

DRIVE

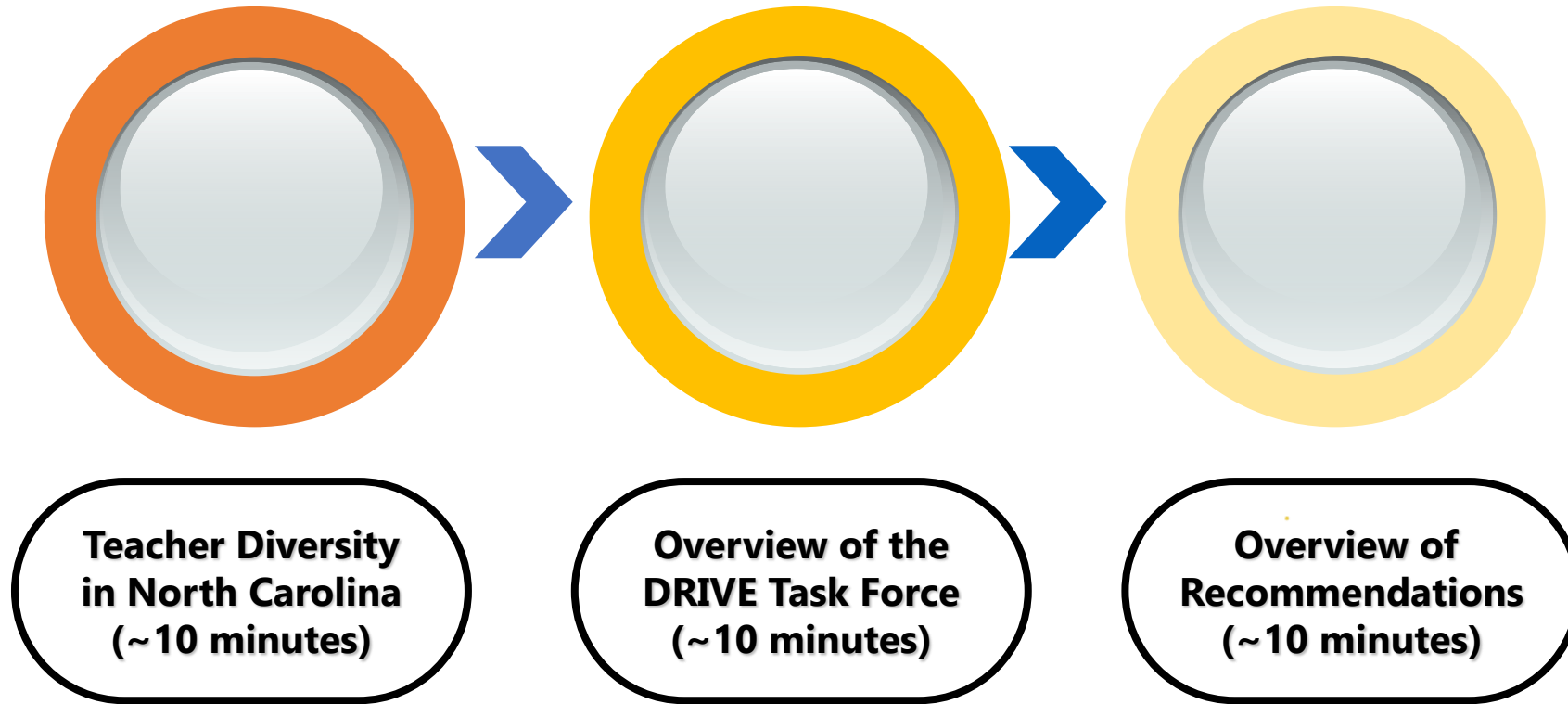
Governor Cooper's Task Force to Develop a Representative and Inclusive Vision for Education (DRIVE)

Wake County Public School System

Anthony Graham, Ph.D., Task Force Chair
Provost and Vice Chancellor for Academic Affairs

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Conversation Overview

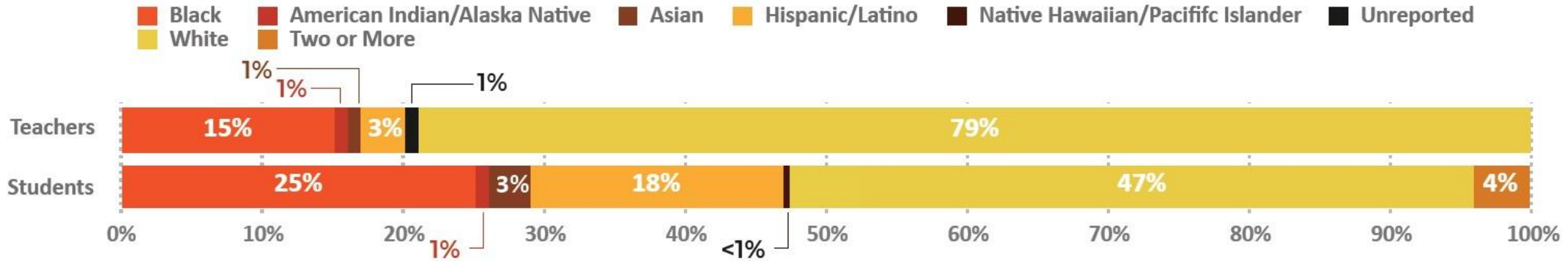


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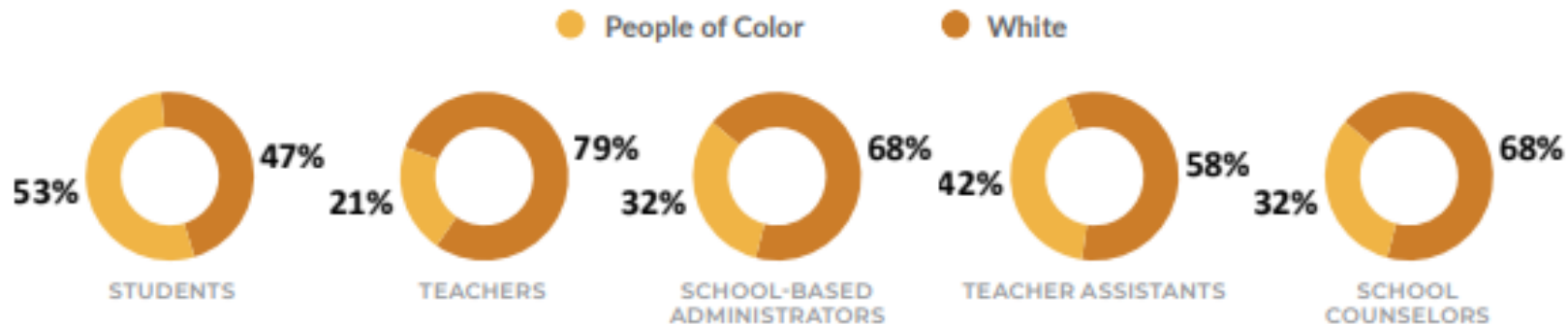


Understanding the Issue

Student and Educator Diversity in North Carolina Public Schools 2018 – 19



Source: The Hunt Institute based on data from the Department of Public Instruction.



Demographic Characteristics of Candidates in Educator Preparation Pathways

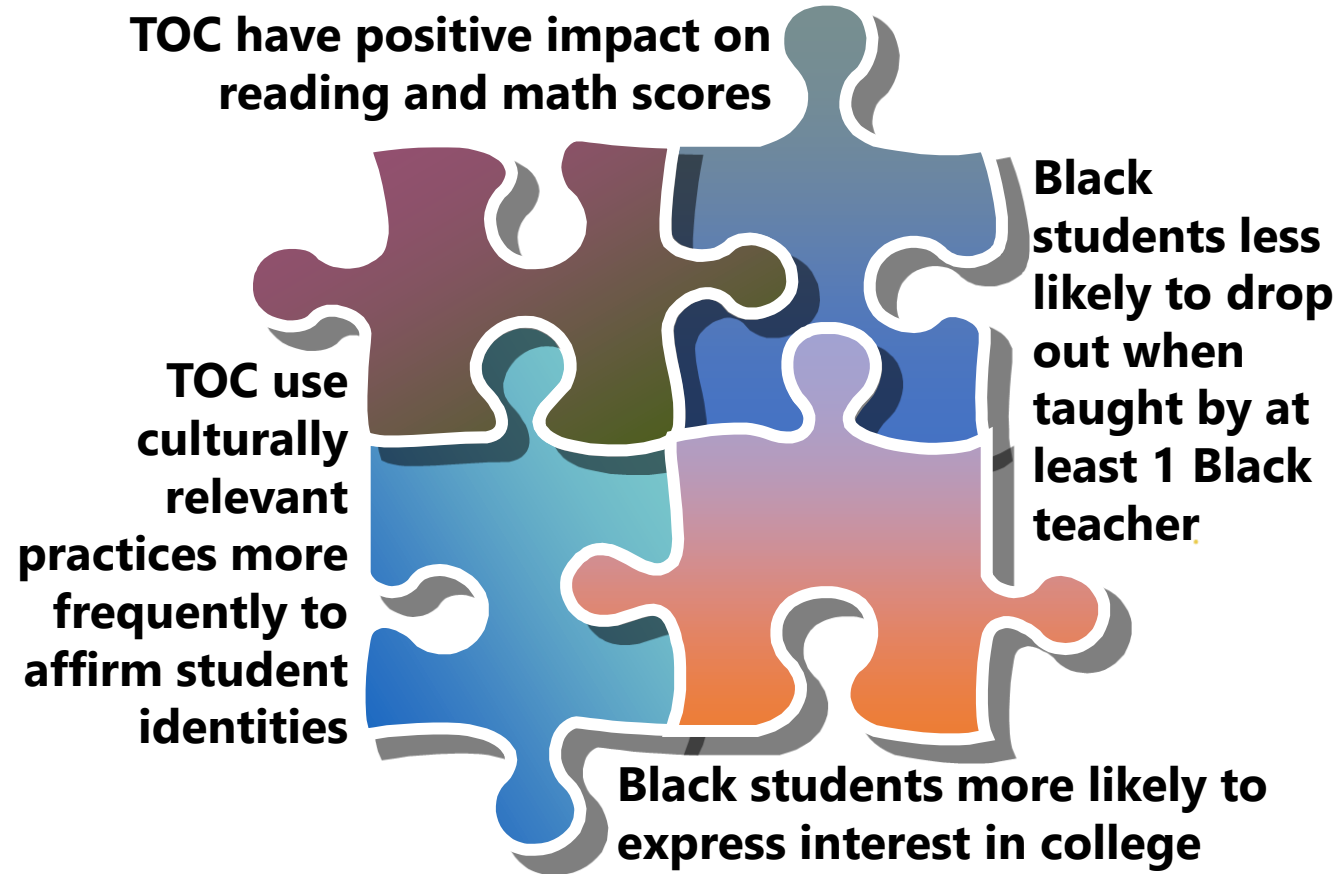


DEMOGRAPHIC CHARACTERISTICS BY EDUCATOR PREPARATION PATHWAY IN NC, 2018

Race	4-Year IHE Preparation	Alternative Preparation
<i>White</i>	81%	55%
<i>Black</i>	12%	36%
<i>Hispanic</i>	3%	3%
<i>Asian/ Pacific Islander</i>	1%	1%
<i>American Indian</i>	>1%	2%
<i>Two or more Races</i>	2%	2%

Data Source: Higher Education Act 2019 Title II Reports National Teacher Preparation Data. Accessed by <https://title2.ed.gov/Public/Home.aspx>.

Teachers of Color Have Positive Impacts on All K-12 Students

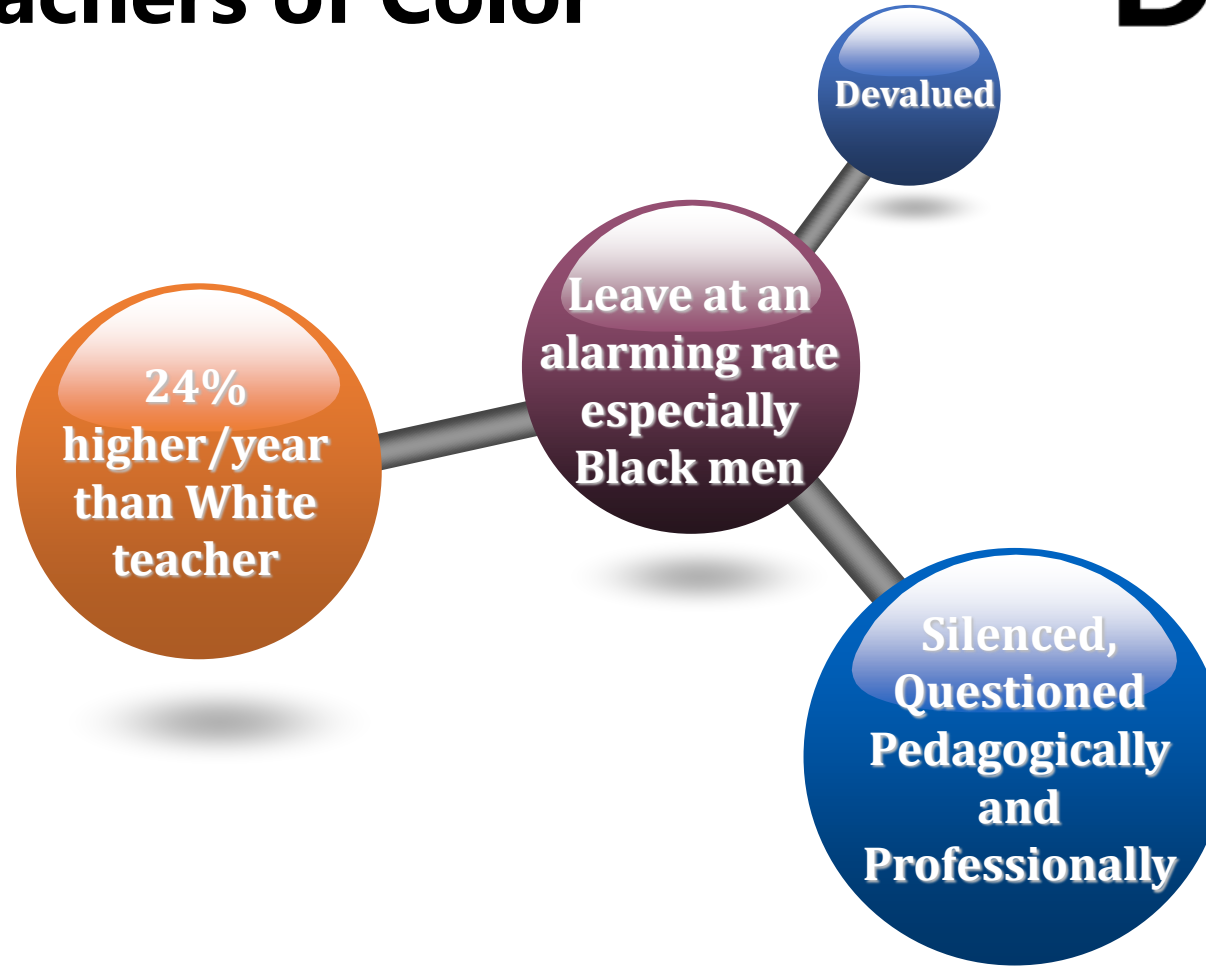


Carver-Thomas, D. (2018). Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. Palo Alto, CA: Learning Policy Institute.

Gershenson, S., Hart, C.M., Lindsay, C.A., & Papageorge, N.W. (2017). The Long-Run Impacts of Same-Race Teachers. IZA Discussion Papers 10630, Institute of Labor Economics (IZA).



The Exodus of Teachers of Color



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DRIVE Task Force Purpose

Purpose of the DRIVE Task Force



Task Force commissioned by
Executive Order No. 113 on
December 9, 2019

34 members with administrative
support from The Hunt Institute

Representatives from K-12 Schools,
Public and Private IHEs, DHHS,
Business Sector, Policymakers

**Charged with advising the Office of
the Governor on strategies that
would address matters of equity
and inclusion within education for
the state of North Carolina.**



DRIVE Task Force Membership



Chairperson		
Anthony Graham	Provost and Vice Chancellor for Academic Affairs	Winston-Salem State University
Executive Committee		
Anita Alpenfels	Executive Officer for Human Resources	Moore County Schools
Eric Bracy	Superintendent	Johnston County Schools
Van Dempsey III	Dean of Watson College of Education	UNC Wilmington
Cherrel Miller Dyce	Associate Professor of Education	Elon University
Lisa Eads	Director of Academic Programs	NC Community College System
Guy Hill	English Teacher	Triton High School
Leslie Locklear	Associate Professor and Project Coordinator	UNC Pembroke
Sabrina Peacock	Teacher	Oak Hill Elementary
Eric Sanchez	Founder and Principal	Henderson Collegiate
General Membership		
Aliyah Abdur-Rahman	Senior Fellow for Diversity, Equity, and Inclusiveness	Duke's Fuqua School of Business
Creighton Blackwell	Vice President of Corporate Affairs and Community Engagement	Coastal Federal Credit Union
Princess Brown	Communication and Engagement Coordinator	BEST NC
Matthew Ellinwood	Director of the Education and Law Project	North Carolina Justice Center
Kimberly Evans	Program Coordinator, PEPSC	NC Department of Public Instruction
James D. Gailliard	Representative	NC House District 25



DRIVE Task Force Membership



General Membership (cont'd)		
Lorena Gonzalez	Senior Manager, Early Education Branch, Division of Child Development	NC Department of Health and Human Services
J. Wendell Hall	Member	North Carolina State Board of Education
Zack Hawkins	Representative	NC House District 31
Ashley Kazouh	Policy Analyst	Public School Forum of North Carolina
Chance Lewis	Director, The Urban Education Collaborative	UNC Charlotte
Alfred Mays	Program Officer	Burroughs Wellcome Fund Founder
Kristy Moore	Vice President	NCAE
Rebecca Planchard	Senior Early Childhood Policy Advisor	NC Department of Health and Human Services
N. King Prather	Board Member	Higher Education Works
Claudia Sandoval	Training and Project Coordinator	Sandy Hook Promise
Deanna Townsend-Smith	Director of Operations and Policy	NC State Board of Education
Debra Stewart	Senior Fellow at NORC and President Emerita of the Council of Graduate Schools	National Opinion Research Center
Leroy Wray	Teacher Recruit and Retention Liaison	UNC Asheville
Alexandra-Emmanuelle Zagbayou	Executive Director	Student U

DRIVE Task Force Deliverables



**Submit a
Plan to the
Governor by
January 1,
2021**

**Assesses the state's progress increasing
K-12 public school educator diversity**

**Identifies short-, mid-, and long-term
strategies to increase educator diversity**

**Identifies assets that aid with recruiting,
retaining, supporting educators of color**

**Propose metrics & standards to evaluate
success in aforementioned areas**

**Prioritize the recommendations for
increasing educator diversity**

Task Force Continuum



**Recruitment of
Candidates and
Teachers of Color**

**Preparation of
Candidates of Color
via Traditional and
Alternative Pathways**

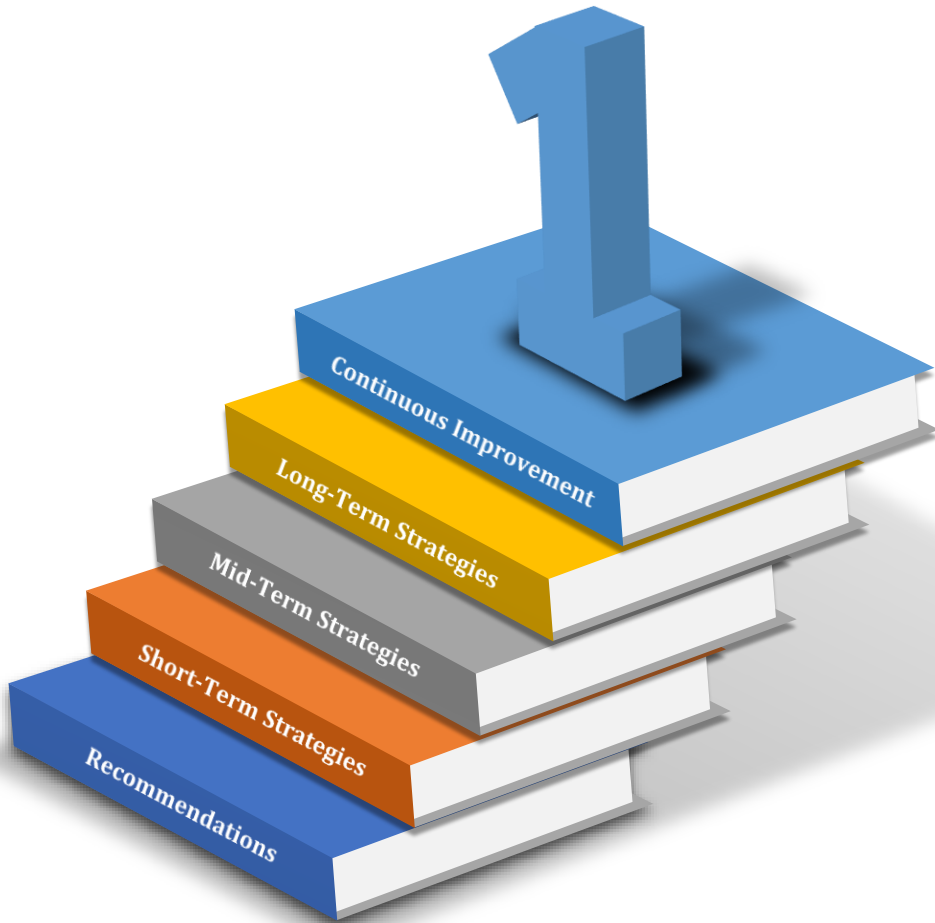
**Support and
Retention of Teachers
of Color**

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Recommendations and Strategies

Recommendations and Strategies Overview



3 Recruitment Recommendations

Broad recommendations that focus explicitly on efforts to recruit candidates of color into EPPs and people of color into K-12 teaching

3 Preparation Recommendations

Broad recommendations that focus on efforts that will prepare more candidates of color through traditional and alternative pathways

3 Support and Retention Recommendations

Broad recommendations that focus on ways that schools, school districts, and the state can support and retain teachers of color

1 "Global" Recommendation

A recommendation intended to ensure implementation, assessment, and evaluation of Task Force recommendations and strategies

Short-, Mid-, and Long-Term Strategies

A total of 46 short-, mid-, and long-term strategies or tactical actions that complement and support the 10 recommendations



Task Force Recommendation #1

Recruitment-Focused Action



1. **Offer affordable postsecondary access through scholarships, loan forgiveness, and tuition reimbursement programs to address the disproportionate financial burden incurred by aspiring educators of color.** Emphasis should be placed on those models that have been shown to effectively recruit, prepare, and sustain educators of color.
*(Stakeholders Responsible: Legislature, Department of Public Instruction, and **District Leaders**)*

Task Force Recommendation #2

Recruitment-Focused Action



- 2. Expand and develop entry points into the educator pipeline that are based on models with proven success in recruiting racially, ethnically, and linguistically diverse educators.** This can include Grow-Your-Own programs that recruit high school students, paraprofessionals, educational assistants, and other school/district staff, parents, career changers, and after-school program mentors into the educator pipeline. Such programs should:
 - be designed with priority given to partnerships with the state's HMSIs,
 - hold the expressed purpose of increasing educator diversity, and
 - address the systemic barriers to entry these educators face.

Development of these programs can be encouraged by offering grants for districts, or a consortium of districts, in collaboration with institutions of higher education.

*(Stakeholders Responsible: Legislature, Department of Public Instruction, Institutions of Higher Education, Educator Preparation Programs, and **District Leaders**)*

Task Force Recommendation #5

Preparation-Focused Action



5. **Adopt evidence-based elements of successful national residency models across the state's educator preparation programs in order to strengthen preparation of pre-service educators of color.** Examples of such models include the Boston Teacher Residency Program and the National Center for Teacher Residencies. *(Stakeholders Responsible: Legislature, Department of Public Instruction, State Board of Education, and School and **District Leaders**)*

This should include:

- Robust, year-long, paid clinical learning experiences (e.g., guided classroom observations, lesson studies, video analysis, coaching) designed to intentionally support candidate learning, practice, and reflection on culturally responsive and sustaining teaching and pedagogy before, and in addition to, student teaching.
- Tying compensation, in the form of a stipend or scholarship, with a commitment to teaching in North Carolina public schools.
- Intensive mentoring and coaching from diverse educators from varying school contexts.
- Professional learning community and supports including affinity groups.
- Comprehensive induction and supervision through the early years of teaching.

Task Force Recommendation #8

Support and Retention-Focused Action



- 8. Develop and sustain pathways for advancement that are tailored to the needs of educators of color**, including providing financial and logistical support for obtaining National Board Certification, expanding career ladders to keep effective career educators of color in the classroom, encouraging educators of color to teach honors level, AP, or IB courses, and establishing dedicated pipelines for educators of color to become administrators. *(Stakeholders Responsible: Legislature, State Board of Education, Department of Public Instruction, **District Leaders**, and Educator Preparation Programs)*

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Current Action Items in Response to the Report

DRIVE Task Force-Related Legislation and Governor Recommended Budget



1. **Senate Bill DRS15190-Mk-70 NC Teaching Fellows/HMSIs**– Sponsored by Senators Lee, Ballard, and Britt (Primary Sponsors), this Bill requires that at least one constituent institution designed as a historically Black college and university and at least one constituent institution designated as a historically American Indian university be included in the North Carolina Teaching Fellows program.
2. **House Bill DRH40286-MTa-91**– Sponsored by Representative Ball, this Bill requires the establishment of funds for National Board Teaching Standard Certification for up to five hundred teachers over the 2021-23 fiscal biennium.
3. **2021-23 Budget Recommendation for Department of Public Instruction** – Governor Cooper’s budget proposes \$310.6M in 2021-22 and \$532.1M in 2022-23 to establish a DPI Office of Equity, Inclusion, and Diversity Affairs that will direct recruitment and retention of a diverse educator workforce.
4. **2021-23 Budget Recommendation for Support for Educators of Color** – Governor Cooper’s budget proposes \$2M to establish a pilot grant program to increase the recruitment, retention, and support for educators of color.
5. **2021-23 Budget Recommendation for Alternative Pathways Teacher Recruitment Models** – Governor Cooper’s budget proposes \$2M to fund research-based Grow-Your-Own and 2+2 programs in all regions of the State, including high school-based career academy programs, the North Carolina Teacher Cadet program, Teaching as a Profession, and TA/Troops to Teachers

DRIVE Task Force Strategic “Asks”



- 1. Advocate for the Expansion of the Teaching Fellows Program to our HBCUs** – Contact your state legislator and advocate for the placement of the Teaching Fellows program on the campuses of the state’s historically Black colleges and universities—public and private. At present, the program is not associated with any HBCU and the emphasis on diversifying the teacher workforce necessitates these initiatives on these campuses since HBCUs produce a significant share of Teachers of Color. The Teaching Fellows program allows students who want to pursue teaching as a profession to attend a four-year university ‘free of charge’ with a commitment to teach in the state of North Carolina for four years after college graduation.
- 2. Advocate for Scholarships and Loan Forgiveness Programs** – Contact your state legislator and advocate for financial resources that will expand college scholarship opportunities for students of color who desire to pursue teaching as a profession. The Teaching Fellows Program is only one avenue to teacher preparation, but the state should seek to diversify these types of efforts via scholarships and other similar programs like “Call Me Mister” designed for Black males interested in teaching. Additionally, the state should introduce additional opportunities for classroom teachers to receive loan forgiveness since students of color rely very heavily on loans to attain their college degrees.
- 3. Advocate for a Revision to the Teacher Compensation Scale and for Career Ladders** – Contact your state legislator and challenge them to revise the archaic teacher compensation scale that we use in North Carolina. The state should strive to create a compensation scale that provides financial compensation to classroom teachers who assume leadership roles within their schools (i.e., career ladders), which would eliminate the need for teachers to seek school administration roles as the only avenue to increase their salaries. The state should also provide financial support that is **not a loan** for National Board Certification where 93% of the state’s current National Board Certified teachers are White. National Board Certification increases teacher salary by 12%, so we should encourage teachers of color to pursue this option, but the current loan option serves as a deterrent for some educators.
- 4. Advocate for funding to initiate Teacher Residency Models** – Contact the Department of Public Instruction and your state legislator to advocate for funding to support the execution of teacher residency models across the state. At present, there are very few teacher residency models in North Carolina but national data clearly illustrate the significant positive outcomes associated with this approach, particularly on student learning gains and teacher retention rates. Replicating the teacher residency model to complement the residency license will have long-lasting impact in our state, but this approach will require political courage and meaningful financial investments.

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General Q&A and Open Floor Discussion