



EMPOWERING EXCELLENCE

2022–2023 Annual Report



About NCTR

The National Center for Teacher Residencies (NCTR) is a nonprofit organization dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs. Headquartered in Chicago, NCTR's mission is to disrupt historical educational inequities by advancing the teacher residency movement to prepare effective, diverse, culturally responsive educators. For more information about NCTR, please visit www.nctrresidencies.org.

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NCTR is especially thankful to the Black teacher residents and graduates of BEI who have shared their residency experiences through surveys, contributing to BEI's data collection and shaping NCTR's approach to working with teacher residencies. These teacher residents and graduates have humbly accepted the call to teach students as a teacher of record, and their work and dedication toward this goal is inspiring.

Year 4 BEI Grantees

- Alternative Pathways to Educator Certification Center at Columbia College
- AppleTree Early Learning Teacher Residency
- Boston Teacher Residency
- Carey Teacher Residency (William Carey University)
- California State University, Bakersfield - Black Educator Teacher Residency
- Clarkson University
- Chicago Public Schools
- Connecticut Teacher Residency Program
- Georgia State University CREATE Project
- CREATE 65 Teacher Residency Program
- East Harlem Teaching Residency
- Educator Academy (formerly Kansas City Teacher Residency)
- Jacksonville Teacher Residency
- Los Angeles Unified School District Teacher Residency
- Memphis Teacher Residency
- Nashville Teacher Residency
- Norman C. Francis Teacher Residency (Xavier University)
- Oakland Teacher Residency
- Old Dominion University Teacher in Residence Program
- PEBC Teacher Residency
- Philadelphia Teacher Residency (Drexel - BLCS Residency)
- Project Inspire
- RTR Teacher Residency (Virginia Commonwealth University)
- Seattle Teacher Residency
- South Cook Teacher Residency
- St. Louis Teacher Residency
- University of St. Thomas, Saint Paul Urban Teacher Residency, Minneapolis Special Education Teacher Residency, and Charter School Teacher Residency

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Moemen Ibrahim, a mentor teacher, and Saidah Provost, a teacher resident, are part of the St. Paul Urban Teacher Residency (SUTR). This photo was taken at Maxfield Elementary.

INTRODUCTION

Launched in 2019, the National Center for Teacher Residencies' (NCTR) Black Educators Initiative (BEI) was developed as a direct response to a pressing challenge: research shows that having just one Black teacher in elementary school significantly increases the likelihood of Black students graduating from high school and considering college (Gershenson, et al., 2022); however, Black teachers make up a mere 6% of the public school teaching force (Taie & Lewis, 2022). As the nation's student population grows increasingly diverse, teacher residencies have emerged as a leading pathway for preparing the next generation of teachers of color. In NCTR's Network of teacher residency programs, 39% of teacher residents identified as Black during the 2023-2024 academic year (NCTR Annual Report, 2024).

NCTR launched BEI after securing a five-year, \$20 million grant from Ballmer Group, with the goal of recruiting, preparing, and retaining 750 new Black educators through its nationwide network of teacher residency programs. This funding empowers NCTR to invest in its Network members that are redesigning their teacher preparation practices, with NCTR's support, to better serve the needs of Black educators. In Year 4 of BEI, NCTR extended support to seven additional teacher residency programs in three additional states, providing \$3.8 million in funding to a total of 27 programs spanning 17 states and the District of Columbia that collectively enrolled 309 Black teacher residents. In total, across the first four years of NCTR's BEI, grantees supported a total of 978 Black teacher residents.

NCTR's investment in BEI presents a unique opportunity to share with the field of teacher preparation the most effective components of the teacher residency model for recruiting, preparing, and retaining Black educators. Since BEI's inception, NCTR has prioritized, whenever possible, investing in the same teacher residency programs annually. This approach provides BEI grantees with a predictable revenue stream that can be leveraged as a recruitment and retention tool to increase the number of Black teacher residents enrolled in and graduating from their programs (see Appendix A for a list of Year 4 BEI grantees). Additionally, this strategy enables NCTR to collect and analyze data, yielding powerful insights into BEI's impact on grantees and Black teacher residents.

In its fourth year, the initiative continued to prioritize:

- Reducing financial barriers that hinder aspiring Black educators from entering and persisting in the profession through:
 - Providing scholarships and stipends;
 - Offering direct financial assistance for expenses such as healthcare, childcare, testing fees, test preparation, books, supplies, tech support, and transportation costs; and
 - Facilitating access to emergency funds to cover unanticipated expenses that could otherwise lead to withdrawal from the teacher residency program.
- Investing in "grow your own" recruitment pipelines that reflect the diverse communities of color predominantly served in Title I schools.
- Enhancing teacher resident effectiveness through rigorous clinical, residency-based teacher preparation and coaching from expert mentor teachers, preferably Black mentor teachers.
- Improving the retention of effective Black teacher residents and graduates by fostering affinity groups that combat isolation and build a sense of community.
- Investing in partnerships that support the holistic growth, support, and development of Black teacher residents.

This report highlights the innovative programming and consulting NCTR has provided to Year 4 grantees and the practices and approaches that BEI grantee programs have implemented to better recruit, prepare, and retain Black educators through teacher residencies.



Ebi Onwe is a teacher resident at Clarkson University. This photo was taken at Albany High School.



Sharday Carter is a teacher resident at The Educator Academy. This photo was taken at The Educator Academy's Summer Institute.

Table 1. BEI Impact by the Numbers

	BEI Year 1 (2019-2020)	BEI Year 2 (2020-2021)	BEI Year 3 (2021-2022)	BEI Year 4 (2022-2023)	Total
Total amount given in grants	\$2.2 million	\$3.7 million	\$3.7 million	\$3.8 million	\$13.4 million
Number of teacher residency programs supported	8	14	20	27	29
Total # of states, including the District of Columbia	6	10	15	18	18
Number of Black teacher residents enrolled	115	251	303	309	978

BEI PROGRAMMING AND SUPPORT FOR YEAR 4 BEI GRANTEES

In addition to providing financial assistance, targeted programming and support 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 consulting, the holistic approach to the support NCTR provides builds programmatic capacity in the BEI grantees' teacher residency programs. It also creates a support system for

them as they implement new strategies and approaches that impact the outcomes of Black teacher residents.

In NCTR's Network Member Survey for 2022-2023, 95% of BEI grantees reported being satisfied or very satisfied with NCTR's BEI programming. Ninety-two percent agreed or strongly agreed that being a member of the NCTR Network supported their program to improve their preparation of Black teacher residents.

Most notably, NCTR has achieved the highest graduate retention rate for Black teacher residents among all racial groups. This stands in contrast to national data showing that 10% of Black teachers—the highest percentage across all racial/ethnic groups—leave the profession entirely each year. The promising practices emerging from BEI grantees demonstrate how intentionally designed teacher residencies can disrupt this troubling trend and build a sustainable pathway of effective Black educators.

94% of teacher resident graduates who identify as Black or African American have remained as educators



Zane Norris is a teacher resident at Seattle Teacher Residency. This picture was taken at Maple Elementary School.

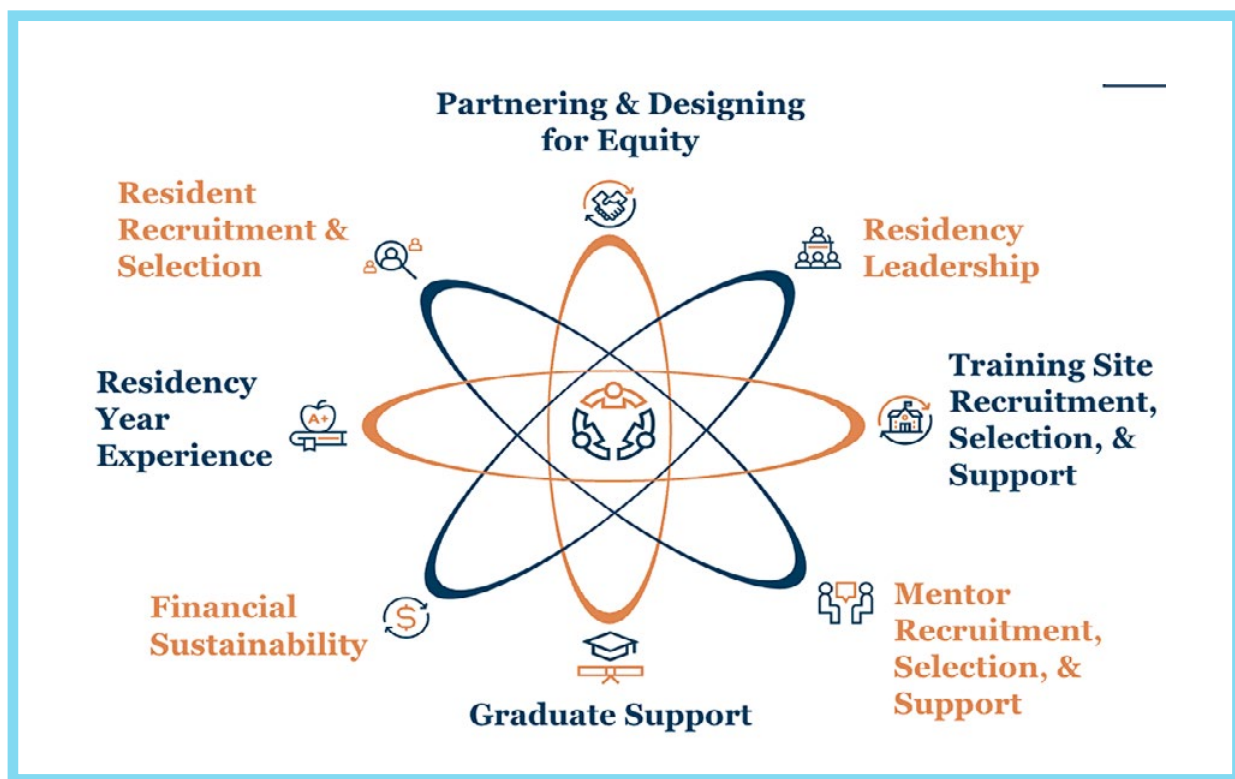
Individualized Consulting Rooted in NCTR’s Levers for Equitable Teacher Residencies

NCTR provides consulting services to BEI grantees that are grounded in NCTR’s Levers for Equitable Teacher Residencies.

These levers prioritize addressing the longstanding inequities faced by teacher candidates and residents of color, particularly in terms of access, support, and quality preparation. These disparities have contributed to the lack of diversity across different identities and experiences within the field.

The eight levers expand upon NCTR’s past standards, the research base that identifies key features of effective teacher residency programs, and the impact data from more than 15 years of assessing teacher residency program design and implementation.

NCTR’s Levers for Equitable Teacher Residencies



My program supported me [in] many ways financially when I was struggling. They made adjustments to my residency when certain relations did not work out. Most professors were very accommodating and understanding and gave me the time and space to work when I needed.”

– BEI-supported teacher resident, 2022-2023

Recruit, Prepare, Retain Series

One approach NCTR utilizes to provide consulting services to BEI grantees is through community learning experiences (CLEs). Introduced in Year 1 of BEI under the name “Roundtables,” NCTR has continued this format, as it fosters a collaborative space for BEI grantees to share and critically examine research-based and peer-utilized practices aimed at improving the recruitment and retention of Black teacher residents.

These CLEs are designed to facilitate the exchange of strategies in teacher preparation, with a strong emphasis on cultivating a sense of community among the BEI grantees. Participants are encouraged to discuss lever-aligned promising practices in addition to problems of practices to promote the sharing of effective strategies across programs. In Year 4, the CLEs took the form of a “Recruit, Prepare, Retain” series, focused on the recruitment, preparation, and retention of Black educators, building on some of the principles of Liberatory Design. Figure 1 details the content of the BEI Community Learning Experiences.

Figure 1. BEI Community Learning Experiences

Recruit

BEI grantees identified, examined, and shared strategies that promote high-touch recruitment and inclusive selection practices, mitigate selection bias, and apply a racial equity lens **to the teacher resident** selection process.

Prepare

BEI grantees explored and discussed high leverage, culturally sustaining practices and pedagogy that contribute to a Residency Year Experience where teacher residents feel affirmed, supported, and effectively prepared to teach.

Retain

BEI grantees exchanged and uplifted their best practices in retention and induction for new BEI graduates that mirror the care and support they experience as teacher residents.

‘Doing Better for Black Educators’ Paper and Webinar

Inspired by the work and impact of our BEI-supported teacher residency programs, the *Doing Better for Black Educators* paper (2023) lays out a policy agenda for policymakers who want to invest in the preparation and retention of Black teachers. Bolstered by what NCTR and our BEI grantees have learned since the inception of BEI, *Doing Better for Black Educators* makes six recommendations for policymakers:

- 1 Make teacher preparation financially accessible.
- 2 Prioritize recruitment strategies that focus on Black educators.
- 3 Ensure that teacher preparation programs are culturally and linguistically sustaining for Black educators.
- 4 Employ affinity groups as a standard component of the teacher education experience.
- 5 Invest in and support mentors who can cultivate prospective Black educators.
- 6 Include voices of Black educators in the development of teacher education policy.

To develop the recommendations, NCTR conducted a comprehensive review of research and publications on diversifying the educator workforce, as well as the work of BEI grantees. This included analyzing BEI Annual Reports, the BEI Working Group Synthesis of Learning², the CPRL evaluation *Recruitment and Retention of Black Educators: Promising Strategies at Eight U.S. Teacher Residencies* (Madhani, Shand & Austin, 2022), and interviews with program administrators from seven BEI grantee programs. Each recommendation includes relevant research, examples of how BEI grantees are addressing each area, and specific action steps that teacher preparation programs, school districts, and states can take.

² The Synthesis of Learning is not publicly available.

To mark the report's release in February 2023, NCTR organized a webinar featuring six guest speakers, who discussed the findings and provided context at both state and local levels. The guest speakers included:

- Kathlene H. Campbell, Ph.D., Chief Executive Officer, National Center for Teacher Residencies
- Eric Duncan, J.D., Assistant Director of P-12 Policy — Educator Diversity, The Education Trust
- Lindsey Hamilton, Director of Equity and Programming, Nashville Teacher Residency
- Charles King, President and Chief Executive Officer, Kansas City Teacher Residency
- Faith Wilkerson, Ed.D., Program Director, Minority Educator Recruitment, Retention and Equity Center, Virginia Commonwealth University/RTR
- Latanya Daniels, Ed.D., Assistant Superintendent, Richfield Public Schools (MN)

The webinar served as an opportunity for the speakers to share their expertise and firsthand experiences, shedding light on the challenges faced by Black educators. The conversation also uplifted the potential solutions that can be implemented across different levels of the education system.



Gehric Milton is a teacher resident at The Educator Academy. This photo was taken at The Educator Academy's annual conference The Summit.

“

BEI funding has been the most important contribution to our program by NCTR this year. It allows us to provide funding to Black residents who would otherwise be inhibited from participating fully in the program.”

– Year 4 BEI Grantee, NCTR Network Member Survey, 2022-2023

“

NCTR, and our participation in the BEI grant, have helped us clarify our mission and approach to recruiting teachers of color. We have made tremendous strides in how we approach recruitment, the language we use, and our understanding of the needs of our candidates of color. This work couldn't have been done without NCTR's guidance and modeling.”

– Year 4 BEI Grantee, NCTR Network Member Survey, 2022-2023



Hannah Mickens is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

BEI IN ACTION: PROMISING STRATEGIES IMPLEMENTED BY YEAR 4 BEI GRANTEES

The recommendations outlined in the *Doing Better for Black Educators* report is rooted in research as well as the experiences of BEI grantees. It provides a roadmap for transforming teacher residencies to better support aspiring Black teachers. In this section, we highlight promising practices we've learned that have supported the work of our BEI grantees, such as implementing a holistic-candidate recruitment approach, as well as how several BEI grantees are putting innovative strategies into practice to help drive tangible results.

What is Holistic Candidate-Centered Recruitment?

Holistic candidate-centered recruitment is an approach to recruiting that focuses on the needs, interests, and goals of the teacher candidate, and seeks to create a positive and supportive experience throughout the recruitment process. It recognizes the unique backgrounds, experiences, and perspectives of Black teacher candidates, and seeks to engage with them as a whole person, rather than simply assessing their qualifications based on a set of predetermined criteria. This approach also involves recognizing the barriers that may prevent candidates from pursuing teaching and working to address those barriers proactively.

Highlighting the financial benefits of a teacher residency program, including stipends, scholarships, and emergency funds, clearly communicate the value proposition of the teacher residency to Black candidates. Recruiters also highlight the social justice orientation of the teacher residency programs and promote a welcoming and inclusive environment that values diversity and promotes equity.

BEI recruiters attempt to understand the candidate's motivations and interests in pursuing teaching and work to create a recruitment process that meets their needs and supports their success. This can involve recruitment resources and collateral that clearly communicate the value proposition of the teacher residency program to Black candidates, highlights culturally centered programming, and offers opportunities for candidates to engage with current staff and teacher residency graduates.

Overall, holistic candidate-centered recruitment seeks to create a positive and supportive experience for teacher candidates, while also ensuring that the teacher residency can identify and attract the best teacher candidates. By putting the needs and interests of the teacher candidate at the center of the recruitment process, this approach can help to build a more diverse teacher candidate pool.



Alexis Mitchell is a teacher resident at RTR. This photo was taken at Henry L. Marsh Elementary.

The Educator Academy (Kansas City, Missouri)

The Educator Academy (formerly Kansas City Teacher Residency) provides comprehensive financial support to make the teaching pathway affordable and accessible for Black teacher residents. In addition to a stipend to cover living expenses, the teacher residency program offers AmeriCorps benefits, federal student aid, health insurance, textbooks, university fees, and emergency/support funds. The emergency funds in particular have proved invaluable. In 2021-2022, The Educator Academy distributed over \$23,000 to teacher residents facing financial hardships that could derail their preparation. By lowering financial barriers, The Educator Academy increased its recruitment and retention of Black teacher candidates.

The Educator Academy actively incorporates teacher resident voices through a Resident Advisory Council that provides ongoing feedback to program staff. Based on teacher resident input, the program implemented innovative “ciphers” where staff take a listening stance while teacher residents candidly share their experiences and perspectives. This two-way feedback loop exemplifies The Educator Academy’s commitment to co-constructing an affirming, culturally-responsive preparation experience in true partnership with their Black teacher residents.

Nashville Teacher Residency (Nashville, Tennessee)

The Nashville Teacher Residency (NTR) has redesigned its coursework to prioritize culturally responsive and sustaining teaching practices. The core “Culturally Sustaining Methods” sequence equips teacher residents with skills for asset-based, rigorous instruction that affirms students’ intersectional identities. Topics like implicit bias, inclusive curricula, and sociocultural consciousness are integrated rather than siloed. NTR partners with community organizations to offer sessions unpacking current socio-political threats to truth-telling in classrooms. This culturally-sustaining preparation cultivates antiracist educators who can create empowering learning environments for their Black students.

To continuously improve its programming for Black teacher residents, NTR has formalized partnerships to elevate teacher resident voices. NTR collaborates with the Tennessee Educators of Color Alliance to gather qualitative feedback through surveys, focus groups, and dialogues where Black teacher residents can openly share their lived experiences in the program. NTR uses these insights to identify and dismantle barriers, strengthening the teacher residency pathway for future Black candidates.



Troy Hester is a teacher resident at Philadelphia Teacher Residency. This picture was taken at Boys Latin Charter School.

The CREATE Project at Georgia State University (Atlanta, Georgia)

The CREATE teacher residency has innovated a multi-mentor model that invests deeply in supporting its Black teacher residents, consisting of cooperating teachers, school-based mentors, and instructional mentors. Cooperating teachers provide coaching during the residency year, while school-based mentors and instructional mentors extend that support across subsequent years.⁴ Notably, 69% of the cooperating teachers and 83% of the school-based mentors identify as Black. These mentors share like-minded values and beliefs that help to cultivate teacher residents' skills, including recognizing the brilliance of students, especially students of color and those from under-represented communities.

CREATE compensates all three types of mentors through stipends and salaries funded by grant partners. This financial investment signals the program's commitment to developing and retaining a diverse mentor workforce that can nurture the next generation of Black educators. The insights these mentors provide prove invaluable for helping teacher residents build asset-based mindsets about their Black students' identities and brilliance.

⁴ Cooperating teachers are experienced teachers who work directly with teacher residents during their first year, providing classroom practice and reflection opportunities, and engaging in professional learning and coaching with CREATE staff. School-based mentors support teacher residents in their second and third years, focusing on resilience, well-being, and work-life balance. Instructional mentors, who are fully released from other duties, conduct observation cycles, facilitate professional learning events, and model lessons across different schools.

University of St. Thomas Residencies (St. Paul, Minnesota)

The University of St. Thomas residencies leverages a variety of funding streams to offset the cost of teacher preparation for its teacher residents, including federal grants, state program funds, and school district matches. This diversified approach allows St. Thomas to provide teacher residents a \$30,000 living stipend that covers expenses during the intensive residency year. By making the pathway financially accessible, St. Thomas expands the recruitment and retention of Black candidates who may have been previously deterred by costs.

The University of St. Thomas also systematically collects feedback data from teacher residents each semester and annually to evaluate all aspects of its three teacher residency programs. Survey insights from teacher residents have prompted enhancements to stipends and other support mechanisms. One-on-one meetings with program staff provide an additional channel for teacher residents to share candid perspectives that shape continuous improvement efforts. By centering the teacher resident voice, St. Thomas exemplifies an authentic partnership where Black candidates co-construct their culturally-affirming preparation experience.

Old Dominion University Teacher Residency (Norfolk, Virginia)

Old Dominion University (ODU) has institutionalized affinity groups as a vital component of its teacher residency programs. One affinity group convenes Black teacher residents and program graduates to process their shared racial identities and experiences. A parallel group provides the same identity-affirming space for their white counterparts to build racial consciousness.

These groups center texts exploring race, bias, and sociopolitical threats like anti-CRT (critical race theory) classroom censorship efforts. The affinity groups serve as both a supportive community and an empowering think tank where Black teacher residents analyze and respond to these issues collectively. ODU promotes the affinity groups actively during recruitment so Black candidates know this identity-nurturing space will be available throughout their preparation.

By fostering these communities, ODU creates affirming conditions for Black teacher residents. The affinity groups exemplify ODU's commitment to sustaining their Black candidates' cultural wealth as an asset for their future classrooms.



They provide support during the entire process and you do not feel like you have to do it on your own. The scholarships and the grants they provide are a big help towards tuition. I may not have gotten into the program if it wasn't for the scholarships and grants. So, I am so grateful for that. I would recommend this program to anyone in the education field because you can't beat the experience and the support that is provided while on this journey to change the world.

– BEI-supported teacher resident, 2022-2023



Uzuri Wilkerson is a teacher resident at Boston Teacher Residency. This photo was taken at Boston Teachers Union School.

SUMMARY

NCTR's BEI represents an exciting development in transforming the teaching profession, helping to recruit, prepare, and support the teachers that all students need. BEI grantees are implementing strategies that are diversifying the racial composition of their respective teacher residency programs, increasing their numbers and percentages of teacher residents who identify as Black—while national trends suggest fewer individuals are pursuing teaching overall. In addition, over 90% of Black teacher residency graduates are hired into partner school districts or CMOs, a testament to both the quality of preparation and support provided by BEI grantees and the districts' commitment to diversifying their teaching staff.

NCTR remains committed to supporting teacher residency programs within our Network that employ proven strategies to increase the number of Black teacher residents trained nationwide. We sought to identify additional ways to collect and analyze data to determine BEI's impact, including learning from the powerful narratives and testimonials shared by BEI recipients. These stories offer invaluable insights into the lived experiences of Black teacher candidates and the impact of the support they receive through BEI-funded programs. We recognize that the success of BEI offers insights into how the field of teacher preparation can more strategically support Black teacher candidates, and eventually, Black teachers of record.



Felipe Gomez is a teacher resident at Boston Teacher Residency. This photo was taken at Dudley Street Neighborhood Charter School.

APPENDIX A: 2022-2023 YEAR 4 BEI GRANTEES

Alternative Pathways to Educator Certification Center at Columbia College (Columbia, South Carolina; Grantee in 2021-22, 2022-23)

The Alternative Pathways to Educator Certification Center (APEC) used their BEI funds to increase the recruitment, preparation, and retention of Black teachers. APEC also implemented programming to develop mentor teachers; create affinity groups for Black teacher residents; ensure training and resources for Black teacher residents to successfully complete gateway exams; and provide emergency funds to prevent barriers to enrollment and program completion.

AppleTree Early Learning Teacher Residency (Washington, D.C.; Grantee in 2020-21, 2021-22, 2022-23)

AppleTree Early Learning Teacher Residency (AELTR) supported Black teachers with BEI funds to fund learning costs, testing fees, and address other unique challenges new Black teachers face in higher education and teacher preparation. Grant funds supported a retention program consisting of extensive leadership training, establishing and implementing a placement/matching strategy for teacher residents, and an aligned approach to mentor/resident training.

*New to the cohort in Year 4 of BEI

Boston Teacher Residency (Boston, Massachusetts; Grantee in 2020-21, 2021-22, 2022-23)

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. BEI funds were used to launch a new initiative, the Black Educators Enrollment Scholarship, and expand efforts in recruitment, mentor support, affinity groups, and licensure support.

Carey Teacher Residency (Hattiesburg, Mississippi; Grantee in 2021-22, 2022-23)

The Carey Teacher Residency (CTR) utilized BEI funds to offer scholarships for tuition and books, and an emergency fund for Black teacher residents. The award will be used for training and stipends for Black mentor teachers or mentors of Black students for up to three years, which include the residency year and two years of career coaching beyond graduation. Finally, CTR facilitated the development of an affinity group and included a sustainability plan for future teacher residents.

California State University, Bakersfield - Black Educator Teacher Residency; Bakersfield, California; Grantee in 2022-23)*

The California State University, Bakersfield - Black Educator Teacher Residency (CSUB - BETR) utilized BEI funds to offer scholarships for tuition, books and other academic supplies, and an emergency fund for Black teacher residents. The award will be used for recruiting, training, and stipends for Black mentor teachers or mentors of Black students, including professional learning texts. Finally, CSUB used their funds to assemble a design team to align to tenants of Afrocentrism and curriculum literacy.

Chicago Public Schools (Chicago, Illinois; Grantee in 2019-20, 2020-21, 2021-2022, 2022-23)

Chicago Public Schools' BEI grant helped to establish an emergency fund to meet pressing needs of Black teacher residents, increase the number of Black mentor teachers, hire a recruiter focused on both recruitment and retention of Black teacher residents, and support testing preparation, book purchases, transportation, and other personal financial barriers.

Clarkson University Master of Arts in Teaching Program (Schenectady, New York; Grantee in 2020-21, 2021-22, 2022-23)

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

Connecticut Teacher Residency Program (Hartford, Connecticut; Grantee in 2021-22, 2022-23)

The Connecticut Teacher Residency (CTTRP) provided summer stipends for teacher residents, while also setting aside an emergency fund for each resident. Additionally, funds were used to provide more support around certification assessments, including one-on-one tutoring support around math and Foundations of Reading.

Georgia State University CREATE Project (Atlanta, Georgia; Grantee in 2020-21, 2021-22, 2022-23)

CREATE (Compassion, Reflection, and Equity for Atlanta Teacher Effectiveness) supported the retention and effectiveness of new Black teachers and their mentor teachers 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.

CREATE 65 Teacher Residency (Evanston, Illinois; Grantee in 2022-23)*

CREATE 65 (Collaborative Residency for Achievement and Equity) supported stipends, healthcare benefits, and mental health services for Black teacher residents. Additionally, they used funds for recruitment materials, mentor teacher stipends, and various professional development training. Finally, CREATE 65 hired additional mentor teachers for graduate support following the residency year.

East Harlem Teaching Residency (New York City, New York; Grantee 2019-20, 2020-21, 2021-22, 2022-23)

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



This program made me feel even more confident about being a teacher and gave me reassurance that this career change was the correct one. This was the best decision I could have made! ”

– BEI-supported teacher resident, 2022-2023

*New to the cohort in Year 4 of BEI

Jacksonville Teacher Residency (Jacksonville, Florida; Grantee in 2021-22, 2022-23)

The Jacksonville Teacher Residency's (JTR) grant is focused on recruiting and supporting teacher residents who are graduates of historically black colleges and universities (HBCUs) and who are committed to teaching in high-need urban schools. BEI funds were also used to provide scholarships to Black teacher residents, covering tuition for 12 credit hours of graduate coursework.

The Educator Academy (Kansas City, Missouri; Grantee in 2020-21, 2021-22, 2022-23)

The Educator Academy (formerly 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.

Los Angeles Unified School District Teacher Residency (Los Angeles, California; Grantee in 2022-23)*

The Los Angeles Unified School District (LAUSD) focused on stipends to offset the cost of university attendance for coursework. They also supported participants required to participate in their affinity networks to retain and develop Black teachers in order for them to grow and thrive within their partner districts.

Memphis Teacher Residency (Memphis, Tennessee; Grantee in 2019-20, 2020-21, 2021-22, 2022-23)

The BEI grant contributed to Memphis Teacher Residency's (MTR) STEM teaching fellowship developed in partnership with the National Civil Rights Museum, which provides a pathway for Black, Indigenous, and People of Color (BIPOC) undergraduate STEM majors interested in teaching. MTR also used BEI funds to offer Praxis registration and tutoring support.

Nashville Teacher Residency (Nashville, Tennessee; Grantee in 2019-20, 2020-21, 2021-22, 2022-23)

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

Norman C. Francis Teacher Residency (New Orleans, Louisiana; Grantee in 2022-23)*

Norman C. Francis Teacher Residency's (NCFTR) BEI grant provided scholarships for tuition, testing support, and textbooks. Additionally, it provided teacher residents with emergency funds, especially to combat whatever they may face in the region's hurricane season. Lastly, NCFTR offered state credential training and stipends for their mentor teachers.

Oakland Teacher Residency (Oakland, California; Grantee in 2021-22, 2022-23)

Oakland Teacher Residency (OTR) used BEI funds specifically to support ongoing recruitment and retention efforts to provide credential test preparation, graduate school tuition reimbursement, housing support, and mentor professional development for Black Oakland teacher residents and first-year teachers, including the recruitment and retention of Black mentor teachers. OTR also created a Black educator affinity group within the Oakland Teacher Residency, scholarships to partner with universities, and credential test reimbursement.

Old Dominion University Teacher in Residence Program (Norfolk, Virginia; Grantee in 2020-21, 2022-23)

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 also supported affinity groups for Black teacher residents and former program teacher residency graduates, as well as provided leadership opportunities for former teacher residency graduates to lead sessions with current teacher residents.

PEBC Teacher Residency (Denver, Colorado; Grantee in 2022-23)*

At Public Business and Education Coalition (PEBC), BEI funds supported the tuition scholarships, stipends, and testing supports for Black teacher residents in a region where they are severely underrepresented. PEBC utilized funds to ensure Black teacher residents had affinity groups, including Black mentor teachers specifically, to support them to thrive during their teacher preparation. They also invested in culturally relevant recruiting, like partnering with HBCUs, to ensure Black educators are attracted to and have access to teaching through their program.

*New to the cohort in Year 4 of BEI

Philadelphia Teacher Residency (Philadelphia, Pennsylvania; Grantee in 2021-22, 2022-23)

Drexel University's Boys Latin Charter School (BLCS) operates the Philadelphia Teacher Residency (PTR). At PTR, BEI funds supported the development of a two-year teacher residency program with a local charter school that serves 94% of students who identify as Black. PTR used grant funds to respond to some of the known challenges to completion by expanding coursework across two years, implementing yearlong mentor training with a focus on developing culturally responsive and sustaining mentor teachers, and an initiative to support affinity groups for teacher residents, mentor teachers, and program graduates.

Project Inspire (Chattanooga, Tennessee; Grantee in 2021-22, 2022-23)

Project Inspire used BEI funds to increase the living stipend for Black teacher residents, as well as design and launch a pre-residency internship for Black applicants and other aspiring Black candidates. This paid, multi-week internship allows candidates to learn more about the history of public schools in Chattanooga, the root cause of educational inequities, culturally sustaining teaching practices, and the competencies of effective educators and leaders.

RTR Teacher Residency (Richmond, Virginia; Grantee in 2019-20, 2020-21, 2021-22, 2022-23)

RTR (formerly known as the Richmond Teacher Residency) 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.

Seattle Teacher Residency (Seattle, Washington; Grantee in 2022-23)*

Seattle Teacher Residency (STR) used BEI funds to provide Black educators with tuition scholarships and stipends to ease financial burdens of entering the profession. STR also created an emergency fund to support Black teacher residents with things like childcare, health insurance, and supplies. Lastly, to further care for Black teacher residents, they invested in affinity groups, mentor teacher stipends, Black teacher resident advisors, and professional and personal support activities.

South Cook Teacher Residency Program (Chicago, Illinois; Grantee in 2022-23)*

South Cook Teacher Residency Program aimed to reduce financial barriers by offering Black teacher residents tuition reduction. Their funds supported dedicated recruitment efforts and faculty design work to better attract and prepare Black teacher residents.

St. Louis Teacher Residency (St. Louis, Missouri; Grantee in 2021-22, 2022-23)

St. Louis Teacher Residency (STLTR) used BEI funds to provide targeted support to Black educators by offering tuition scholarships for all Black teacher residents who successfully completed the first year of the teacher residency program and are recommended for certification and licensure. STLTR also operated an emergency fund dedicated specifically to Black teacher residents, strengthened DEI coursework experience, and designed meaningful affinity and collaboration structures for teacher residents.

University of St. Thomas/Saint Paul Urban Teacher Residency/Minneapolis Special Education Teacher Residency (St. Paul, Minnesota; Grantee in 2019-20, 2020-21, 2021-22, 2022-23)

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 teacher residents, teacher residency graduates, and other district leaders through affinity groups and navigating pair mentors. The program built teacher leadership by providing mentoring opportunities for teacher residency graduates, potentially leading to more mentor teachers of color who will coach and support Black teacher residents.



Dr. Edna Varner is program staff at Project Inspire Teacher Residency. She is instructing teacher residents on best practices and the importance of student engagement.

*New to the cohort in Year 4 of BEI

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