THE DRIVE SUMMIT

DEVELOPING A REPRESENTATIVE & INCLUSIVE **VISION FOR EDUCATION**

## ISSUE BRIEF

TABLE OF CONTENTS

The Landscape: Educator Diversity in North Carolina

In the 2015-16 school year, North Carolina's public school student population became "majority-minority" for the first time as the number of students of color exceeded the number of white students. However, this change in the makeup of the student population has not been reflected in the teaching workforce. Data from the 2018-19 school year indicate that while 53 percent of students are nonwhite, this is true of only 22 percent of educators.[1]

This discrepancy between the racial and ethnic diversity of educator and student populations in North Carolina demands action to create a more equitable workforce and ensure that all students have the opportunity to reap the academic and social benefits that come from being taught by diverse educators.

All of North Carolina's 115 local education agencies (LEAs) have a greater share of students of color than educators of color, and for over three quarters of districts, this difference is greater than 20 percentage points. Two LEAs employ zero educators of color, and 23 LEAs do not employ a principal or assistant principal of color. Only eight LEAs in North Carolina have higher percentages of principals of color than students of color.[2] This lack of diversity of educators and school leaders is reflective of North Carolina's difficulty recruiting, preparing, supporting, and retaining educators of color.
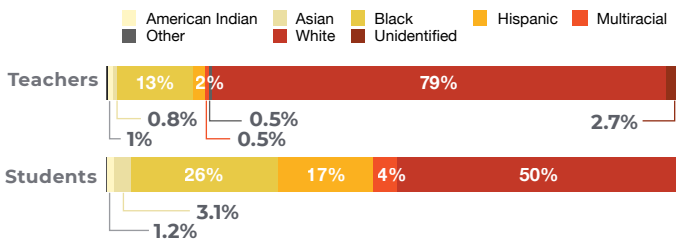
STUDENT AND EDUCATOR DIVERSITY IN NORTH CAROLINA PUBLIC SCHOOLS, 2018-19[5]

Educators

Students
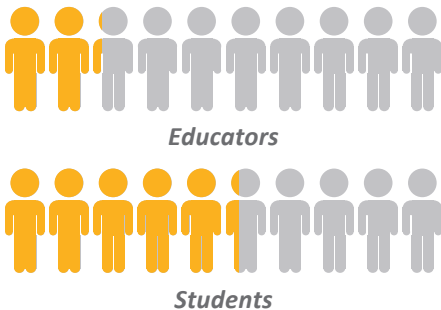
RECRUITMENT AND PREPARATION OF RACIALLY AND ETHNICALLY DIVERSE EDUCATORS IN NORTH CAROLINA

Recruiting a diverse pool of applicants has proven to be a challenge for educator preparation programs across the country. Within undergraduate institutions of higher education (IHE) nationally, colleges of education are less diverse than other departments in higher education.[3] This trend holds true in North Carolina, where **81 percent of students enrolled in educator preparation programs in 2018 were white and 86 percent of those who were licensed through an educator preparation program that year were white**.[4] Alternative certification programs, which allow professionals with degrees in non-teaching fields to become certified through a short, intensive training process, are more diverse, with prospective educators of color constituting 45 percent of those enrolled. However, across North Carolina's various educator preparation pathways, 70 percent of all students enrolled are white.

STUDENT AND EDUCATOR DIVERSITY IN NORTH CAROLINA PUBLIC SCHOOLS, 2016-17[5]

Legend: American Indian | Asian | Black | Hispanic | Multiracial | Other | White | Unidentified

Teachers	13% · 2% · 79% · 0.8% · 1% · 0.5% · 0.5% · 2.7%
Students	26% · 17% · 4% · 50% · 3.1% · 1.2%

SUPPORT AND RETENTION OF NORTH CAROLINA'S EDUCATORS OF COLOR

Both nationally and in North Carolina, school districts struggle with supporting and retaining educators of color. From 2004 to 2014, the retention rate among Black educators in elementary and middle schools in North Carolina was nearly 4 percentage points lower than that of white educators.[6] Research suggests this is partially due to educators of color being placed in hard-to-staff schools that have higher proportions of underperforming students and are located in lower socioeconomic areas more frequently than their white peers.[7] However, Black educators were more likely than their white counterparts to stay in schools that had a higher population of Black students, and if they did leave their school for another, they tended to go to schools with an even higher proportion of Black students.[8, 9]

DEMOGRAPHIC CHARACTERISTICS BY EDUCATOR PREPARATION PATHWAY IN NC, 2018[10]

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

The History: Educators of Color in North Carolina

Prior to the landmark civil rights case, *Brown v. Board of Education*, educators of color who taught in and led segregated schools were faced with low salaries, inadequate funding, old textbooks, and inferior facilities. With many states, including North Carolina, attempting to thwart the Court's mandate to desegregate "with all deliberate speed," integration did not begin in earnest until the early 1970s. States did not want to allocate the resources required to update the facilities of Black schools, leading to school closures and the firing of Black staff.[11,12] **It is estimated that the number of Black educators in the United States decreased by 31.8 percent as a result of desegregation.**[13] In fact, approximately 38,000 Black educators across the South lost their jobs following the *Brown v. Board* decision. Principals faced a similar trend, as an estimated 90 percent of Black principals in the deep south states lost their positions.[14]

North Carolina's decline in the number of educators of color was not tied solely to educators being replaced in newly integrated schools. The advent of new certification and licensure procedures all but explicitly discriminated against Black educators.[15] Beyond the increased barriers to entering and remaining in the teaching profession, Black educators sought employment opportunities outside of the education sector due to the *1964 Civil Rights Act* which prohibited racial discrimination in employment.

Prior to integration, American Indian students attended schools with Black students. American Indian educators were able to use North Carolina's pro-segregation stance to garner funding for the Haliwa-Saponi Indian School in 1957. For over a decade, American Indian students were able to learn from primarily American Indian educators in a school that served as a rallying point for the community. However, with the inevitable integration of all schools in North Carolina, American Indian educators faced the same realities as their Black peers.

1830	North Carolina state law outlawed teaching slaves to read and write. The first educators of color, regardless of their status as freedmen or slaves, sought to educate slaves despite the punishment of up to 39 lashes if caught.[16]
1865	With the end of the Civil War, organizations like the Freedmen's Bureau and the American Missionary Association worked to create schools to educate freed slaves, providing new opportunities for educated Black Americans to become educators in these new schools.
1867	St. Augustine Normal School and Collegiate Institute was founded in Raleigh to train Black teachers to serve in Black communities across North Carolina.
1901	Literacy tests were established under the administration of Governor Charles B. Aycock, creating a barrier to black male suffrage. The funding disparity between white and Black schools widened, resulting in decreased resources for Black schools and a decrease in the salaries of educators of color who taught in these schools.[17]
1915	By 1915, the Anna T. Jeanes Fund trained and paid 36 Jeanes' supervising teachers who supported African American schools in North Carolina, more than in any other state.[18]
1954	*Brown v. Board of Education* - Landmark Supreme Court decision determined that segregated schools are unconstitutional.
1956	The state of North Carolina ratified a constitutional amendment known as the *Pearsall Plan*, decentralizing student school assignment to allow individual districts to challenge integration.
1957	Haliwa-Saponi Indian School founded in Warren County as a segregated school for American Indian students.
1964	*Civil Rights Act of 1964* enacted, ending workplace discrimination on the basis of race and opening new employment opportunities for people of color.
1966	North Carolina's *Pearsall Plan* deemed unconstitutional by federal courts.
1967	Haliwa-Saponi Indian School closed due to the integration of Warren County Schools.
1970	Only 170 Black elementary school principals employed in North Carolina, a 73 percent drop from 1963.[19]
1971	*Swann v. Charlotte-Mecklenburg Board of Education* established court-ordered busing of students as a constitutional means of desegregating public schools.
1972	More than 3,000 of North Carolina's Black educators have lost their jobs to a white educator as a result of integration.[20]
1979	North Carolina introduced an educator certification exam that critics argue is designed to discriminate against Black educators.[21] Between 1975 and 1982 there will be a 73 percent decrease in Black educators.[22]
1980	No Black superintendents remained in any of the state's 145 school districts. Sixty percent of these districts employed no Black administrators despite Black students making up 30 percent of the student body.[23]

The Imperative: Why Having a Diverse Educator Workforce Matters

Extensive research has found that a diverse educator workforce is beneficial to all students, but especially students of color. **Multiple studies have indicated that test scores improve in both math and reading in early grades when students are taught by an educator that reflects a student's racial identity; this is especially true for lower-performing Black students.**[24] Educators typically assess same-race students more positively, leading to a higher rate of placement in gifted classes for students of color when they have an educator or principal that reflects their racial identity.[25,26] This benefit continues at the high school level where students of color are more likely to enroll in a higher-level math course after geometry if they previously had at least one math educator who was Black.[27] Having one Black educator in third, fourth, or fifth grade leads to a decrease in dropout rates among Black males and an increase in likelihood that they will aspire to attend a four-year college.[28]

Beyond increases in academic achievement, studies also support the positive disciplinary impact of a diverse educator workforce. Non-Hispanic white educators are more likely to negatively assess externalizing behaviors (e.g., arguing in class, being disruptive) of Black students than an educator of color, leading to increased rates of exclusionary discipline practices.[29] **An analysis of student-level administrative data in North Carolina found that students served by educators of color exhibited increased attendance rates and fewer instances of exclusionary discipline, especially among Black students.**[30]

Educators of color often cite the importance of shared experiences that connect them to their students as a driver of their success.[31] By developing these connections with students with whom they share a racial and ethnic identity, educators can establish bonds with both students and their families. These connections manifest in student associations, as students in urban districts reported more positive perceptions of race-matching educators in terms of feeling cared for, that their schoolwork is interesting, and that there is meaningful communication and guidance offered by educators.[32]

While the most obvious impact of a diverse educator workforce pertain to students of color, the benefits of a diverse educator workforce extend to all students. In an increasingly multicultural world, racial and ethnic diversity across the educator continuum demonstrates to all students that knowledge and authority are not exclusive to one group.[33] **Experts suggest that simply taking a class with an educator of color leads white students to challenge previously held racial stereotypes, thus creating a more accepting and tolerant atmosphere for all students.**[34] Students of all races also tend to rate educators of color more positively than white educators, with students reporting that Black educators hold them to a higher standard than educators of other races.[35]

The Barriers: Recruiting, Preparing, and Retaining Educators of Color

Despite strong evidence supporting the role a racially and ethnically diverse educator workforce plays in supporting students' academic and social-emotional success, many states, including North Carolina, struggle to recruit, prepare, and retain educators of color. Beginning before potential teachers even graduate from high school, these barriers influence the decisions of current and future educators through college, new teacher induction programming, and into their career.

BARRIERS FOR EDUCATORS OF COLOR ACROSS THE EDUCATOR CONTINUUM

Recruitment	*Preparation*	*Induction*	*Retention*
• Lack of postsecondary access • Underrepresentation in educator preparation programs • Limited alternative pathways • Low salary	• Inadequate preparation for college-level material • Student loan debt • Cultural competency not embedded in faculty or curriculum • Educator certification exams	• Lack of time or access to veteran educator in the same field • Length of induction is inadequate • Lack of professional development offerings, especially classroom management • Lack of personalized support to match discipline or year(s) of service	• Unsupportive work environment • Teaching is financially unsustainable due to student debt • Lack of professional autonomy • Limited faculty decision-making influence • Poor school leadership • Placement in high-need schools • Additional non-teaching roles and responsibilities

PERCENTAGE OF STUDENTS OF COLOR AND TEACHERS OF COLOR BY LEA, 2018-19[36]

In all 115 of North Carolina's LEAs, the share of students of color exceeds the share of teachers of color. The percentage point difference between student and teacher diversity in these LEAs ranges from 6 to 58 percentage points.

LEA	% Teachers of Color	% Students of Color	Percentage Point Difference
Clay County	0%	12%	12
Graham County	0%	22%	22
Ashe County	<1%	15%	14
Yancey County	1%	17%	16
Avery County	1%	15%	15
Alleghany County	1%	27%	26
Madison County	1%	7%	6
Jackson County	1%	28%	27
Transylvania County	1%	20%	19
Mitchell County	1%	15%	13
Cherokee County	2%	15%	13
Yadkin County	2%	32%	30
Wilkes County	2%	24%	23
Haywood County	2%	14%	12
Davidson County	2%	18%	16
Surry County	2%	30%	28
Caldwell County	2%	22%	20
Macon County	2%	23%	21
Watauga County	3%	15%	13
Alexander County	3%	20%	17
Stokes County	3%	12%	9
Lincoln County	3%	23%	20
Davie County	4%	27%	23
McDowell County	4%	22%	18
Randolph County	4%	29%	25
Burke County	4%	32%	28
Polk County	5%	24%	19
Carteret County	5%	23%	18
Mount Airy City	5%	37%	32
Henderson County	5%	35%	30
Buncombe County	5%	31%	25
Rutherford County	5%	28%	23
Catawba County	5%	35%	29
Newton-Conover City	6%	54%	48
Stanly County	6%	32%	26
Dare County	6%	25%	18
Swain County	7%	34%	28
Hyde County	7%	45%	38
Mooresville City	7%	36%	28
Pender County	8%	34%	26
Camden County	8%	21%	13
Asheville City	8%	37%	29
Currituck County	8%	20%	12
New Hanover County	8%	39%	31
Cleveland County	8%	40%	32
Elkin City	9%	31%	22
Moore County	9%	37%	27
Roanoke Rapids City	10%	40%	31
Iredell-Statesville	10%	35%	25
Rockingham County	11%	39%	28
Orange County	11%	46%	34
Brunswick County	11%	35%	24
Gaston County	12%	43%	32
Asheboro City	12%	70%	58
Johnston County	12%	46%	34
Beaufort County	12%	54%	42
Columbus County	12%	49%	36
Edenton-Chowan	13%	57%	44

LEA	% Teachers of Color	% Students of Color	Percentage Point Difference
Tyrrell County	13%	62%	49
Kannapolis City	13%	68%	55
Whiteville City	13%	61%	47
Cabarrus County	13%	49%	35
Onslow County	13%	44%	30
Pamlico County	14%	37%	24
Rowan-Salisbury	14%	42%	28
Hickory City	14%	59%	45
Union County	15%	39%	24
Lee County	15%	63%	47
Craven County	16%	50%	35
Montgomery County	16%	61%	44
Chatham County	17%	49%	32
Greene County	17%	71%	54
Gates County	18%	38%	21
Martin County	18%	63%	45
Richmond County	19%	57%	38
Sampson County	19%	63%	43
Person County	19%	50%	31
Alamance-Burlington	19%	57%	37
Wake County	20%	54%	34
Pitt County	22%	64%	42
Harnett County	22%	54%	32
Caswell County	22%	50%	28
Perquimans County	24%	34%	9
Duplin County	24%	67%	43
Franklin County	24%	56%	32
Lenoir County	25%	65%	40
Chapel Hill-Carrboro City	26%	49%	23
Winston-Salem/Forsyth	27%	63%	36
Clinton City	28%	76%	48
Wilson County	28%	70%	42
Bladen County	29%	63%	34
Wayne County	30%	64%	35
Anson County	31%	68%	37
Nash-Rocky Mount	31%	70%	39
Thomasville City	32%	79%	47
Jones County	33%	53%	19
Lexington City	34%	78%	44
Charlotte-Mecklenburg	36%	72%	37
Cumberland County	37%	71%	34
Guilford County	38%	68%	31
Edgecombe County	40%	71%	31
Pasquotank County	41%	60%	19
Scotland County	42%	71%	29
Durham County	43%	81%	38
Granville County	45%	58%	13
Hoke County	54%	75%	21
Vance County	60%	84%	25
Robeson County	64%	87%	24
Northampton County	64%	90%	26
Hertford County	67%	87%	20
Warren County	68%	86%	18
Washington County	68%	88%	20
Bertie County	71%	87%	16
Halifax County	86%	96%	10
Weldon City	91%	97%	6

BARRIERS TO RECRUITMENT

Unfortunately, prospective educators of color often encounter their first barrier before they graduate from high school. Students of color are more likely to attend schools that are underfunded, low performing, and staffed with less effective educators, resulting in a lower likelihood that students of color will matriculate into postsecondary institutions.[37] Enrollment and graduation rates for postsecondary education are significantly higher for white students than other racial groups.[38]

NATIONAL POSTSECONDARY ENROLLMENT AND COMPLETION OF FOUR-YEAR DEGREE PROGRAMS, 2016[39]

RACE	POSTSECONDARY ENROLLMENT RATE	POSTSECONDARY SIX-YEAR GRADUATION RATE
Black	36%	40%
Hispanic	39%	54%
American Indian	19%	39%
White	42%	64%

BARRIERS TO PREPARATION

Prospective educators of color are disproportionately impacted by common barriers to entering the teaching profession such as the cost of attendance and passage of educator licensure exams.

Student Loan Debt

Student loan debt represents a hurdle for prospective Black and Hispanic educators as they are more likely to take out federal student loans to finance their undergraduate and graduate education. Black students in particular are likely to owe significantly more in college debt than their peers.[40] Educators of color often lack the generational wealth afforded to their white colleagues, and thus face an uphill battle in paying back their student loan debt.[41] This generational wealth gap exacerbates the issue for those who shoulder additional responsibility of supporting family members. The limited long-term earning potential and higher chance of student debt may keep educators of color from entering the profession.[42]

MEDIAN STUDENT LOAN DEBT DIFFERENCE BY RACE AMONG STUDENTS WHO TRAINED AS EDUCATORS, 2008-2012[43]
Student loan debt for white and Hispanic students who graduated with a degree in education in 2008 and applied to teach was lower four years after graduation; however, their Black peers saw an increase in loan debt over the same four year period, indicating that they were not making progress in paying off their student debt.

Educator Licensure Exams

With the exception of math educators, evidence suggests that educator licensure exams are a poor predictor for educator quality among all educators.[44] Nationally, both Black and Hispanic candidates for certification lag behind their white counterparts in pass rates, effectively barring them from a career in teaching. With respect to the elementary licensing exam, Black candidates are approximately half as likely to pass as their white peers, and just over half of all Hispanic educators who take the exam earn a passing score.[45] Students of color more consistently experience increased levels of achievement with race-matching educators, with this effect being most prominent for those who are taught by Black educators that score relatively low on the licensing exam.[46] Yet, states have sought to increase the minimum passing score for such exams in order to increase the quality of the educator workforce. Due to unequal access to foundational knowledge and lack of exposure to test-taking strategies starting in the K-12 settings, educators of color are at a disadvantage when taking educator licensing exams.[47, 48]

CANDIDATES WHO COMPLETE TEACHER PREPARATION PROGRAMS BUT DO NOT PASS LICENSING EXAMS[49]

To produce **100** white teachers, a program currently needs to enroll **133** white candidates.

Licensing pass rate for white candidates **75%**

To produce **100** Hispanic teachers, a program currently needs to enroll **175** Hispanic candidates.

Licensing pass rate for Hispanic candidates **57%**

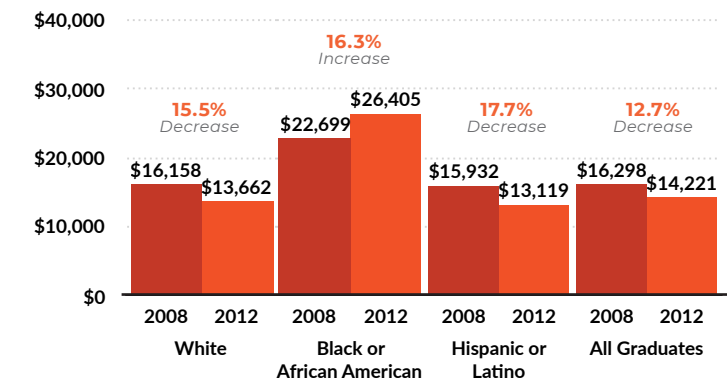To produce **100** Black teachers, a program currently needs to enroll **263** Black candidates.

Licensing pass rate for Black candidates **38%**

BARRIERS TO RETENTION

In addition to making up a disproportionately low percentage of those entering the profession, educators of color are less satisfied with their jobs and are more likely to exit the classroom.[50]

School Leadership

Across the United States, educators of color who exit the classroom citing job dissatisfaction list frustration with school administration as the most frequent determinant in their departure. This is not unique to educators of color, as the lack of professional autonomy and faculty decision-making influence are cited as the most frequent motives for leaving the classroom among all educators. However, educators of color are more likely to be placed in schools that are designated as high need and may face organizational issues like staffing limitations, insufficient funding, and increased demands for educator accountability. These additional stressors serve as drivers of dissatisfaction with their administrators, and thus educator departure.[51]

Additional Support Roles

Educators of color may also find themselves compelled to serve in additional support roles outside the scope of their position as educators. Bilingual educators often serve as a linguistic intermediary, translating official school documents and filling in as an interpreter for interactions with parents and families with no additional compensation.[52] Moreover, male educators of color often assume a disciplinarian role due to the perception that they can connect with particular students, especially Black males.[53] These additional responsibilities increase the demand on educators' time and energy, a common concern among those who exit the profession.

The Response: Improving the Pipeline for Educators of Color

Tackling the complex issue of recruiting, preparing, supporting, and retaining a racially and ethnically diverse teacher workforce requires thoughtful and intentional adjustments throughout the educator pipeline. In analyzing successful efforts nationwide, the following best practices emerged.[54]

PRIORITIZING RECRUITMENT IN TRADITIONAL EDUCATOR PREPARATION PROGRAMS

Attracting diverse candidates to educator preparation programs has proven to be a challenge nationwide. By setting enrollment goals for students of color, programs can be deliberate in embedding diversification in their recruitment

efforts. In 2017, the University of North Carolina at Pembroke introduced its **First Americans' Teacher Education (FATE) Program** which subsidizes the costs of bachelor's or master's degrees in education for 36 American Indian students over a three-year period. The program provides financial assistance to American Indian students from neighboring counties to earn their degrees and obtain certification in order to increase representation within counties with significant American Indian populations.[55,56]

Similarly, Clemson University's **Call Me MISTER** program recruits men, and particularly **men of color, to serve as elementary school educators.** The program offers tuition assistance and mentorship while in college and in the classroom and provides numerous opportunities for students to connect with professionals in the field. Since 2004, all 150 graduates of the Call Me MISTER program remain in education as a teacher or administrator, and 95 percent still work in South Carolina.[57] Due to its success, **multiple states and universities have adopted the program model**, including Tennessee and Virginia.

INVESTING IN ALTERNATIVE PATHWAYS

As alternative certification programs enroll more diverse populations than traditional educator preparation programs, these additional methods of obtaining a teaching certificate provide an opportunity to diversify the workforce.[58] These methods can include:

Educator Residency Programs

Educator Residency Programs place postgraduates in yearlong internships at a public school where they receive mentoring, coaching, and graduate-level coursework, culminating in certification.

In 2016, **North Carolina Agricultural and Technical State University**, a historically black university, introduced a **Teacher Residency program** through its School of Education to provide an alternative path to certification for **candidates working in rural environments** throughout the state. The Educator Residency program seeks to train non-traditional candidates who already have a four-year degree to teach in rural areas of the Piedmont-Triad. With a focus on culturally competent and data-driven pedagogy, this 10-month program immerses educators in the classroom full-time while they complete graduate coursework at night. Candidates must commit to working as an educator in either Randolph or Stokes county for at least three years.[59]

Grow Your Own (GYO) Programs

Grow Your Own Programs utilize multiple strategies to recruit educators of color, including targeting high school students, substitute educators, and community members to become licensed educators.

In Georgia, the **Armstrong Atlantic State University (AASU) Pathways to Teaching Program, in partnership with Savannah-Chatham County Public Schools, recruited individuals already working in high-need schools in non-instructional roles**, like paraprofessionals, secretaries, clerks, and substitute educators, to complete an education certification program. These individuals were released from work one day a week over a four-year period to engage in coursework and received 80 percent tuition scholarships, textbook vouchers, mentoring, and test preparation support. **The cohort, which was 85 percent Black, had a retention rate of 95 percent over a 10-year period**.[60]

Course articulation agreements

Course articulation agreements allow community college coursework that leads to an associate degree to count toward a bachelor's degree in a educator preparation program. These programs are especially important for Black and Hispanic students who are more likely to enroll in two-year institutions but have lower transfer rates to four-year institutions. Nationally, among all students who transferred from a two-year program, only 33.2 percent of Black students and 39.5 percent of Hispanic students transferred to a four-year institution, compared to 50.4 percent of white transfers.[61]

North Carolina is a leader in course articulation agreements, with over 11,000 students transferring community college credits to schools in the UNC System in the fall of 2018, a 27 percent increase since these agreements were introduced in 2014.[62] **Elizabeth City State University partners with local community colleges to accept a specific set of coursework in the early childhood field.** Students from Edgecombe Community College and Pitt Community College can transfer certain credits in early childhood education in order to pursue a bachelor of science in education, with a concentration in birth through kindergarten, special education, or elementary education.[63]

REMOVING FINANCIAL BARRIERS

Reducing the burden of student loan debt for students of color has the added benefit of **improving both recruitment and retention** of a diverse educator workforce. By investing in scholarship opportunities and student loan forgiveness programs, states can make the teaching profession an attractive career path for diverse applicants.

The Collaborative Urban and Greater Minnesotan Educators of Color Program provides grant funds to educator preparation programs to **recruit and subsidize the training of educators of color.** These funds finance **tuition, mentoring, exam preparation, and student teaching stipends.** Through this program, the four long-term partner universities have produced 25 percent of the total educators of color in Minnesota.[64]

REFORMING THE EDUCATOR LICENSURE PROCESS

States can maintain rigorous educator certification processes while not unnecessarily limiting access for educators of color. This can be achieved by reforming the licensing process to provide more opportunities to take the exams, subsidizing testing fees, improving the accessibility of test prep programming, and increasing accountability among educator preparation programs for licensing exams.

North Carolina has already taken steps to address state licensure exam pass rates by **allowing candidates three years to pass** the test while still being allowed to teach under a Professional Educator's Initial License. Additionally, in 2019, the legislature passed *House Bill 107*, **requiring Educator Preparation Program reporting system to disaggregate performance measures by demographics**. Doing so will increase transparency among the programs, including their ability to prepare prospective educators for licensure.

Educator preparation programs can also make intentional reforms to improve licensure pass rates. **The Academy for Educator Excellence (ATE) at the University of Texas at San Antonio,** a Hispanic Serving Institution, restructured its preparation efforts to address the needs of its students, 86 percent of whom were Hispanic. By providing students with continuous support using a cohort model and adapting its curricula to make it more culturally relevant and aligned to the state certification standards, the **ATE's licensure pass rate increased from 60 percent to 97 percent from 2002 to 2007**.[65]

PRIORITIZING INDUCTION AND MENTORING

Studies show that educator induction and mentoring programs have a positive impact on educator development and retention.[66] The state of North Carolina requires a comprehensive three-year Beginning Educator Support Program in each LEA, however these programs do not provide supplemental supports or programming for educators of color.[67] Recognizing the need for additional mentoring opportunities once educators enter the workforce, two former Charlotte-Mecklenburg educators established **Profound Gentlemen**, an organization aimed at **providing support to male educators of color in an effort to improve the academic performance of students**. The program places its members into cohorts that engage in **20 hours of mentoring and support, focusing on character development, content development, and community impact**. Educators also have access to a mobile app and one-on-one or small group support that is tailored to their needs and interests.[68]

IMPROVING SCHOOL CONDITIONS BY INCREASING DIVERSITY AMONG SCHOOL LEADERS

Strong school leadership that provides effective mentoring and high-quality professional development and preserves faculty decision-making influence is a significant indicator of retention for educators. This is particularly true for educators of color who work in schools where they are underrepresented among staff members.[69] Educators of color in rural schools are especially likely to consider administrative support when deciding whether to switch schools.[70]

One of the most direct ways to combat negative perceptions of the workplace for educators of color is to recruit and retain administrators of color. **Black educators are more likely to report feeling supported and encouraged by Black principals** than white principals, as well as **an increased level of autonomy in their classroom** and **a greater feeling of recognition** for their work. There is no such parallel for Black or white educators who work for white principals.[71]

The **New Leaders' Aspiring Principals Program** provides a **yearlong internship complete with mentorship and coaching that extends into a new principal's first year** at the helm of a school. Within the program, **64 percent of participants are educators of color**, far outpacing the national average of 20 percent.[72] Principals from this program had **positive impacts on student achievement** and **were more likely to stay in their schools for three or more years** compared to other newly placed principals.[73] With an increase in race representation and retention within the administrative workforce, educators of color are better equipped to tackle the challenges of high-need school placements.

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