to Understand Makeup of Teacher Workforce
- Digging Deeper: Wanting to Take a Closer Look at Talent Systems
- Extra Support: Need Qualitative Helping Hand
Talent Landscape Analysis: The Process

PHASE 1 (NOV 2021 – JAN 2022)
- Three to five one-hour planning sessions
- Establish a shared vision of the analysis
- Determine research questions
- Set the scope of stakeholder engagement
- Join cohort with other grantees virtually for a one-hour call

PHASE 2 (FEB – APR 2022)
- Collect data
- Qualitative and Quantitative analysis
- Stakeholder focus groups and interviews
- Assess LEA data against national research and trends

PHASE 3 (MAY – JUNE 2022)
- Synthesize trends
- Summary report of findings
- Cohort sessions on findings and lessons learned
Benefits to Participating

▸ Expertise and capacity support in analyzing talent systems

▸ Comprehensive overview of unique local context related to educator workforce diversification

▸ Opportunities to learn from other LEA's in New England working towards similar goals

▸ Up to $25,000 available for staff time to facilitate analysis, and additional financial support to facilitate stakeholder engagement
Leadership Commitments

- **Project Manager – Contact person for TNTP**
  - Ideally person who ultimately leads talent work
  - Coordinates data sharing and stakeholder engagement
  - Weekly check-ins with TNTP
  - Work with other members of your staff to compile deliverables

- **Data/Systems Staff Member**
  - Gathers data for landscape analysis

- **Superintendent + Chief Talent Officer (or equivalent)**
  - Review research questions
  - Participate in review of initial findings
  - With Project Manager, attend cohort calls
## Eligibility

### SINGLE LEA
- Single LEA
- High schools in its system
- Lots of data to compile

### GROUP OF SCHOOLS
- Schools in close proximity
- In small district or independent
- All focused on increasing educator diversity
- Can gather data across schools
- One school will serve as lead on application

### CONSORTIUM
- Group of schools with common goal/interest
- Nonprofit can be involved

- Include Students in High School: Serve at least one grade, 9-12
- Student Population: At least 35% students of color
- Based in New England: CT, ME, MA, NH, RI, VT
Proposal Components
Organizational Information

- Organization
  - Contact Information
  - Budget Details
- Chief Executive Contact Information
- Contact Information for Staff Member Leading This Work (If Not Chief Executive)
- School Committee or Board Members
- Organization Budget
Proposal Narrative

Applicants are asked to elaborate on:

- Vision, goals, and plans for diversifying teacher workforces
- How your LEA will use this talent landscape analysis partnership to accompany and accelerate long-term diversification plans
- Data access and capacity

If group or consortium of LEAs, you will also be asked to describe:

- collective commitment to this work
- how you will ensure commitment and access to data from all participating members
## Further Required Information

### GRANT BUDGET
- Complete if applying for the $25,000 available to your LEA
- Explain how funds will be used
- Complete as a budget table with short narrative notes (template included in RFP and example on next slide)

### LETTERS OF SUPPORT
- From Superintendent or equivalent
- If applying as group of LEA’s or consortium: Superintendent or equivalent of each LEA

### SCHOOL DATA
- Demographic data
- Needs of student population
- Chart to complete provided in RFP
## Grant Budget Example

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Barr Grant</td>
<td>$25,000.00</td>
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</table>

<table>
<thead>
<tr>
<th>Expense</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>Position 1 (Describe): Director, Special Projects (Project Manager)</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Position 2 (Describe): Director, Data &amp; Analytics (Data/Systems staff member)</td>
<td>$6,000.00</td>
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<tr>
<td>Position 3 (Describe): Director, Human Capital (Chief Talent Officer)</td>
<td>$5,250.00</td>
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<table>
<thead>
<tr>
<th>Program Support</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Program Support Item 1: Specialist, Community Engagement &amp; Communications</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Indirect Costs/Overhead (Describe)</td>
<td>$750.00</td>
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<tr>
<td>Total Expense</td>
<td>$25,000.00</td>
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## School Data Chart

<table>
<thead>
<tr>
<th>LEA(s)</th>
<th>Applicant</th>
<th>Partner LEA 1 (applicable only if applying as consortium or collaborative with partnering with other LEAs)</th>
<th>Partner LEA 2 (applicable only if applying as a consortium or collaborative with other LEAs)</th>
<th>Total (Across all schools)</th>
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<tbody>
<tr>
<td>School Governance Model (e.g., district; charter)</td>
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<tr>
<td># of Schools</td>
<td></td>
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<tr>
<td># of Secondary Schools (serving grades 9-12)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td># of Total Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td># of Students in grades 9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>% Students of Color</td>
<td>Must be ≥35%</td>
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<tr>
<td>% High Needs Students across all schools (High Needs = low-income, current or former English Language Learners, and/or students with disabilities)</td>
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</tr>
<tr>
<td>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</td>
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<tr>
<td>High School Graduation Rate (four-year cohort)</td>
<td></td>
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Timeline:
What Comes Next
Timeline

- **Before October 1**: Proposal support available via office hours, if desired
- **October 1**: Proposals due
- **October**: Potential follow-up interviews with applicants
- **October 28**: Awards announced
- **November**: Initial conversations with grantees to sign agreements and set up check-in structures
- **November – January**: Phase 1 – Shared Vision & Scope
- **February – April**: Phase 2 – Data Collection & Analysis
- **May – June**: Identify Trends & Offer Recommendations
Supports We Offer

WEBINAR
• Recording available on the Barr Foundation website soon

FAQS
• Commonly asked questions and answers can be found on the Barr Foundation website

OFFICE HOURS
• If questions remain, sign up for office hours
• Email EducationRFP@barrfoundation.org to speak with Barr Foundation staff member
Next steps