



# **HOLSHOUSER**

LEGISLATORS RETREAT

**2023 KEY TAKEAWAYS**

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## STRENGTHENING EARLY CHILDHOOD THROUGH BUSINESS AND COMMUNITY ENGAGEMENT

### MODERATOR

✉ [Susan Gates](#), Special Advisor on Education Initiatives, SAS

### RESOURCE EXPERTS

✉ [The Honorable Samara Heavrin](#), Kentucky House of Representatives, District 18

✉ [Linda Parsons](#), President and CEO, Moore County Chamber of Commerce

### KEY TAKEAWAYS

- It is estimated that [400,000 working parents](#) in NC have difficulty meeting their child care needs.
- Child care [costs more](#) than the average rent or mortgage. Even if parents could afford it, there are too few options, and there is a need for child care for those working nontraditional hours.
- Without child care, employees with young children may reduce hours and productivity or leave the workforce altogether. When companies offer child care benefits, they see increased employee retention and loyalty, improved productivity, and a better workplace environment.
- Family [friendly](#) business practices are a recruitment and retention strategy. If communities are able to show there are openings in child care, they can create relationships moving forward.
- Kentucky has a low workforce participation rate, 58 percent, so the legislature worked to find solutions to support families since access to child care is a barrier to workforce participation.
- Kentucky's [House Bill 499](#), the Employee Child Care Assistance Partnership, creates a pilot program that encourages employers to assist employees with the cost of child care by matching employer contributions with state dollars for those making less than the state median income.
  - ▶ The state match for which an employee would be eligible fluctuate based on their household income in relation to the state median household income. Employees are responsible for any costs above the employer contribution and state match.
  - ▶ State matches will be available on a first-come, first-served basis, and 25 percent of total funds will be reserved for small businesses with 50 employees or less.
  - ▶ No new tax credits are associated with this program, and participation is 100 percent voluntary for employers, employees, and child care providers.

### RESOURCES

■ [Family Forward NC](#) | North Carolina Early Childhood Foundation

■ [Kentucky Employee Child Care Assistance Partnership](#) | TOOTris Education Center

## NORTH CAROLINA'S EARLY CHILDHOOD WORKFORCE

### MODERATOR

✉ [Rob Thompson](#), Director of Early Childhood, BlueCross BlueShield NC Foundation

### RESOURCE EXPERTS

✉ [Cyndie Osborne](#), Early Childhood Education Program Head, Stanly Community College

✉ **Karen Smith-Jones**, Owner and Executive Director, Nana's Place Learning Center

## KEY TAKEAWAYS

- Currently, 82 percent of North Carolina's child care facilities are experiencing staffing shortages. As a result of staffing shortages, nearly 20 percent of facilities have reduced their operating hours.
- The average wage for a child care professional in North Carolina is \$11.23 per hour.
- North Carolina's early childhood workforce with bachelor's degrees are paid nearly 29 percent less than their colleagues in the K-8 public education system. To that end, early childhood facilities are experiencing high attrition rates in their infant and toddler classrooms.
- In North Carolina, 61 counties have access to the [Child Care WAGE\\$ program](#) and 88 counties participate in [Infant-Toddler Educator AWARD\\$ Plus](#).
- The [Early Childhood Articulation Senate Bill 315](#) is a system wide articulation agreement for early childhood education programs, between the UNC System and North Carolina Community College System, allowing for a seamless transfer of credit between entities.
- Establishing a seamless career pathway in early childhood education is a critical component for meeting the growing demands of the early childhood workforce in North Carolina.
- In addition to state policies, adequate public investments are vital to ensure North Carolina is effectively preparing, compensating, and supporting early childhood educators.

## RESOURCES

- [T.E.A.C.H. Scholarships](#) | T.E.A.C.H. Early Childhood® Scholarship NC provides debt-free college education with comprehensive scholarships for the early education workforce. T.E.A.C.H. is also offered nationally through the T.E.A.C.H. Early Childhood® National Center.
- [Child Care WAGE\\$](#) | The Child Care WAGE\$® NC program provides tiered education-based salary supplements to teachers, directors, and family child care educators in North Carolina.
- [Infant-Toddler Educator AWARD\\$](#) | Infant-Toddler Educator AWARD\$® (AWARD\$) provides education-based salary supplements to low-paid early educators working full-time with children birth through age two in North Carolina.
- [North Carolina Community Colleges](#) | Offers programs such as Apprenticeships, Career and Technical Education (CTE), College Transfer/Articulation Agreements, Career and College Promise and Cooperative Innovative High School to provide students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

## BUILDING IMPACTFUL ACCOUNTABILITY SYSTEMS

### MODERATOR

✉ **Dr. Michael Maher**, Deputy Superintendent, Standards, Accountability, and Research, NC Department of Public Instruction

### RESOURCE EXPERTS

- ✉ **Dr. Brian Gong**, Senior Associate, Center for Assessment
- ✉ **Dr. Anthony Jackson**, Superintendent, Chatham County Schools
- ✉ **Dr. Diana Lys**, Assistant Dean for Educator Preparation and Accreditation, UNC-Chapel Hill

## KEY TAKEAWAYS

- North Carolina's NAEP assessment scores have largely remained flat over the last 10 years with little growth.
- Since 2013, North Carolina's school performance has been based on an A to F letter grade system, calculated using a formula that considers both achievement and growth scores. Under the current system, 80 percent of a school's letter grade is weighted on test scores and other student achievement data, while the remaining 20 percent is calculated using a growth model that evaluates school progress over time.
- It is important to consider the intended audience of North Carolina's accountability model and who it serves. The model should be designed for parents, students, and teachers, while also being actionable for school and district leaders. In addition to having conversations with stakeholder groups about what a new accountability system should look like, there also needs to be enough political will to incorporate such changes.
- At the local level, parents have a greater interest in summative learning data (how much a student has learned). However, district leaders are concerned that parents are not given enough formative learning data (how a student is learning) throughout the year.
- Students learn and demonstrate competency differently. As such, there need to be multiple measures that allow every student to demonstrate mastery within a system that provides holistic support. For example, states should consider implementing nontraditional measures like college and career readiness indicators.

## RESOURCES

- Redesigning NC's School Performance Grades | These results from a statewide survey conducted by EdNC in partnership with the NC Department of Public Instruction from September through October 2022 provides public perception on the state's school performance system.
- 2022 North Carolina NAEP Overview | Mathematics and reading scores for grades 4 and 8 in North Carolina.
- NC Portrait of a Graduate | An initiative led by the NC Department of Public Instruction to define the skills and mindsets students need for success.
- 2022 Across the Aisle Report | This report provides an overview of results from The Hunt Institute's 2022 nationwide survey of parents and voters, as well as other reputable national surveys, highlighting public priorities in K-12 education.

## EDUCATOR LICENSURE REFORM

### MODERATOR

- LaTanya Pattillo, Director, Policy and Advocacy, NWEA

### RESOURCE EXPERTS

- Dr. Van Dempsey, Dean, Watson College of Education, UNC Wilmington and Chair, Professional Educator Preparation and Standards Commission (PEPSC)
- Dr. Matthew Springer, Hussman Distinguished Professor of Education Reform, School of Education, UNC-Chapel Hill
- Maureen Stover, Teacher, NC Virtual Public School and 2020 Burroughs Wellcome Fund NC Teacher of the Year

## KEY TAKEAWAYS

- Establishing a strong system for teacher licensure that provides teacher candidates with a clear pathway for entry, advancement opportunities, greater compensation, and ongoing professional support is pivotal for establishing a healthy pipeline of educators.
- Currently, new teachers in North Carolina can enter the teaching profession through three different pathways: Traditional Educator Preparation Program, Alternative Preparation Program, or Teacher Residency.

- Educators of color make up a [larger share](#) of pre-service educators enrolled in alternative certification programs than traditional programs based in higher education institutions.
- In 2021, [32 percent](#) of all North Carolina teacher candidates completed their training through an alternative teacher preparation program.
- [Studies](#) have demonstrated that teachers who go through high-quality Educator Preparation Programs (EPPs) typically stay in the classroom longer. Therefore, North Carolina must make it a priority to ensure that all pathways adequately prepare our teachers for the classroom.
- In 2021, [The Professional Educator Preparation and Standards Commission \(PEPSC\)](#) established The North Carolina Pathways to Excellence for Teaching Professionals program aimed at reimagining the state's teacher pipeline. The intention of this model is to recruit and retain a more qualified and diverse teaching workforce by providing teachers with adequate compensation, professional growth opportunities, and professional support.
- The State Board of Education has charged [PEPSC](#) to develop basic recommendations on policies and/or rules that would be necessary to implement pilots for the following components of the proposed model: Advance Teaching and Leader Roles, Student Impact Measures, New Pathway Entry Points, and New Professional Learning Tools and Structures for Beginning and Experienced Teachers.

## RESOURCES

- [Architecture and Design Elements for the NC Pathways to Excellence for Teaching Professionals](#) | Overview of the development of the NC Pathways to Excellence for Teaching Professionals initiative.
- [The Correlates of Teacher Turnover](#) | An updated examination of factors and policies that contribute to teacher turnover.
- [Developing A Representative & Inclusive Vision for Education Report](#) | Released by the DRIVE Task Force, this report outlines recommendations and strategies needed for North Carolina to create a more diverse and inclusive educator workforce.
- [North Carolina Pathways to Excellence for Teaching Professionals Blueprint for Action](#) | An action framework that outlines legislative changes needed prior to the adoption of a new educator licensure plan.
- [Teacher Merit Pay](#) | An analysis of the association between teacher pay incentives and student achievement on tests.

## EXPANDING THE EDUCATOR PIPELINE THROUGH TEACHER RESIDENCY

### MODERATOR

- [David Donaldson](#), Founder and Managing Partner, National Center for Grow Your Own

### RESOURCE EXPERTS

- [Dr. Kathlene Holmes Campbell](#), Chief Executive Officer, National Center for Teacher Residencies
- [Dr. Anthony Graham](#), Provost and Vice Chancellor for Academic Affairs, Winston-Salem State University and Chair, DRIVE Task Force

### KEY TAKEAWAYS

- During the [2020-21 school year](#), over 7,700 teachers (about eight percent) resigned in North Carolina. This attrition rate was higher than previous years from 2017-20.



- Teacher residencies have become a popular model for educator preparation, and states are looking toward residencies as a strategy for recruitment and retention.
- Research on teacher residencies has shown promising results for retention and diversity. According to the National Center for Teacher Residency's (NCTR) [2020-21 Annual Report](#), 89 percent of teacher residents remain in the teaching field after three years; after five years, 78 percent of teachers remain. Moreover, 57 percent of residents identify as a person of color.
- There are five critical components of a high-quality teacher residency model:
  - ▶ Residents receive support and guidance from effective mentor teachers. Not only does this benefit the resident, but it also offers mentor teachers a professional development opportunity.
  - ▶ Residents are placed based on district staffing needs, which improves alignment and partnerships between the program, district, and school.
  - ▶ Residents receive a yearlong placement where they can engage with concurrent coursework and students at the beginning, middle, and end of the year.
  - ▶ The curriculum is practice-based, meaning teachers should be able to directly apply what they learned in the classroom.
  - ▶ Residency programs should be affordable. There are often financial opportunities for residents in the form of scholarships, stipends, or other funding. Schools also often pay residents for their time in the classroom, and some districts provide healthcare benefits to residents.
- [States](#) and districts must commit sufficient resources to implement, execute, and sustain residency programs, especially after federal funding ends. Careful planning is important to ensure long-term sustainability of residency programs, including accounting for hidden fees (e.g., transportation), seeking out opportunities to braid funding, and building a case for the positive return on investment of residency programs.

## RESOURCES

- [Inside the Incubator Using Apprenticeships to Redesign Teacher Preparation](#) | This article by The 74 discusses the work of 14 states that are working together to implement sustainable apprenticeship models.
- [Grow Your Own Residencies and Apprenticeships Presentation](#) | This slide deck provides an overview of the National Center for Grow Your Own's work to address teacher recruitment and retention by promoting the apprenticeship model.
- [Recruitment and Retention of Black Educators: Promising Strategies at Eight U.S. Teacher Residencies](#) | This study, conducted by the National Center for Teacher Residencies (NCTR) and Columbia University's Center for Public Research and Leadership (CPRL), evaluates NCTR's Black Educators Initiative (BEI) and provides strategies for recruiting and retaining Black educators.
- [Toward a National Definition of Teachers Residencies](#) | This Pathways Alliance report offers a definition of teacher residencies, co-created by the Pathways Alliance's Teacher Residency Working Group and external partners and leaders.

## MEETING NORTH CAROLINA'S GROWING WORKFORCE NEEDS

### MODERATOR

- [Dr. Annie Izod](#), Executive Director, NCWorks Commission

### RESOURCE EXPERTS

- [Gary Salamido](#), President and CEO, NC Chamber of Commerce

- **Dr. Johnny Smith**, Associate Vice Chancellor for Community Relations and Economic Partnerships, Fayetteville State University

## KEY TAKEAWAYS

- As of 2020, North Carolina was home to 10.46 million people, with an expected growth of 14.01 million by 2050. With birth rates lagging death rates, North Carolina is at a critical point in ensuring current and future workforce needs are met by individuals with quality skills.
- The NC Chamber of Commerce is an advocacy organization for business and industry across the state. The Chamber has a three-pronged approach: the Foundation which focuses on research and policy recommendations, the government affairs team which advocates for policies to support businesses' success, and the Voter Education Program, which supports elected officials dedicated to the business community.
- NC Reconnect is an initiative aimed at re-enrolling adult learners across North Carolina. The pilot program was launched in 2021 with five community colleges participating.
  - ▶ During the pilot, The Belk Center for Community College Leadership and Research worked with institutions to analyze data related to adult learner re-enrollment and retention. Institutions then used targeted outreach to recruit adult learners to re-enroll and complete their degrees or credentials. Since its inception, NC Reconnect has been scaled to 10 additional community colleges.
  - ▶ For Pitt Community College, the NC Reconnect data provided a better understanding of the students that were not completing their degrees and credentials. As a result, Pitt worked with location organizations, community members, and businesses to host a Better Skills Better Jobs fair for adult learners and high school students to attend. This opportunity allowed individuals to see the multitude of postsecondary pathways, including trades, credentialing, and degree pathways, available in their community.

## RESOURCES

- Adult Learner Guidebook | This report outlines lessons learned from the first two cohorts of the NC Reconnect initiative.
- NC Chamber Dashboard | Provides real-time measurement of key metrics related to the NC population, businesses, and workforce needs.
- NC Works Commission | The NC Works Commission is the state's Workforce Development Board. The Commission works to recommend policies and strategies to ensure North Carolina can compete in the global economy.