



The BEI Difference


BLACK EDUCATORS INITIATIVE

2020-2021 Annual Report



TABLE OF CONTENTS

- 3 Introduction
- 5 BEI Programming and Support
- 7 Promising Practices and Strategies
- 8 Impact
- 16 Appendix A - CPRL Research Summary on BEI
- 18 2020-2021 BEI Grantees



Jazmine Orozco is a teacher resident at the Nashville Teacher Residency. This photo was taken at Cameron Middle School.

INTRODUCTION

Launched in 2019, the National Center for Teacher Residencies' (NCTR) Black Educators Initiative (BEI) is a response to an urgent and pressing challenge: **Black students who have just one Black teacher in elementary school are more likely to graduate from high school and consider going to college, yet just 7% of public school teachers are Black.**¹ As the nation's students become more diverse, teacher residencies are the best way to prepare the next generation of teachers. Residencies are one of the leading models for preparing teachers of color, with 37% of residents identifying as Black (NCTR Annual Impact Report 2019-2020, National Center for Education Statistics, 2019).

NCTR piloted the BEI after receiving a five-year, \$20-million grant from Ballmer Group to recruit, prepare, and retain 750 new Black teachers through our national Network of teacher residency programs. This funding allows NCTR to invest in residency programs that are redesigning their teacher preparation practices to serve the needs of Black educators.

Continuing the implementation of research-based approaches, during the second year, grantees have continued to provide direct financial support to Black residents for scholarships and living stipends, supplement expenses such as the costs of state licensure tests and textbooks, and offer other financial assistance. Partnering residencies are also focused on improving their residency models' core components of recruitment and selection processes, mentor professional development and growth, and revising the residency year experience. Residencies are focused on residents' social-emotional learning as well.

Some of the interventions BEI grantees are using to serve Black educators include:

- Reducing financial barriers for aspiring Black educators to enter and remain in the profession:
 - Scholarships and stipends;
 - Direct financial support for expenses residents would otherwise have to pay. For example: healthcare, childcare, testing fees, test preparation, books and supplies, tech support, and commuting and transportation.

- Access to emergency funds to cover unanticipated expenses that, if not covered, might result in withdrawal from the residency program.
- Investing in "home grown" or "grow your own" recruitment pipelines that reflect the communities of color predominately served in Title I schools;
- Increasing teacher effectiveness through rigorous clinical preparation and coaching from an expert mentor teacher, ideally a mentor of color; and
- Improving the retention of effective Black educators through affinity groups that reduce isolation, build community, and empower them to collectively lead transformation in their schools and districts.



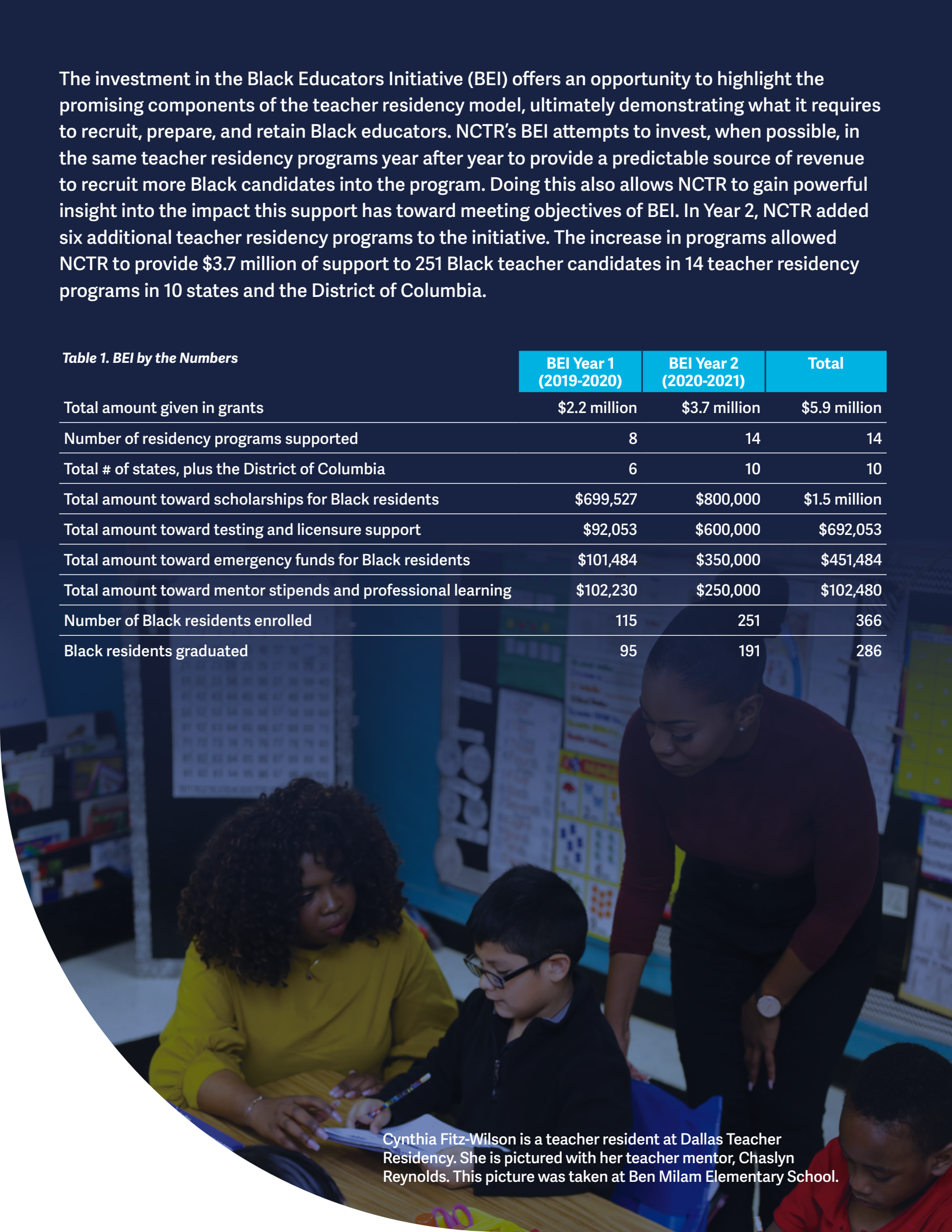
Maya Alston is a teacher resident at Memphis Teacher Residency. This picture was taken at Grizzlies Prep Charter School.

¹ <http://ftp.iza.org/dp10630.pdf>

The investment in the Black Educators Initiative (BEI) offers an opportunity to highlight the promising components of the teacher residency model, ultimately demonstrating what it requires to recruit, prepare, and retain Black educators. NCTR's BEI attempts to invest, when possible, in the same teacher residency programs year after year to provide a predictable source of revenue to recruit more Black candidates into the program. Doing this also allows NCTR to gain powerful insight into the impact this support has toward meeting objectives of BEI. In Year 2, NCTR added six additional teacher residency programs to the initiative. The increase in programs allowed NCTR to provide \$3.7 million of support to 251 Black teacher candidates in 14 teacher residency programs in 10 states and the District of Columbia.

Table 1. BEI by the Numbers

	BEI Year 1 (2019-2020)	BEI Year 2 (2020-2021)	Total
Total amount given in grants	\$2.2 million	\$3.7 million	\$5.9 million
Number of residency programs supported	8	14	14
Total # of states, plus the District of Columbia	6	10	10
Total amount toward scholarships for Black residents	\$699,527	\$800,000	\$1.5 million
Total amount toward testing and licensure support	\$92,053	\$600,000	\$692,053
Total amount toward emergency funds for Black residents	\$101,484	\$350,000	\$451,484
Total amount toward mentor stipends and professional learning	\$102,230	\$250,000	\$102,480
Number of Black residents enrolled	115	251	366
Black residents graduated	95	191	286



Cynthia Fitz-Wilson is a teacher resident at Dallas Teacher Residency. She is pictured with her teacher mentor, Chaslyn Reynolds. This picture was taken at Ben Milam Elementary School.

BEI PROGRAMMING AND SUPPORT

In addition to providing financial support to its partner residency programs, targeted programming and coaching are provided to BEI grant recipients. BEI programming focuses on supporting grantees in improving their models' core components of recruitment and selection processes, mentor professional development and growth, and revising the residency year experience to better incorporate culturally and linguistically sustaining pedagogy, social-emotional learning (SEL), and diversity, equity and inclusion (DEI) practices. Combined with individualized coaching, this holistic support builds programmatic capacity for implementation of new strategies and approaches.

For its first year, NCTR led residency program grantees in a monthly Roundtable Series to examine research-based practices and tackle persistent challenges as a learning community. Grantees participated in a series of Roundtable programming experiences designed to share research-based practices along the continuum of teacher preparation, to build relationships among programs, and to collect data on promising strategies in use across the Network.

In Year 2, NCTR expanded on the Roundtable structure by adding working groups to the BEI experience. Working groups are inquiry-driven, small groups focused on high-leverage intervention areas, with the goal of deepening and sustaining the complex and varied work of all residency staff members. BEI grantees met over the course of the school year in both formats in order to:

- Develop shared language around challenges and solutions;
- Build their own knowledge of how to implement strategies that lead to increased success in recruiting, preparing, and retaining Black educators;
- Encourage cross-program community- and knowledge-building; and
- Share and co-develop resources that will benefit BEI grantees and the Network at large.

Roundtable Programming

Preparation and Retention of Black Female Teachers

Dr. Abiola Farinde-Wu, assistant professor of urban education in the Department of Leadership in Education at the University of Massachusetts, examined the role that teacher preparation plays in the retention of Black female teachers. Recipients also reviewed the programming year and reflected upon the importance of recruiting, retaining, and preparing Black teachers.

Using Data for Improvement

Participants discussed interventions and reflections on their progress to date and established working groups based on the following areas: Racial Affinity Groups, Curriculum Development, Emergency Funds, Induction/SEL, and Mentor Professional Development.

BEI Synthesis of Learning

The BEI working groups convened monthly to develop shared language around challenges and solutions, build knowledge on how to implement strategies that lead to increased success in recruiting, preparing, and retaining Black educators, and engage in cross-program community- and knowledge-building. This culminated in the *BEI Synthesis of Learning*, a capstone event where participants came together to celebrate a year of learning and implementation. The Center for Black Educator Development provided a compelling keynote speech, and participants shared co-developed resources designed to benefit BEI grantees as well as the broader NCTR community.



Some of the greatest educators we've lost to attrition were black educators who didn't have access to BEI. We want to create more equity and access for black teachers."

– Residency Program Director

Working Group Synthesis



Induction & SEL Support Strategies

This working group focused on answering the essential question, ***“What should residency staff do to support new teachers, from practicing self-care to leveraging instructional resources?”*** The group determined that several induction activities were essential for Black resident support: mentoring, social/emotional support, culturally grounded professional development, and affinity groups. Noting that teachers of color have unique racialized experiences and challenges for which they may need to self-advocate, this working group suggests that teaching BEI residents self-advocacy strategies may equip them with tools to combat institutional racism, microaggressions, and other forms of conflict that could open opportunities for better self-care, mentoring, and belongingness in schools.



Curriculum Development

The Curriculum Development working group explored the research question, ***“How can residencies build an awareness of national and local sociopolitical context into coursework, and how/in what ways does that impact Black residents specifically?”*** The group ultimately came to the shared belief that:

- Residencies should include coursework related to resident identity in creating an environment for race-visible teacher preparation.
- Familiarity with the national and local sociopolitical context of teaching benefits residents who will enter classrooms and can serve as agents of change.
- The perspectives of residents of color, especially Black residents, should inform efforts to address anti-Black racism and its impact on teaching.



Emergency Funds

The Emergency Funds working group wanted to learn more about: ***“How do emergency funds offset the effects of attrition on Black residents?”*** Recognizing that the goal of residency programs is to prepare effective teachers for their respective districts and remove barriers to becoming teachers, the group also noted that residents may encounter unforeseen circumstances that cause financial hardship, placing them at risk of discontinuing the program. Knowing that one solution is to create emergency funds to support residents during financial emergencies, the group created an emergency fund handbook to provide guidance for other programs.



Mentor Professional Development

This group considered the question, ***“How can residency staff support mentors to recognize and decenter whiteness in their mentoring practice?”*** After engaging in rich discussion around mentor competencies, the working group created a Mentor Competency Rubric, which identified five competencies: Addresses Bias and Mindset, Exhibits Joy, Asset Oriented, Actively Antiracist, and Expresses High Expectations for All. For each of the five competencies, there are coaching questions and resources.



Racial Affinity Groups

Building on best practices in providing racial affinity spaces within teacher preparation, the racial affinity groups considered the essential question, ***“What do organizations need to know and do in order to run racial affinity groups, especially considering SEL practices?”*** The group created a resource providing guidance on the four considerations needed to successfully run affinity groups:

- Self: self-care, counseling, community-building, confidentiality;
- Academic: support for completing preparation requirements;
- Pedagogy: development as practitioners, inquiry opportunities; and
- System Advocacy: navigating and influencing school systems.

PROMISING PRACTICES AND STRATEGIES

Programs identified numerous strategies that were being implemented to improve the recruitment, selection, preparation, and support experiences of Black teacher residents.

Direct Support to Residents	
Scholarships	Stipends
Emergency funds	Test preparation and licensure supports
Strategies Designed to Better Recruit, Prepare, or Retain Black Educators	
Recruitment staff, services, and other supports	Mentor stipends and training
Affinity groups	Pre-residency supports and summer placements
Funds for covering healthcare, technology, supplies, and other residency year needs	DEI training for program staff and residents
Job search support	Induction services
Partnerships for SEL services	Resident professional development and networking opportunities

“

If we could keep only one of the interventions we’re using our BEI funds for, it would absolutely be stipends.”

– Residency Program Director

In a series of focus groups, partner residency leaders convened to discuss what BEI programs have learned about recruiting, preparing, and retaining Black teachers. The following takeaways were named as promising practices:

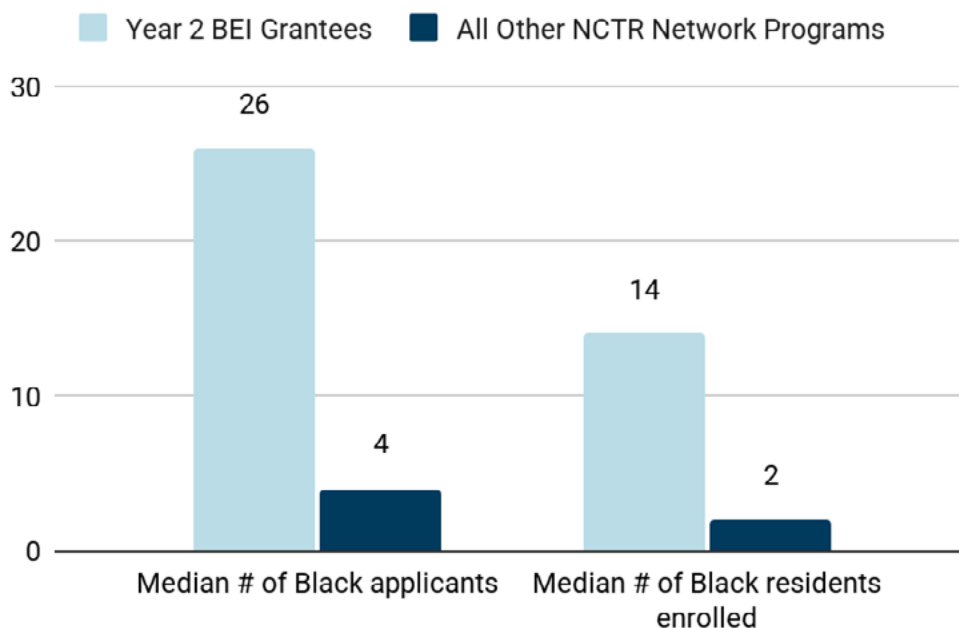
- Lowering financial barriers for residents is crucial to the recruitment, preparation, and retention of Black residents.
- Lowering the financial barriers to enrolling in a residency is seen as the most indispensable lever for recruiting Black educators. Every Year 2 grantee allocated some portion of their budget to at least one form of direct support, either through increasing resident income (most commonly done via stipends), reducing resident expenses (e.g. scholarships, tuition reductions, emergency funds, etc.) or a combination of both. Participants report that the result of lowering financial barriers can be seen in increased applicant numbers, matriculation rates, applicant quality, graduation rates, and even retention of teachers when they can graduate with a lighter debt load and sometimes no debt at all.
 - Attention to residents’ mental wellness is highly valued by Black residents and contributes to successful preparation and retention.
 - With a backdrop of COVID-19 and social and civil unrest, programs were increasingly focused on supporting the mental wellness of residents, through affinity groups, mentoring, access to counseling, and social and emotional support. Participants widely reported a positive impact on preparation and graduation rates from enabling greater connection among residents. Primarily through the facilitation of racial affinity groups, programs believe they are able to strengthen their residents’ sense of community, connection, and belonging, and BEI programs are employing them at greater rates. Fifty-seven percent of Year 2 grantees allocated funds to affinity groups, and several have funds set aside for mental health support.
 - Clearly demonstrating a holistic commitment to residents from the recruiting stage into their first years as teachers can drive better recruitment, preparation, and retention.
 - Post-graduation supports like orientation, mentoring, counseling, and professional development—typically referred to collectively as induction—are also cited for yielding improved teacher effectiveness preparation and retention. Programs also discussed how even the availability of an emergency fund for small grants or loans to help residents manage unforeseen expenses has helped recruiting efforts.

IMPACT

The goal of NCTR’s BEI is to improve the recruitment, selection, preparation, and support experiences of Black teacher residents. To better understand progress towards this goal, NCTR annually collects data on the numbers and demographics of applicants, residents, and graduates from all of the programs in the NCTR Network. In addition, each year, NCTR surveys residents, graduates, mentor teachers, and principals from across all of the programs in the Network at the end of the academic year about their experiences and the preparation and support that programs provide.

These data indicate that BEI is indeed helping to improve the recruitment and support experiences of Black teacher residents. Despite facing unprecedented challenges and significant upheaval wrought by the advent of COVID-19 and a rise in white nationalism, BEI has supported teacher residency programs in NCTR’s Network who recruit relatively large numbers of Black residents to further increase the numbers of Black residents they recruit. In addition, data from residents of BEI grantees indicate that Black residents feel well-supported and prepared by their programs. Though it’s still early to tell what the overall impact of BEI will be, these early data and trends from the first two years are promising.

Figure 1. Median Numbers of Black Applicants and Residents Enrolled by Year 2 BEI Grantees vs. All Other NCTR Network Programs in 2020-2021

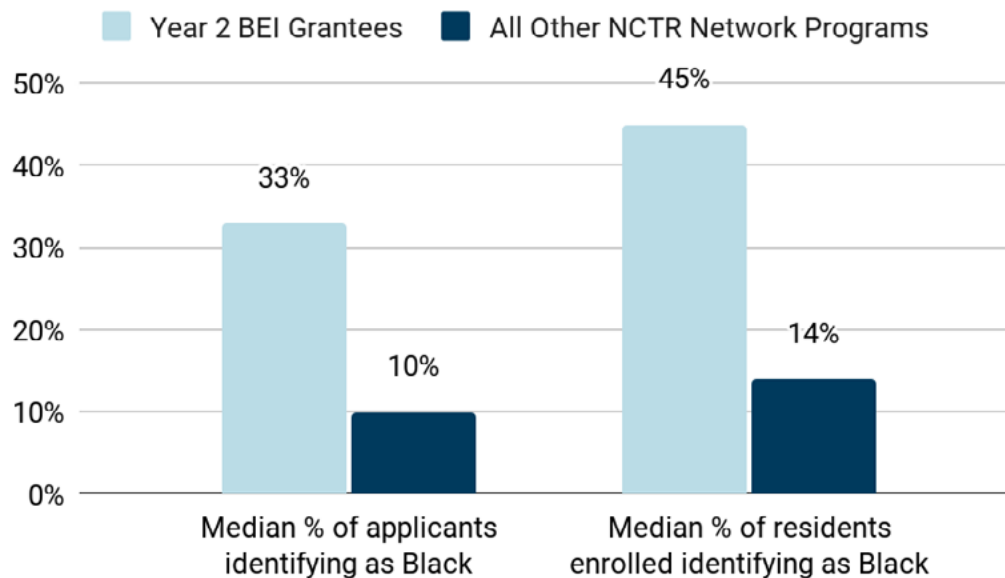


BEI grantees are increasing the number of Black educators in the field.

To understand the impact of BEI on the recruitment of Black educators, this section first analyzes applicant and resident data for Year 2 BEI grantees compared to the rest of the NCTR Network during the grant year (i.e., the 2020-2021 academic year). Then, the section analyzes applicant and resident for Year 1 BEI grantees for 2019-2020 compared to 2020-2021 (i.e., the first year in which they received a grant compared to the following year in which they all again received grants). Taken together, the data suggest that BEI is indeed improving the support and recruitment of more Black educators in the field.

Analysis of applicant and resident data reported by Year 2 BEI grantees (n=14) and other NCTR Network programs for 2020-2021 show that the second year of the initiative supported programs who recruit more, and in some cases, mostly Black residents, as compared to the rest of the NCTR Network. Figure 1 shows that on average, Year 2 grantees received larger numbers of applications from Black people for the 2020-2021 academic year than the rest of the NCTR Network (median of 26 vs. 4), and enrolled larger numbers of Black residents for the 2020-2021 academic year (median of 14 vs. 2). As shown in Figure 2, compared to the rest of the NCTR Network, Year 2 grantees also recruited and supported larger percentages of Black residents than other NCTR programs (median of 45% vs. 14%).

Figure 2. Median Percentage of Applicants and Residents Enrolled Identifying as Black at BEI Year 2 Grantee Programs vs. All NCTR Network Programs in 2020-2021



Importantly, analysis of applicants and resident data for Year 1 BEI grantees (n=8) from 2019-2020 to 2020-2021 shows that these programs improved in their recruitment of Black residents over these first two years of the initiative. In total, Year 1 grantees received 1,358 applications for the 2019-2020 academic year, and this number increased to 1,384 for 2020-2021. Year 1 grantees also increased the number of Black residents they collectively enrolled from 115 in 2019-2020 to 192 in 2020-2021. Figure 3 also shows that on average, Year 1 grantees increased their numbers of applicants and residents enrolled identifying as Black from 2019-2020 to 2020-2021. In addition, as shown in Figure 4, Year 1 grantees increased the share of their applicants and residents identifying as Black.

These data reflect that most Year 1 grantees did, in fact, increase both their numbers and percentages of Black applicants and residents from 2019-2020 to 2020-2021: five of seven Year 1 grantee programs increased the total number and share of applications they received from Black individuals, while six of seven enrolled a larger number of Black residents and seven of seven increased the percentage of their residents identifying as Black. The fact that Year 1 grantees actually saw larger numbers of applications and enrolled larger numbers of Black residents in the second year of the initiative than they did in the first year is particularly notable, given declining enrollment in teacher preparation programs nationally, and slight decreases in numbers of Black applicants and residents from 2019-2020 to 2020-2021 for the NCTR Network as a whole.

These data are important as they suggest that the first two years of BEI has indeed supported and improved the recruitment of more Black educators into the field, presumably as BEI has enabled grantees to fund, learn about, and codify successful strategies into practice.



Armani Alexander is a teacher resident at Memphis Teacher Residency. This picture was taken at Treadwell Elementary School.

BEI grantees are providing a positive overall experience for Black residents.

Teacher preparation programs, and Black educators in particular, have been facing unprecedented challenges in the midst of COVID-19 and rising white nationalism. Black teachers and students have been disproportionately impacted by COVID-19, and Black educators and administrators have been increasingly subjected to racist opposition and scrutiny.² This has undoubtedly impacted Year 1 and Year 2 BEI grantees and their Black residents.

Indeed, although BEI has helped to recruit larger numbers of Black residents in its first two years, its impact on preparation has been more nuanced, particularly in this unprecedented context. In total, BEI grantees graduated 286 of the 366 Black residents recruited for the 2019-2020 and 2020-2021 academic years. In both years, the median Black graduation rate for BEI grantees remained around 80%, which is slightly lower than the median graduation for residents of all races and ethnicities. Finally, as shown in Figure 5, both the overall total and median Black graduation rate for Year 1 grantees were actually slightly lower in 2020-2021 than in 2019-2020.

Figure 3. Median Number of Black Applicants and Residents Enrolled for BEI Year 1 Grantees in 2019-2020 vs. 2020-2021

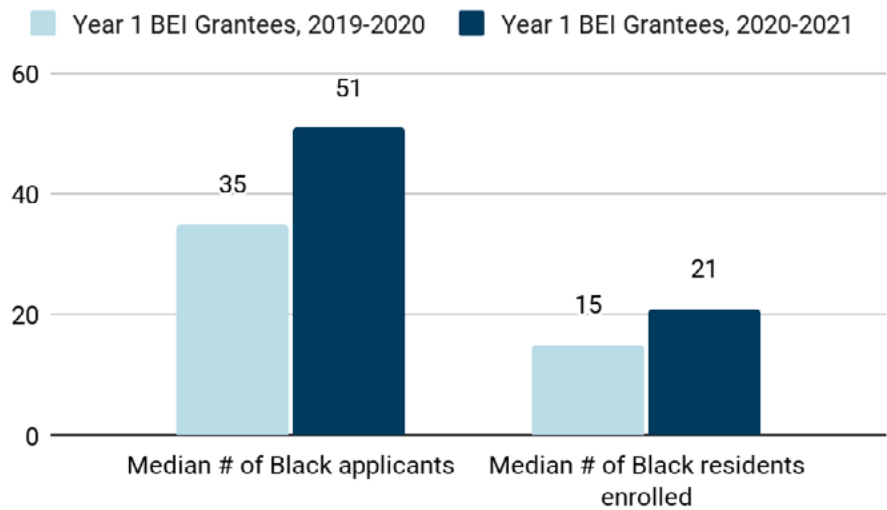
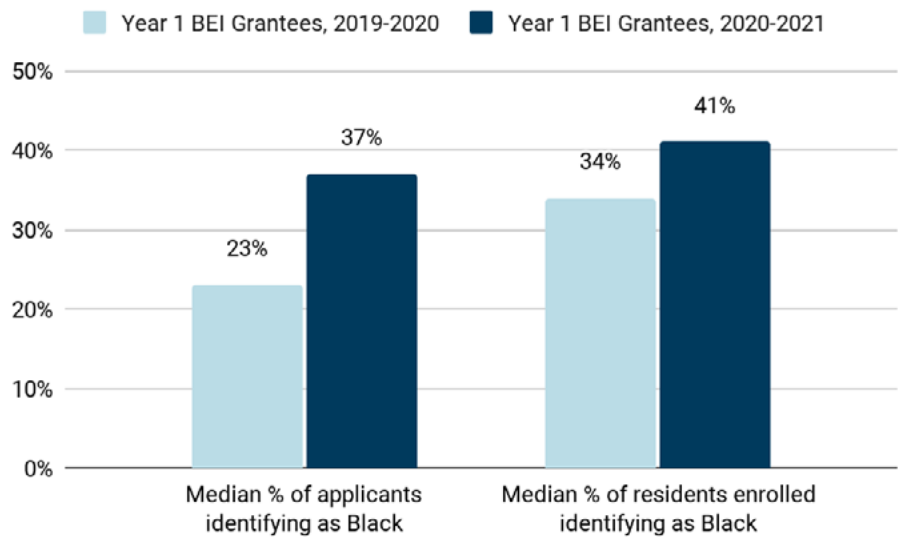


Figure 4. Median Percentage of Applicants and Residents Enrolled Identifying as Black for BEI Year 1 Grantee Programs in 2019-2020 vs. 2020-2021

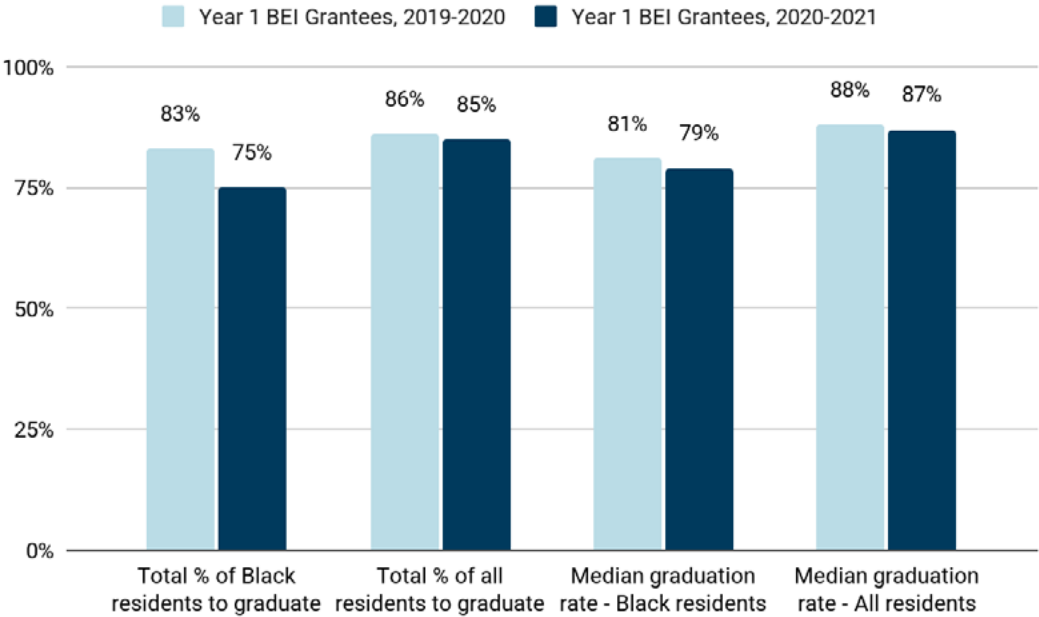


² Belsha, K., Barnum, M., & Aldrich, M. W. (2021, December 17). Critical race theory laws are cutting short classroom conversations. Chalkbeat. Retrieved April 21, 2022, from <https://www.chalkbeat.org/2021/12/17/22840317/crt-laws-classroom-discussion-racism>; Green, E.L. (2021, October 10). Black Lives Matter, She Wrote. Then ‘Everything Just Imploded. The New York Times. Retrieved April 21, 2022, from <https://www.nytimes.com/2021/10/10/us/politics/maryland-superintendent-racism-black-lives-matter.html>; Horsford, S. D., Cabral, L., Touloukian, C., Parks, S., Smith, P. A., McGhee, C., Qadir, F., Lester, D., & Jacobs, J. (2021). *Black education in the wake of COVID-19 and systemic racism: Toward a theory of change and action*. Black Education Research Collective. Teachers College, Columbia University. <https://www.tc.columbia.edu/media/centers/berc/Final-BERC-COVID-Report-20July2021.pdf>.

Year 1 and Year 2 grantee programs graduated a large majority of the Black residents that they recruited, and the fact that Black graduation rates were slightly lower in the second year for Year 1 grantees underscores the likely impact of the unbelievably complex and increasingly hostile environments that educators, and Black educators in particular, are having to navigate.³ Indeed, qualitative data collected from Black residents through NCTR's resident survey at the end of the 2020-2021 academic year highlight how the pandemic altered their expectations and sense of preparedness. For example, as one Black resident at a BEI Year 2 grantee program described, "This year during COVID I didn't get a lot of opportunities for in-person instruction. This was more so due to the fact that my co-teacher and I chose to remain in a virtual classroom rather than a hybrid or fully face-to-face classroom. I think when this program is able to function as it normally would, I would feel more prepared for in-person instruction and to perform regular duties as a teacher."

Currently, NCTR has limited historic or comparison data to understand these trends. NCTR only began collecting data on graduation rates based upon race and ethnicity in 2020, after a very tumultuous year in schools in general, but especially for Black teachers. In addition, limited data are available nationally regarding the graduation rates of Black teacher candidates in alternative teacher preparation routes. Only 42% of Black undergraduate education majors graduate within six years, disproportionately lower than white teacher candidates,⁴ but since almost all NCTR programs are completed within one to two years, this is not a fair comparison. Thus, more research needs to be conducted on understanding these disparities over time as well as to understand the impact of COVID and the Black Lives Matter movement on Black teacher candidates more generally. NCTR will continue to review these data over the course of the grant and provide support to programs to ensure the successful completion of Black candidates.

Figure 5. Total and Median Percentages of Black Residents to Graduate from Year 1 Grantee Programs in 2019-2020 vs. 2020-2021



³ Belsha, K., Barnum, M., & Aldrich, M. W. (2021, December 17). Critical race theory laws are cutting short classroom conversations. Chalkbeat. Retrieved April 21, 2022, from <https://www.chalkbeat.org/2021/12/17/22840317/crt-laws-classroom-discussion-racism>; Green, E.L. (2021, October 10). Black Lives Matter, She Wrote. Then 'Everything Just Imploded. The New York Times. Retrieved April 21, 2022, from <https://www.nytimes.com/2021/10/10/us/politics/maryland-superintendent-racism-black-lives-matter.html>; Horsford, S. D., Cabral, L., Touloukian, C., Parks, S., Smith, P. A., McGhee, C., Qadir, F., Lester, D., & Jacobs, J. (2021). *Black education in the wake of COVID-19 and systemic racism: Toward a theory of change and action*. Black Education Research Collective. Teachers College, Columbia University. <https://www.tc.columbia.edu/media/centers/berc/Final-BERC-COVID-Report-20July2021.pdf>.

⁴ U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. (2016). The state of racial diversity in the educator workforce. Retrieved from <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>.

Nevertheless, BEI Year 2 grantees have been providing an overall positive experience for Black residents. Data from NCTR’s resident survey at the end of 2020-2021 indicate that Black residents at Year 2 grantee programs felt well-supported and satisfied with their programs and experience, overall. Year 2 grantee programs received a Net Promoter Score of 45 from their Black residents, which is on par with Black residents at other NCTR Network programs.⁵ In addition, 91% of Black residents at Year 2 grantee programs reported feeling supported to succeed by their program overall and 94% reported feeling valued and affirmed as individuals by the program.

Thus, BEI has helped to ensure Black residents have felt generally supported despite significant societal upheaval during the first two years of the initiative.

BEI grantees are supporting the hiring and retention of effective Black educators.

Data from NCTR surveys of residents, mentors, graduates, and principals at the end of the 2020-2021 academic year indicate that BEI has supported those Black residents who do graduate to be effective in roles as teachers. In these surveys:

- 99% of principals hosting residents in Year 2 grantee programs, and 93% of teachers mentoring residents in Year 2 grantee programs reported that the program effectively prepares residents.
- 97% of Black residents reported that the residency program was effectively preparing them to be a teacher.

BEI grantees are also effectively supporting their Black graduates in getting hired. Of the 286 Black residents to graduate from BEI grantees in 2019-2020 and 2020-2021, 92% (264) were hired to teach in a district or charter management organization (CMO) partnered with their program. As shown in Table 2, the median hiring rate for BEI grantees in both years one and two was 100%; five of eight Year 1 Grantee programs saw at least 95% of their 2019-2020 graduates were hired, and nine of 14 Year 2 grantees saw at least 95% of their 2020-2021 graduates were hired.

Table 2. Total and Median Percentages of Black Graduates of BEI Grantee Programs to Be Hired by a Partner District or Charter Management Organization

% of Black 2019-2020 graduates to be hired by partner district or CMO, BEI Year 1 Grantee Programs		% of Black 2020-2021 graduates to be hired by partner district or CMO, BEI Year 2 Grantee Programs	
Total	Median	Total	Median
92%	100%	93%	100%

Because the initiative is only in its second year, it’s still too early to tell how BEI might be impacting the retention of Black teachers. Nevertheless, data reported by Year 1 grantee programs on the numbers of their 2019-2020 Black graduates who returned to teach for 2021-2022 (i.e., their second year of teaching) suggest the initiative is helping support retention. The median one-year retention rate for 2019-2020 graduates of BEI Year 1 grantee programs is 96%. Again, though nascent, these data provide promising evidence that the support that programs are receiving through BEI is indeed helping Black educators to remain in the field.

BEI is positively impacting the schools and communities in which grantees and their Black residents and graduates work.

BEI is not only positively impacting Black residents and graduates, but also the schools and communities in which they work. Grantees have used funds, for example, to support mentors and principals by providing professional development, developing affinity groups, and providing mentor stipends, among other things, in order to holistically support Black residents. Indeed, five of the eight BEI programs, or over 60% of grantees, used funds in Year 2 to support mentors.

The results of NCTR surveys conducted at the end of the 2020-2021 school year show the broader positive impact of the initiative so far. Figures 6 and 7 provide the Net Promoter Score for mentors working with Year 2 BEI grantees in 2020-2021. Taken together, the figures show that Black mentors working with Year 2 BEI grantees, in particular, were extremely satisfied with their programs, and are more satisfied as compared to mentors across the NCTR Network and non-Black mentors at their programs.

⁵ Net Promoter Scores are used across various industries to gauge customer experience and loyalty. Survey participants are asked to respond to the question, “How likely are you to recommend [x product/y company/z service] to a friend or colleague” on a zero (0) - to 10 scale, with zero being “Not at all likely” and 10 being “Highly likely”. Scores can range from -100 to +100, with higher scores representing higher satisfaction. Promoters are considered respondents who rated the service a 9 or 10, passive responses are scores of 7 and 8, and detractors are considered responses of 6 or below. The number of detractors is subtracted from the number of promoters and then divided by the total number of responses.

Figure 6. Net Promoter Score among Mentors Working with Year 2 BEI Grantees in 2020-2021 by Race and Ethnicity

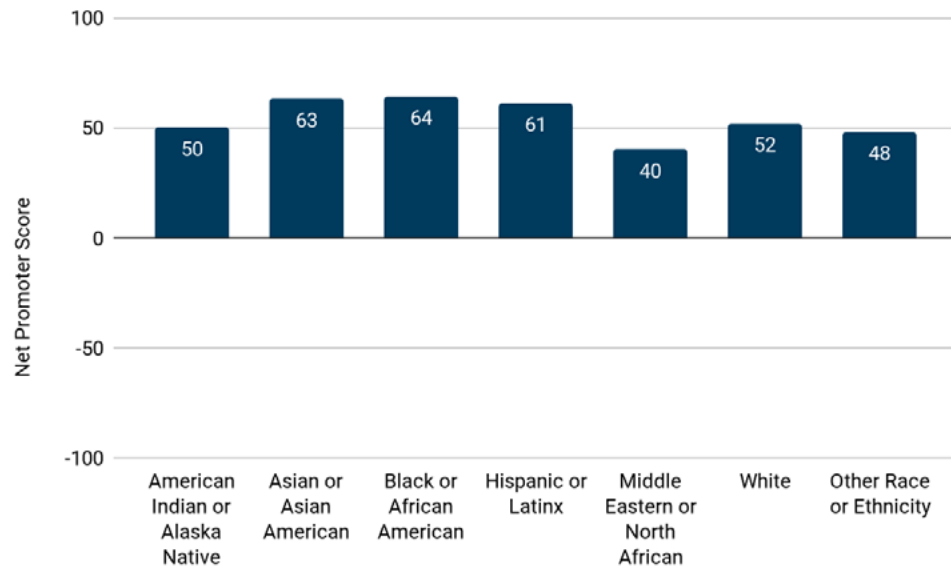
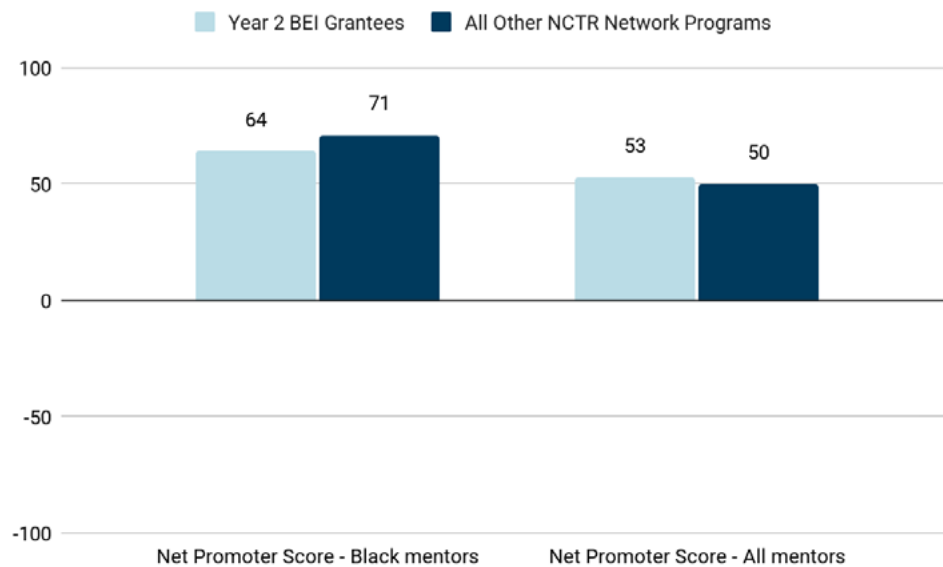


Figure 7. Net Promoter Score among Mentors for Year 2 BEI Grantees vs. All Other NCTR Network Programs in 2020-2021

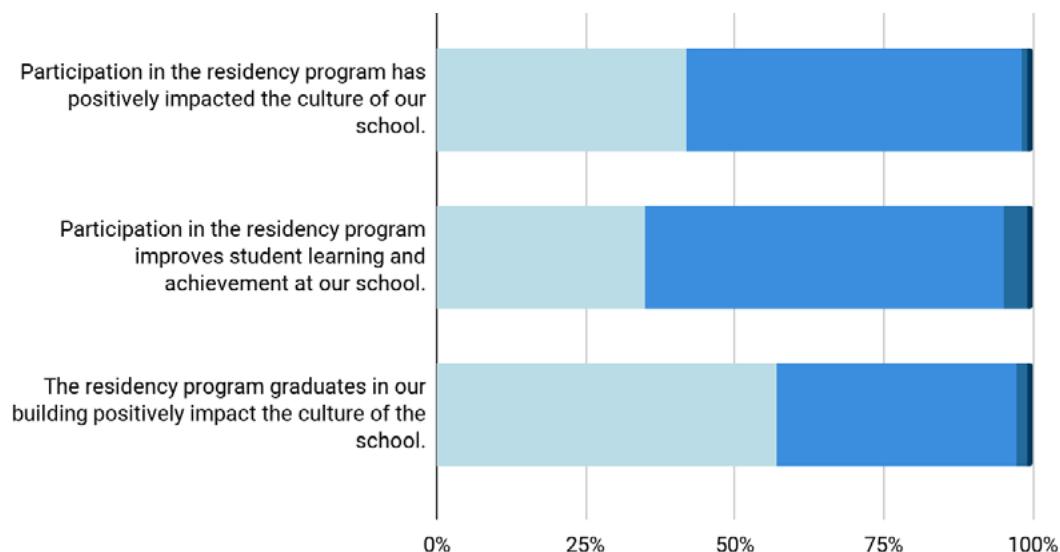


Principals of schools who hosted residents or who have hired graduates of Year 2 BEI grantee programs were also overwhelmingly positive about the programs in NCTR's annual principal survey conducted at the end of the 2020-2021 school year:

- 98% of principals reported that residents enrolled in Year 2 grantee programs positively impacted the school culture.
- 96% of principals reported that participation in the residency program positively impacts student achievement and learning at their school.
- 97% of principals reported that graduates of Year 2 grantee programs positively impact the school culture.

Both principals who hosted or have hired Black residents or graduates of Year 2 BEI Grantee Programs, respectively, and mentors working with residents decidedly find value in working with their programs. Thus, BEI has impacted and supported improvements for school systems, paving leadership pathways and enhancing school climates for all students.

Figure 8. Percentage of Principals who Have Hosted Residents and/or Hired Graduates of Year 2 BEI Grantee Programs Agreeing with Different Statements about Impact of Program Participation and Graduates, 2020-2021



Ashley Tate is a teacher resident at Nashville Teacher Residency. This picture was taken at LEAD Cameron.

“

The structure of the program with mentor teachers was great. My experience was exciting because I began preparing the first day of school in a lead role. My mentor provided me with options and I chose what I would be responsible for and started practicing and preparing to take over the class when time came.”

– BEI-Supported Teacher Resident

SUMMARY

In conclusion, BEI grantees are successfully recruiting, preparing, and supporting Black teachers, as well as positively impacting entire school communities. Grantees are diversifying their respective teaching fields, increasing the absolute number of Black applicants into residency programs, as well as increasing the percentage of residents who identify as Black – while national trends suggest fewer individuals are pursuing teaching overall. In addition, the vast majority – over 90% – of Black residents are hired into partner districts, suggesting their effectiveness in preparation and commitment to their communities.

Moreover, these funds benefit entire communities, helping to provide professional development and supports such as affinity groups to mentors and principals, with Black mentors being particularly satisfied with their experiences and Black principals overwhelmingly stating that the program positively benefits the school community and student achievement. BEI represents an exciting development in transforming the teaching profession, helping to recruit, prepare, and support the teachers that our global majority students need, and we look forward to continuing to learn from these models and improve the experiences of Black educators.



Dr. Diarese George of the Tennessee Educators of Color Alliance speaks with teacher residents. This picture is courtesy of Nashville Teacher Residency.

“

Each year I’ve served as a mentor teacher, I’ve been amazed by how the program has enhanced my teaching. I learn so much about myself which in turn positively impacts my teaching. I love the reciprocal relationship my mentees and I have in and out of the classroom. I tend to do more than just pay closer attention to the inequities I see in my classroom but I find myself more willing to act on the injustices I see. Just knowing that learning eyes from my mentees are on me daily, helps to keep me on pace with the daily skills I teach.”

– Mentor Teacher in a BEI-Supported Teacher Residency



Jocelyn Gaston is a teacher mentor at Chicago Public Schools Teacher Residency. This picture was taken at Mt. Vernon Elementary School.

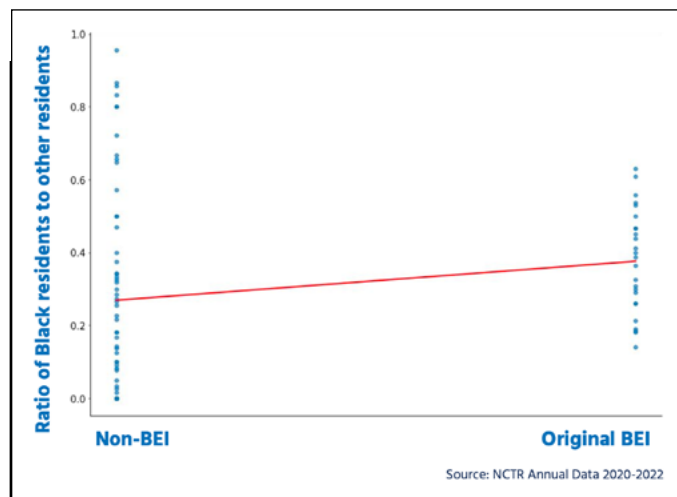
Appendix A – CPRL Research Summary on BEI

In a forthcoming study by the Center for Public Research and Leadership (CPRL) at Columbia University, research was conducted on the early impact of the Black Educators Initiative (BEI) within NCTR programs. CPRL examined existing program data, such as enrollment and demographics, as well as data from 16 focus groups and conducted 23 interviews with program staff and stakeholders at BEI programs to identify leading indicators of effectiveness. CPRL found that, thus far, BEI has positively impacted recruitment and hiring and identified effective practices for diversifying the teacher workforce.

First, BEI funds positively impacted the recruitment of Black teachers. Being an original BEI grantee is associated with a 16% higher share of Black residents, compared with non-BEI programs, to a statistically significant degree.

CPRL found four mechanisms that accounted for the increase in recruitment of Black candidates:

- 1) Recruiting at HBCUs,
- 2) High-touch or culturally responsive recruitment strategies,
- 3) Recruiting through existing partners, and
- 4) Recruiting internally.



Residency directors were able to expand their recruitment efforts and explicitly mentioned recruiting at HBCUs. Additionally, directors attributed the recruitment bump to individualized supports and recruitment efforts, developing one-on-one relationships with candidates. Program directors noted recruiting through existing partnerships, such as in the community and in partner schools, and really getting to know the priorities and goals of existing partners to have a symbiotic relationship. Finally, programs recruited within existing partnerships, with a particular focus on paraprofessionals.

When asked about what attracted them to the program, Black residents and graduates cited four main motivating factors:

- 1) Shared demographics with recruiters,
- 2) Social justice or antiracist orientations of programs,
- 3) Commitment to the community being served, and
- 4) Financial support.

Of these, financial support was viewed to be one of the most critical motivations. **In fact, every \$10,000 increase in resident stipends is associated with a 4% increase in the share of Black residents per program, within the NCTR Network.** Thus, the investment in Black residents is paying off.

In addition, Black graduates and residents of BEI programs noted what worked in terms of their preparation. They reported they learned culturally inclusive practices and had opportunities to reflect on race and identity. In particular, these practices were deeply embedded into programming, rather than an “add-on.” Residents and graduates also

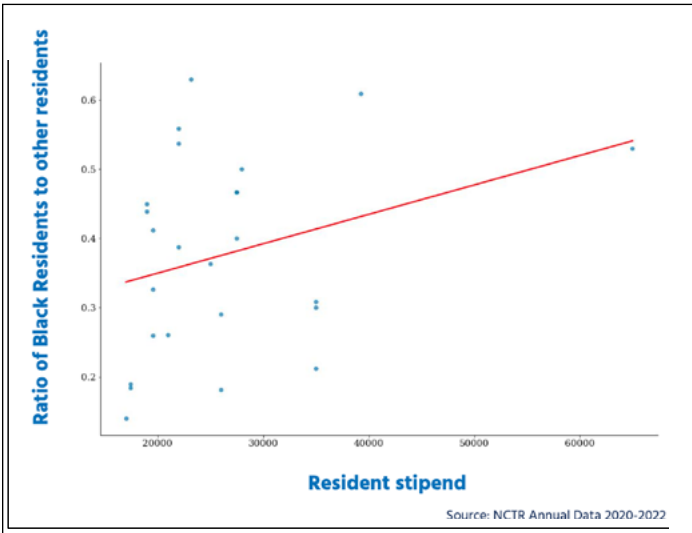
“

We talk a lot in the inner circles about it being high touch. We want great applicants, not tons of applicants. We really shepherd our candidates. The relationships are very recruiter-to-resident, one-on-one. Our recruiters stay with them from their first hello to when they are admitted.”

– Residency Program Director

reported that they were motivated to work with and in a particular community and teach Black children. Supportive mentors were crucial, as well, and while not all residents reported having beneficial mentors, the mentoring relationship was viewed as a key factor in the effectiveness of their preparation. Finally, residents viewed the inclusive and affirming residency climate as extremely valuable to their preparation, especially as Black teachers. As one resident stated, **“The only way that I’ve been able to show up as a Black teacher is just by being a Black teacher and being honest about being a Black teacher. So, that’s not necessarily something that you can be taught, it’s not in a textbook. But I do feel like the level of support I’ve had allows me to get to that mindset where I’m not going to hide being Black because I realize how important it is to my students to be Black.”**

Perhaps most significantly, not only does BEI funding promote recruitment, but this investment has shown to improve graduation and hiring rates to a statistically significant degree, validating the impact of this initiative. BEI has increased the number of Black graduates per residency to an average of about 21 Black teachers per program. BEI also has a large and statistically significant impact on the hiring rates of Black residents; Black graduates at BEI programs are more likely to be hired in partner districts and Title I schools than before BEI, demonstrating their commitment to their community and the importance of the initiative in getting Black teachers into high-needs schools. Residents and graduates attributed their success to affinity groups; the diversity of program staff, leadership, and other residents; and the financial support, especially for tests.



In summary, these data indicate that the BEI investment is making a difference for Black teachers and helping to recruit and place these teachers in the schools where they are needed most. Other programs can consider how to use these lessons learned to support not just Black residents but all residents and help to diversify the field. Moreover, these data provide conclusive evidence that BEI is working and achieving its intended goals. While these are early impacts, we will continue to examine and research our BEI programs and share their practices to the field, as we at NCTR continue to advance the movement and support Black teachers in the long term.

“
It came back to financial support. I am a first-generation and only child in my family who is educated. If I didn’t have financial support, I’d still be a TA. Now, I will start on my doctorate.”

– BEI-Supported Residency Graduate



Alexis Singleton is a teacher resident at Memphis Teacher Residency. This picture was taken at Westhaven Elementary School.



Derrick Hearn is a teacher resident at Chicago Public Schools Teacher Residency. This picture was taken at Mt. Vernon Elementary School.

YEAR 2 BEI GRANTEES

Alder Graduate School of Education (California)

Alder Graduate School of Education applied BEI funding to continue support for the recruitment and training of Black residents and to provide Black residents with financial support for tuition, living expenses, testing fees, and tutoring services to ensure they successfully complete the program.

AppleTree Early Learning Teacher Residency (Washington, D.C.)*

AppleTree's Early Learning Teacher Residency (AELTR) used grant funds to support Black teachers to fund learning costs, testing fees, and to address other challenges new Black teachers face in higher education and teacher preparation.

Boston Teacher Residency (Boston, Massachusetts)*

The Boston Teacher Residency (BTR) supported Black educators in the Boston Public Schools. Grant funds were used to amplify BTR's efforts to broaden recruitment, reduce barriers to entry, and promote the retention and empowerment of Black educators.

Clarkson University (Schenectady, New York)*

Clarkson University implemented a three-part integrated support system for Black residents including tuition deferment, funding of a diversity recruiter position, and other supports including cost-of-living support; funding for professional development, books, exams, and emergencies; funding for mentors and mentor training; and, creating a library of high-stakes scenarios to prepare residents for professional practice.

Chicago Public Schools Teacher Residency (Chicago, Illinois)

Chicago Public Schools' BEI grant established an emergency fund to meet pressing needs of Black residents. Additionally, they invested in increasing the number of Black mentors, hiring a recruiter focused on both recruitment and retention of Black residents, and supporting testing preparation, book purchases, transportation, and other personal financial barriers.

CREATE Teacher Residency (Atlanta, Georgia)*

CREATE (Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness) supported the retention and effectiveness of Black new teachers and their mentors through programming designed to develop critical-consciousness, compassion, and skill. Additionally, funds were used to improve candidate recruitment, to provide opportunities for racial affinity group work for teachers and mentors, and to provide funding and preparation for licensure exams.

East Harlem Teacher Residency (New York City, New York)

East Harlem Teacher Residency used grant funds to expand and support the development of multiple strategies, including housing, testing, and supporting college credits and healthcare expenses. The BEI grant also supported the launch of recruitment for a new secondary-level residency pathway that will continue to grow the pipeline of future Black educators.

* New to the cohort in Year 3 of BEI

Kansas City Teacher Residency (Kansas City, Missouri)*

Kansas City Teacher Residency focused on enhancing efforts to recruit and retain Black educators. BEI funds provided scholarships, emergency funds, mental health services, support for licensure testing, enhanced affinity group programming, and support partnering with community organizations that focus on Black educator recruitment and retention.

Memphis Teacher Residency (Memphis, Tennessee)

The Black Educators Initiative grant contributed to Memphis Teacher Residency's STEM teaching fellowship developed in partnership with the National Civil Rights Museum, which provides a pipeline for Black, Indigenous, and people of color (BIPOC) undergraduate STEM majors interested in teaching.

Nashville Teacher Residency (Nashville, Tennessee)

Nashville Teacher Residency's grant provided personalized training and support for residents designed to increase program graduation rates. Additionally, it provided residents with low-interest loans, internship stipends, scholarships, funding for licensure exam fees, and support from a mental health fund.

New Visions & Queens College Urban Teacher Residency (New York City, New York)

In SY20-21, New Visions for Public Schools used the BEI grant to convene a broad group of Black educators across its networks to provide peer support, identify and address key issues faced by Black educators in New York City, build educators' abilities to care for themselves and their students and lead change efforts in their schools, and document those strategies and efforts in order to share them with the BEI Network.

Old Dominion University Teacher in Residence Program (Norfolk, Virginia)*

Old Dominion University (ODU) established an emergency fund to help eliminate barriers that impact Black students, hired a graduate assistant to work exclusively on recruiting and retention efforts of Black teacher residents, and supported university supervisors to monitor school placements. Funding was also used to support affinity groups for Black residents and former program graduates, as well as to provide leadership opportunities for former graduates to lead sessions with current residents.

RTR (Richmond, Virginia)

RTR improved and expanded its BEI interventions which include mentoring, induction, emergency funds, and professional development for Black educators. RTR also launched new affinity groups based on the direct needs of educators.

Saint Paul Urban Teacher Residency and Minneapolis Special Education Teacher Residency (St. Paul, Minnesota)

BEI funding supported a consortium of institutions serving the greater St. Paul/Minneapolis area by providing scholarships, support for licensure exams and other personal needs, and connecting residents, graduates, and other district leaders through affinity groups and navigating pair mentors. The program provided teacher leadership opportunities by providing mentoring opportunities for graduates, potentially leading to more teacher mentors of color who will coach and support Black residents.



Allyson Brennan is a teacher resident at Memphis Teacher Residency. This picture was taken at Cornerstone Denver Prep.

* New to the cohort in Year 3 of BEI

