



Frequently Asked Questions about the Barr Foundation's Driving Towards Diversity in the Educator Workforce RFP

Who can apply for this opportunity?

Participating LEA's 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 LEA's interested in a regional analysis; or a regional consortium or collaborative of LEA's or schools organized around common goals or interests (The applicant may be a 501(c)3 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 grade¹;
- 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 students² and communities that have a rapid population growth of students of color and high needs students.

How much will this cost my district/school?

There are no direct monetary expenses for any district or school system related to this talent diagnostic. The services provided by TNTP will be paid for directly by the Barr Foundation. The only resource expected of school districts/systems is staff time to assist in data collection, stakeholder engagement, and application of the findings, and applicants can apply for up to \$25,000 of grant funding to cover those efforts.

¹ Enrollment in grades 9, 10, 11, or 12

² 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, or 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.

How long will the landscape analysis last?

The analysis will take place in three phases, altogether lasting about eight months. Phase 1, Establishing a Shared Vision and Scope, will start in November 2021 and take three months to complete. After that, Phase 2 will take about two to three months to conduct, which encompasses data collection and analysis. The final phase, Identifying Trends and Offering Recommendations, will last about two months and should wrap up by the end of June 2022.

How does my LEA benefit?

After compiling the data, conducting thorough analysis, and synthesizing trends, TNTP will share a summary report that includes concrete findings your LEA can utilize to develop or contribute to your short- and long-term plans to ensure you have diverse and effective educator teams. The Barr Foundation will learn alongside LEA's and TNTP to understand what further supports may be needed to develop action plans and begin implementation, and the Barr Foundation may consider providing further support for some LEA's.

Who needs to be involved from my LEA?

Applicants will need to name a leader for this work who will serve as the point person for coordination, data sharing, and stakeholder engagement with TNTP. The leader will ideally be 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. It is highly recommended this person be the Chief Talent Office or equivalent role.

Grantees will also need to identify two to three participants to join the talent landscape analysis cohort - one of these participants should be the same staff member mentioned above to lead this work and ideally integrate findings and recommendations from the workforce analysis into the system's long-term planning for workforce diversification. The second participant should be the LEA superintendent or network leader. These participants will join cohort meetings around the start and completion times of the diagnostic process.

We will also want to speak with teachers, students, and district leaders to gain a holistic understanding of your system's talent landscape.

What will you expect of me/my district/my staff?

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 data. Systems who do not have access to the full breadth of data are still welcome to apply, and TNTP will work with grantees to determine what data is available, what data can be publicly collected, what additional systems or data can be coordinated to collect data at the beginning of the analysis, and what qualitative data can be collected.

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. TNTP will project manage the landscape analysis process and overall progress monitoring and implementation, but the LEA liaison will help TNTP navigate the system, coordinate and collaborate with critical stakeholders, and support eliminating any barriers to success.

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

LEA leadership will 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.

At the end of the grant period, grantees will be required to provide a financial document to the Barr Foundation showing the grant funds were spent. Additionally, each grantee will deliver a final copy of their diagnostic report to the Barr Foundation.

What will TNTP and the Barr Foundation do?

TNTP will take the lead, in partnership with each LEA grantee, in creating the landscape analysis plan and implementing each phase with assistance of each LEA's staff, as noted above. TNTP will complete a thorough talent landscape analysis and produce a report of its findings for each LEA grantee. The Barr Foundation will act as the funder for all of the work, and it will be an active learner alongside the LEA's and TNTP, as well as participate in the cohort convenings. Barr is also available to all selected LEA's throughout the project as a thought partner for how this work integrates within the rest of their LEA priorities.

What is the time commitment expected of grantees?

LEA's can expect to commit a small percentage of time, depending on the phase of the landscape analysis. At a minimum, LEA's should plan to identify a point person for TNTP to coordinate with in terms of overall project management, coordination with current LEA routines, systems and structures, and connections to critical district or system leaders. This typically averages 2-3 hours per week during the initial planning period and then 1-2 hours biweekly for ongoing progress updates, navigating the system, and overcoming any barriers. In addition, the LEA staff member that will coordinate and/or pull the necessary data can anticipate 5-10 hours for two to three weeks in which the initial system data is gathered and reviewed. This will include sourcing the data, articulating any gaps or issues with the data set, answering questions, and potentially completing any data cleaning necessary. Following that, there may be an additional 2-3 hours for follow-up as the multiple data sets are analyzed. Finally, LEA's can anticipate participating in at least two cohort meetings up to 2 hours in length each for all LEA's participating in the talent landscape analysis, as well as a final review of the findings and recommendations at the end of the analysis period.

What if we're lacking data in our LEA currently? How will that impact the assessment and recommendations?

Many LEAs are lacking comprehensive data to inform their workforce strategy. Luckily, many key data points are available publicly through State Departments of Education. TNTP has experience navigating publicly available data sets and leveraging that to identify key trends. In addition, TNTP can recommend within available LEA data which sets can be used to extrapolate trends, answer research questions, and complement qualitative data findings and stakeholder outreach.

How many stakeholder interviews will be required?

There is no specific number of interviews that are required. We will be looking to gain a holistic perspective from all members of your school and local communities, and we will work with your LEA to determine the best approach. Where appropriate, we will maximize current stakeholder engagement data, (i.e. surveys, focus group or interview notes, past engagement efforts). In addition, we'll prioritize aligning to current stakeholder outreach efforts and routines.