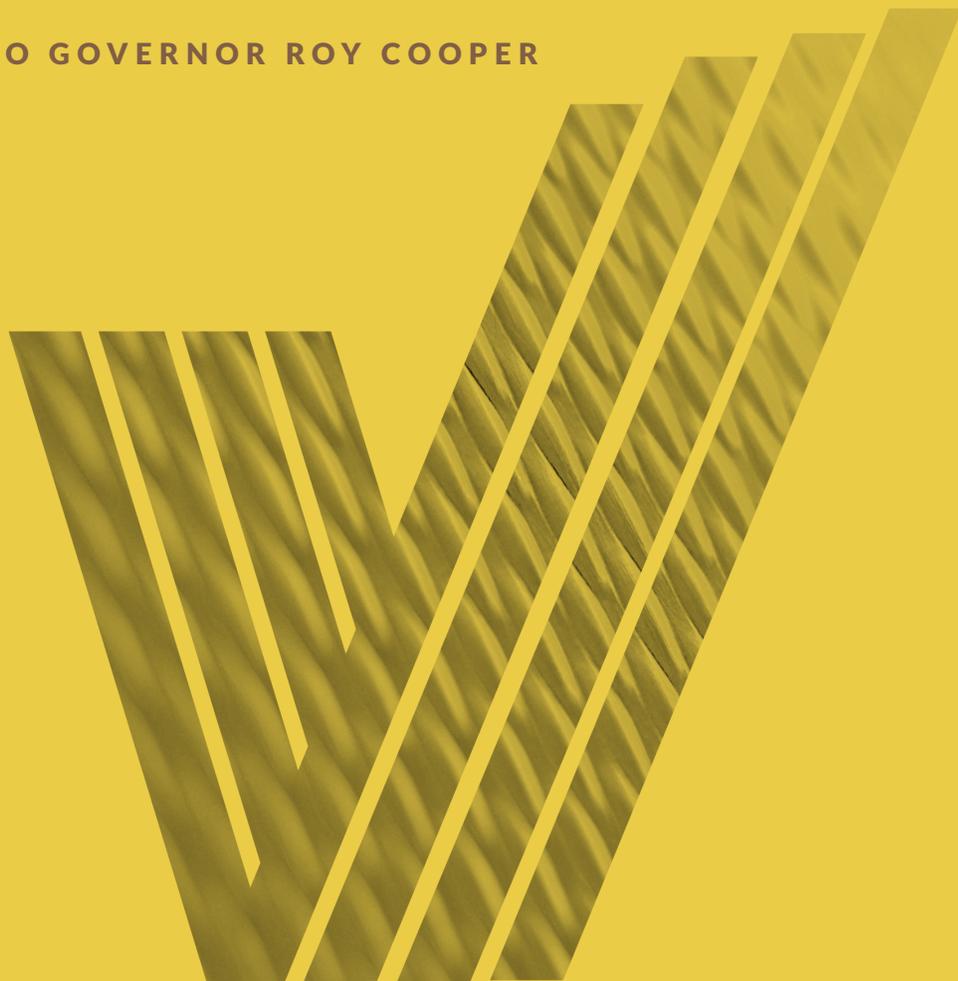




DEVELOPING A REPRESENTATIVE & INCLUSIVE VISION FOR EDUCATION

A Plan to Implement the DRIVE Task Force Recommendations to Increase the Racial, Ethnic, and Linguistic Diversity of North Carolina's Educator Workforce

PRESENTED TO GOVERNOR ROY COOPER



OFFICE OF GOVERNOR
ROY COOPER

TABLE OF CONTENTS

- 01** Letter From the Chair
- 02** Task Force Overview
- 03** Action Plan
 - 04** Recruitment and Preparation
 - 09** Support and Retention
 - 12** Monitoring and Accountability
- 14** Next Steps
- 15** Appendix A | 2021-2022 Task Force Members
- 16** Appendix B | DRIVE Task Force Norming Language And Common Definitions

Honorable Governor Roy Cooper:

Over the last several months, the members of the DRIVE Task Force have worked tirelessly to develop a plan of action that will diversify the teacher workforce in the state of North Carolina. I am honored to submit to you the next phase of our work, which is a direct result of the recommendations and strategies identified by this Task Force in January of 2021.

In these times, we must pay more attention to the words that we speak, and we must think about the influence that they have on people. We must also pay equally as much attention to our behaviors for we know that people will emulate what we do even if we say all the right things. That is why this Task Force is critically important to the future of public schools in North Carolina. As Task Force members, we are paying attention to the explicit, verbal, and nonverbal messages that occur in our K-12 learning environments, and we are calling attention to those oftentimes deeply rooted, implicit messages that are embedded within our systems, our policies, and our procedures. These are messages that may disenfranchise, marginalize, oppress, and devalue a large proportion of our students, which may lead to challenges with recruitment and retention of teachers of color and may influence the academic performance of our students of color.

As a state, our diversity is one of our greatest strengths. As our student population becomes more ethnically and racially diverse in our public K-12 schools, there is an urgency to move from recommendations to actions. We have identified the need to increase the diversity of our teaching workforce. We have shown the research that all students, especially students of color, experience benefits when taught by teachers of color. We have shared recommendations and strategies to increase the diversity of our teaching workforce, and we have now articulated and prioritized action items to advance this work.

This plan outlines specific actions that state- and local-level stakeholders must execute to create an environment and educational system that values educators of color. This work is difficult and necessary. It requires financial and human resources as well as time. This investment to transform our educational system will lead us into a bold space; one that recognizes the humanity in each other but most importantly in our students.

Sincerely,



Dr. Anthony Graham
Chair, DRIVE Task Force

Task Force Overview

Since being elected in 2016, Governor Roy Cooper has appointed the most diverse cabinet and administration in the history of the state. It is his sincere belief that government should be reflective and inclusive of the people that it serves and to that end, Governor Cooper continues to advocate for an educator workforce that better reflects the state's diverse public school student population.

Governor Cooper established the Developing a Representative and Inclusive Vision for Education (DRIVE) Task Force through Executive Order 113 on December 9, 2019. The Task Force was charged with identifying recommendations and strategies that would increase the racial and ethnic diversity of the teaching workforce in North Carolina, to prioritize equity and inclusion within our educational system in North Carolina.

The Governor announced the creation of the DRIVE Task Force at the DRIVE Summit, which was hosted by the Office of the Governor, The Hunt Institute, and the North Carolina Business Committee for Education and was focused on highlighting the need for a more diverse teaching workforce. After the DRIVE Summit, Governor Cooper appointed 34 members to the Task Force representing a wide range of stakeholders from across North Carolina.

In January 2021, the Task Force submitted to Governor Cooper the *DRIVE Final Report and Recommendations* which included 10 recommendations and 46 strategies to increase the diversity of the educator workforce in North Carolina. These recommendations were aligned to the areas of recruitment, preparation, support, and retention.

Since then, the DRIVE Task Force has continued to discuss necessary steps for implementing its recommendations for increasing educator diversity in North Carolina's public schools. In December 2021, Governor Cooper extended Executive Order 113, amending the original charge to now include the development of a plan of action.

In late 2021, the Task Force established two subcommittees to take on the continued work that Task Force members identified as necessary to implement their recommendations from the January 2021 report. Specifically, the Task Force has developed a strategic action plan with identified action items necessary to implement the Task Force's recommendations and strategies. The Task Force has also worked to engage stakeholders to continue the work of sharing the recommendations with the broader North Carolina education community.

Action Plan

In their January 2021 final report to Governor Roy Cooper, the DRIVE Task Force presented ten (10) recommendations to increase the diversity of North Carolina's educator workforce. The Task Force also compiled a list of short-term (ST: 1-2 years to implement), mid-range (MR: 2-5 years to fully implement), and long-term (LT: more than 5 years to fully implement) strategies to accompany its primary recommendations focused on educator recruitment, preparation, support, and retention. Where applicable, these strategies noted relevant State assets and funding streams that may be leveraged to facilitate implementation and maximize impact.

The Task Force was next asked to develop an action plan to address the implementation of DRIVE recommendations and strategies. While the action plan provides a framework for how to address the recommendations collectively, each of the recommendations will be carried out on their own timeline and in their own context. The recommended action steps are summarized in the report. The action steps include a reference to the applicable DRIVE recommendations and strategies.

FOCUS AREA KEY

R Recruitment **P** Preparation **S** Support



RECRUITMENT AND PREPARATION:

DEVELOP AND SUPPORT A STRONG NETWORK OF EDUCATOR PREPARATION PROGRAMS THAT MEET THE NEEDS OF FUTURE AND CURRENT EDUCATORS OF COLOR

Recommendations

Offer affordable postsecondary access through scholarships, loan forgiveness, and tuition reimbursement programs to encourage diverse people to become teachers (01).

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 (02).

Provide sustainable investments in educator preparation programs at North Carolina’s Historically Minority Serving Institutions (HMSIs) to elevate and build capacity of these institutions to increase their impact as leaders in equity-minded educator preparation (04).

Adopt evidence-based elements of successful national residency models across the State’s educator preparation programs (05).

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
R	Expose racially, ethnically, and linguistically diverse middle and high school students to the professional field of education through school based applied learning experiences and extracurricular structures in collaboration with community-based organizations that are tailored to address the unique needs of diverse students and highlight the opportunities and benefits of entering the profession. These programs/ experiences should also expose these students to post-secondary pathways in the field of education (ST 01).	<p>Expand opportunities for exploration of the teaching profession through Career and Technical Education (CTE) in middle and high school beginning with a career inventory and leading to intentional engagement through high school.</p> <p>Establish Pre-College Access Programs providing academic enrichment and exposure to careers in education to learners from diverse backgrounds. Programs engage middle and high school students, increase the pipeline of educators serving the State, and enhance the access of disadvantaged and minority students to high quality educator preparation pathways.</p>	<ul style="list-style-type: none"> ➤ Department of Public Instruction ➤ Educator Preparation Programs ➤ School and District Leaders
R P S	<p>Recruit racially, ethnically, and linguistically diverse high school students into the educator pipeline by investing in programs that offer school-based courses and opportunities in education with curricula rooted in social justice and increasing postsecondary access (ST 02).</p> <p>Incentivize partnerships between institutions of higher education and school districts to create programs that offer college credit for education courses, taught in high schools, including specific investments in infrastructure and personnel within HMSIs and schools that primarily serve racially, ethnically, and linguistically diverse students to ensure they have the capacity to engage in these partnerships (MR 01).</p>	<p>Provide funding for all school districts to develop, expand, and/or implement middle and high school student recruitment programs, including career academies, the North Carolina Teacher Cadet Program, and Teaching as a Profession, which encourage students to engage with the teaching profession and enable them to receive college course credit while in high school.</p> <p>These programs:</p> <ul style="list-style-type: none"> ➤ Engage in targeted strategies to recruit racially, ethnically, and linguistically diverse high school students; ➤ Prioritize service in high schools that predominantly serve racially, ethnically, and linguistically diverse students; and ➤ Engage in partnerships with Institutions of Higher Education (IHEs) to offer college credit for high quality high school course offerings, community college course offerings, apprenticeships, hands on learning experiences, and micro-credentials. 	<ul style="list-style-type: none"> ➤ Legislature ➤ Institutions of Higher Education ➤ Educator Preparation Programs ➤ School and District Leaders

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>R</p>	<p>Expose racially, ethnically, and linguistically diverse middle and high school students to the professional field of education through school based applied learning experiences and extracurricular structures in collaboration with community-based organizations that are tailored to address the unique needs of diverse students and highlight the opportunities and benefits of entering the profession. These programs/ experiences should also expose these students to post-secondary pathways in the field of education (ST 01).</p>	<p>Expand opportunities for exploration of the teaching profession through Career and Technical Education (CTE) in middle and high school beginning with a career inventory and leading to intentional engagement through high school.</p> <p>Establish Pre-College Access Programs providing academic enrichment and exposure to careers in education to learners from diverse backgrounds. Programs engage middle and high school students, increase the pipeline of educators serving the State, and enhance the access of disadvantaged and minority students to high quality educator preparation pathways.</p>	<ul style="list-style-type: none"> ➤ Department of Public Instruction ➤ Educator Preparation Programs ➤ School and District Leaders
<p>R P</p>	<p>Recruit racially, ethnically, and linguistically diverse high school students into the educator pipeline by investing in programs that offer school-based courses and opportunities in education with curricula rooted in social justice and increasing postsecondary access (ST 02).</p> <p>Incentivize partnerships between institutions of higher education and school districts to create programs that offer college credit for education courses, taught in high schools, including specific investments in infrastructure and personnel within HMSIs and schools that primarily serve racially, ethnically, and linguistically diverse students to ensure they have the capacity to engage in these partnerships (MR 01).</p>	<p>Provide funding for all school districts to develop, expand, and/or implement middle and high school student recruitment programs, including career academies, the North Carolina Teacher Cadet Program, and Teaching as a Profession, which encourage students to engage with the teaching profession and enable them to receive college course credit while in high school.</p> <p>These programs:</p> <ul style="list-style-type: none"> ➤ Engage in targeted strategies to recruit racially, ethnically, and linguistically diverse high school students; ➤ Prioritize service in high schools that predominantly serve racially, ethnically, and linguistically diverse students; and ➤ Engage in partnerships with Institutions of Higher Education (IHEs) to offer college credit for high quality high school course offerings, community college course offerings, apprenticeships, hands on learning experiences, and micro-credentials. 	<ul style="list-style-type: none"> ➤ Legislature ➤ Institutions of Higher Education ➤ Educator Preparation Programs ➤ School and District Leaders

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
R	<p>Launch a Statewide marketing campaign (or partner with existing campaigns focused on educator recruitment and retention) to highlight the stories of successful educators of color, incorporate the social justice element of education, elevate the teaching profession, introduce programs that are working to increase educator diversity (especially at HMSIs), and guide potential educators to the resources needed to enter the pipeline. Materials should be differentiated for high school and college students, and career changing professionals (ST 03).</p>	<p>Establish and/or expand upon existing work to develop a clearinghouse of scholarships, loan forgiveness programs, and tuition reimbursement programs accessible to all prospective students and current students to improve access and reduce the disproportionate financial burden incurred by aspiring educators of color.</p> <p>Review available State and local financial incentive programs, scholarships, loan forgiveness programs, and recruitment efforts to ensure they are strategically, effectively, and adequately recruiting, enrolling, supporting, and graduating students of color.</p> <p>In accordance with the review described above, seek additional resources, policy changes, and/or programmatic changes to State and local financial incentive programs, scholarships, loan forgiveness programs, and recruitment efforts to ensure they are strategically, effectively, and adequately recruiting, enrolling, supporting, and graduating students of color.</p>	<ul style="list-style-type: none"> ➤ Office of the Governor ➤ State Board of Education ➤ Department of Public Instruction ➤ School and District Leaders
R	<p>Address the racial disparities in college access in North Carolina by providing an adequate number of school counselors and advisors and focused training for school counselors and advisors so they are better positioned to guide students of color into career opportunities within the field of education and postsecondary pathways more broadly, including college credit-bearing courses (ST 04).</p>	<p>Provide adequate funding to allow all school districts to hire and retain school counselors and college and career advisors to meet nationally recommended ratios.</p> <p>Provide training and resources for middle school counselors to be well-positioned to guide students of color into career exploration in the field of education and into postsecondary pathways more broadly.</p> <p>Ensure all high school counselors and college and career advisors have and utilize the resources, professional learning opportunities, and support necessary to encourage students of color to enter teaching, including information about multiple opportunities and pathways into the teaching profession and culturally sustaining practices.</p>	<ul style="list-style-type: none"> ➤ Legislature ➤ Department of Public Instruction ➤ School and District Leaders

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
P	<p>Provide timely, coordinated, culturally responsive, equitable, and advocacy-based advising and support for students enrolled in teacher preparation transfer pathways, with advisors at both the community college and four-year Institution of Higher Education (IHE) level, to ensure that candidates are academically and financially on track to transfer. This may include developing joint advising programs between advisors from two- and four-year institutions to ensure consistency of supports (ST 05).</p>	<p>Provide funding for a sufficient number of counselors and advisors at school districts, community colleges, and universities specifically trained to serve as a bridge between high schools, two-year programs, and four-year programs and to support the successful transfer and completion of students of color.</p> <p>Provide the resources necessary to support the successful transfer of students of color, including:</p> <ul style="list-style-type: none"> ➤ Spring course to prepare students for the summer and fall transition period; ➤ Summer bridge program; and ➤ Stipends and financial aid counseling to ensure students can successfully transition and have the resources to purchase textbooks and other resources. 	<ul style="list-style-type: none"> ➤ Legislature ➤ Community College System ➤ Educator Preparation Programs ➤ School and District Leaders
R P	<p>Continue to support the development and proliferation of streamlined pathways from community colleges to educator preparation programs through course articulation agreements, especially for education courses, to strengthen the pedagogical offerings of transfer pathways for aspiring educators of color. This can also include expanding opportunities for dual admission to both community college and four-year institutions for these aspiring educators (ST 06).</p>	<p>Provide resources and support to preparation partnerships to:</p> <ul style="list-style-type: none"> ➤ Develop and expand high quality teacher recruitment and development programs for aspiring educators of color, such as TAs to Teachers, Troops to Teachers, Pathway to Practice, and Teacher Early Colleges. ➤ Provide resources and support to develop and expand successful, research-based educator preparation partnership programs, including dual enrollment, apprenticeships, Grow-Your-Own, and 2+2 programs for aspiring educators of color in all regions of the State. ➤ Provide resources and support to develop high quality residency programs for aspiring educators of color that provide support for faculty advising, teacher tuition and stipends, and ongoing induction support. 	<ul style="list-style-type: none"> ➤ Legislature ➤ Office of the Governor ➤ Department of Public Instruction ➤ Community College System ➤ Education Preparation Programs ➤ School and District Leaders ➤ Community Organizations ➤ Philanthropy
R P	<p>Offer grant programs for districts, or a consortium of districts, to develop Grow Your Own Programs, especially teacher residency models and teacher mentorship and retention programs, dedicated to increasing the diversity of the educator workforce (MR 02).</p>		

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>R</p> <p>R</p>	<p>Reallocate resources to intentionally recruit first- and second-year college students into educator preparation programs (with a focus on students of color). This may include employing dedicated recruiters that reflect the racial and ethnic diversity of the desired candidates for IHE-based and alternative certification programs (ST 07).</p> <p>Reduce the financial burden of postsecondary access by offering scholarships, loan forgiveness, or tuition reimbursement programs that demonstrate they effectively prepare and place educators of color (MR 03).</p>	<p>Increase the number of Teaching Fellows programs each year to include high quality programs that serve additional regions of the State and additional minority-serving institutions. In addition:</p> <ul style="list-style-type: none"> ➤ Authorize the Teaching Fellows Commission to expand eligible certification areas beyond STEM and special education to address significant vacancies in the State; ➤ Provide planning, training, and ongoing support for program leaders and Fellows, including training on topics such as culturally-responsive teaching, teaching students with disabilities, and trauma-informed teaching; ➤ Implement targeted recruitment strategies that inform and attract candidates of color to apply to be Teaching Fellows; and ➤ Revise the North Carolina Teaching Fellows program to incorporate benchmarks for the recruitment and selection of racially, ethnically, and linguistically diverse candidates. <p>Increase awareness of education preparation course offerings through North Carolina’s Career & College Promise program, especially in communities of color.</p> <p>Expand the UNC System’s North Carolina Promise program to include additional colleges and universities, especially HMSIs.</p> <p>Provide resources and support to develop high quality residency and apprenticeship programs for aspiring educators of color that provide support for faculty advising, teacher tuition and stipends, and ongoing induction support.</p>	<ul style="list-style-type: none"> ➤ Legislature ➤ State Board of Education ➤ Department of Public Instruction ➤ University of North Carolina ➤ Community College System ➤ Education Preparation Programs ➤ School and District Leaders
<p>P</p>	<p>Increase the diversity of teacher education faculty, mentor teachers, and other professional staff involved in the preparation of candidates by addressing institutional biases and gatekeeping mechanisms that may disadvantage candidates of color. Simultaneously, institutions should offer ongoing professional development for all faculty on diversity, equity, and inclusion to address bias and foster a culture that is receptive to discussions of power, privilege, prejudice, discrimination, stereotypes, race, and gender (MR 06).</p>	<p>Provide sustainable investments in educator preparation programs at HMSIs dedicated to:</p> <ul style="list-style-type: none"> ➤ Building advancement and development infrastructure unique to EPPs that will generate funding streams that increase enrollment, persistence, completion, and licensure of diverse teacher candidates; and ➤ Developing pipelines of educator preparation faculty and staff of color. 	<ul style="list-style-type: none"> ➤ University of North Carolina ➤ NC Independent Colleges and Universities ➤ Community College System ➤ Education Preparation Programs

SUPPORT AND RETENTION

ROBUST PATHWAYS AND SUPPORTS FOR THE ADVANCEMENT OF EDUCATORS OF COLOR

Revise the North Carolina Professional Teaching Standards to directly incorporate anti-racist, anti-bias, culturally responsive and sustaining pedagogy and require Educator Preparation Programs (EPPs) to report how they incorporate these proficiencies across their course offerings and programming (06).

Invest in State- and district level initiatives that increase the sustainability of the profession by strengthening support networks for educators of color and professional development that strengthens practice and fosters inclusive school environments (07).

Develop and sustain pathways for advancement that are tailored to the needs of educators of color (08).

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
	<p>Develop, and provide sustainable funding for support communities for pre-service educators of color such as mentoring programs, affinity groups, or cultural/linguistic programming to provide a space for reflecting on shared experiences, instances of bias, racism, marginalization, and inequitable policies to ensure candidates persist, graduate, and obtain teacher certification/licensure. These programs should also be embedded into currently existing programs including the North Carolina Teaching Fellows and New Teacher Support Program (ST 09).</p>	<p>Provide funding to develop or expand affinity networks for prospective, pre-service, and current educators of color in each region of the State.</p> <ul style="list-style-type: none"> ➤ Develop networks in partnership with educator preparation programs and embedded in existing programs such as the North Carolina Teaching Fellows program and the New Teacher Support Program. ➤ Provide supports to ensure candidates receive initial support, persist, graduate, obtain teacher certification/licensure, and continue in the profession, including: <ul style="list-style-type: none"> ➤ Induction support; ➤ Coaching; ➤ Mentoring; ➤ Access to affinity groups; ➤ Professional learning opportunities; and ➤ Cultural/linguistic programming to provide a space for reflecting on shared experiences, instances of bias, racism, marginalization, and inequitable policies. 	<ul style="list-style-type: none"> ➤ Educator Preparation Programs ➤ School and District Leaders ➤ Community Organizations
	<p>Adjust North Carolina’s teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures, in lieu of licensing exams, that are less likely to generate racial, ethnic, and linguistic disparities. This should include a study of the licensure exam exemptions brought on by COVID-19 to better understand the correlation between these exams and educator effectiveness (MR 11).</p>	<p>Conduct a study to identify evidence-based performance measures to permit teacher candidates to demonstrate competency that are less likely to generate racial, ethnic, and linguistic disparities.</p> <p>In accordance with the study described above, amend North Carolina’s teacher licensure requirements to permit teacher candidates to demonstrate competency through multiple performance measures.</p>	<ul style="list-style-type: none"> ➤ Legislature ➤ State Board of Education

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
	<p>Raise teacher salaries to be above the national average and highest in the southeast. In doing so, look to decrease the pay disparity between educators and similarly credentialed and experienced professionals in other fields (MR 14).</p>	<p>Increase salaries annually for teachers and instructional support staff to ensure salaries are above the national average, highest in the southeast, and are competitive with other career options that require similar levels of preparation, certification, and experience.</p>	<ul style="list-style-type: none"> ➤ Legislature
	<p>Significantly increase the number of educators of color who possess National Board certification by providing financial and logistical support. This includes establishing partnerships that provide financial and logistical support for educators of color seeking to complete their National Board certification. This may include establishing partnerships with IHEs, and especially HMSIs, to provide free regional professional development and application support for North Carolina’s educators of color prior to and during their application process (MR 15)</p>	<p>Provide funding for the cost of National Board certification for up to 1,000 teachers annually with priority to educators of color and educators in high poverty and low performing schools.</p> <p>Provide application support and professional development for educators of color seeking to complete National Board certification through partnerships with minority-serving institutions.</p>	<ul style="list-style-type: none"> ➤ Legislature ➤ State Board of Education, ➤ Department of Public Instruction ➤ Educator Preparation Programs ➤ School and District Leaders
	<p>Require comprehensive district-based induction and mentoring for educators of color in their first years of teaching. These programs should ensure novice educators of color are paired with racially, ethnically, and linguistically diverse mentors and provide compensation for school-based mentor teachers. Where diverse mentor teachers are not available, schools and districts can look to larger networks outside of their communities (or in some cases outside of the teaching profession) to find the requisite mentors. Mentors and other professional staff supporting in-service teachers should be provided with training on how to provide effective coaching, and programs should report annually on the participation in such programs at the district level (MR 16).</p>	<p>Provide funding and support for teachers with fewer than three years of teaching experience to receive evidence-based, comprehensive induction and mentoring services that utilize culturally sustaining best practices.</p> <p>Program coaches, mentors, and other professional staff supporting beginning teachers should receive training on effective coaching, instructional practices, culturally sustaining best practices, and career development and support.</p> <p>Program staff should include racially, ethnically, and linguistically diverse coaches and mentors. Where diverse coaches and mentor teachers are not currently available, schools, districts, EPPs, and organizations can develop broader networks to find the requisite mentors.</p>	<ul style="list-style-type: none"> ➤ State Board of Education ➤ Department of Public Instruction ➤ Educator Preparation Programs ➤ School and District Leaders ➤ Community Organizations

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>S R</p>	<p>Develop dedicated pipelines to school leadership roles for educators of color and provide financial support for graduate coursework for those seeking to acquire administrative credentials. To do so, prioritize the optional Title II, three percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development with a focus on clinical experiences in diverse contexts and fostering supportive and equity-driven school leadership (MR 22).</p>	<p>Provide incremental funding increases to allow the North Carolina Transforming Principal Preparation Program (TP3) and Principal Fellows Program to prepare 300 new principals annually.</p> <p>Through the North Carolina Principal Fellows Program and North Carolina school administrator preparation programs, recruit and prepare candidates that better match the racial, ethnic, and linguistic diversity of the State's student population.</p> <p>Provide funding and resources to expand professional learning opportunities for district and school administrators, including:</p> <ul style="list-style-type: none"> ➤ Equity training for all district and school leaders; ➤ Training and ongoing support for school board members focused on the needs of successful schools and turnaround schools; ➤ Mentorship and individualized coaching for novice principals and for experienced principals in high needs schools on dismantling impediments to student success in their schools; ➤ Peer support networks, such as facilitated partnership networks and rapid response hotlines that provide "just in time" assistance; and ➤ Aligned, ongoing, research driven professional learning. 	<ul style="list-style-type: none"> ➤ State Board of Education ➤ Department of Public Instruction ➤ Philanthropy
<p>S R</p>	<p>Expand and sustain career ladders for teachers, such as advanced teaching roles or micro-credentialing opportunities and ensure that these programs are designed to address institutional biases and gatekeeping mechanisms that may disadvantage candidates of color. This may include revising the funding application process for advanced teaching roles to require districts to outline deliberate efforts to ensure that educators in these roles reflect the diversity of the student body and community, and reporting on the diversity of the teachers they select as part of their end of year reporting (MR 23).</p>	<p>Provide funding and support to allow all interested school districts to implement and sustain career ladders for teachers that may include differentiated staffing, advanced teaching roles, additional compensation, and/or micro-credentials designed to address institutional biases.</p> <ul style="list-style-type: none"> ➤ Provide grants to districts to implement differentiated staffing models. ➤ Provide class size waivers and other flexibility, as necessary, to successfully implement differentiated staffing models. ➤ Provide funds to evaluate the effectiveness of differentiated staffing models and components such as, salary supplements, aligned compensation models, micro-credentials, and efforts to ensure that participating educators reflect the diversity of the student body and community. 	<ul style="list-style-type: none"> ➤ Legislature ➤ State Board of Education ➤ Department of Public Instruction ➤ School and District Leaders

MONITORING AND ACCOUNTABILITY

A SYSTEM TO MONITOR AND GUIDE DISTRICT- AND STATE-LEVEL DIVERSE EDUCATOR WORKFORCE INITIATIVES

Embed diversity goals into key performance indicators for schools and districts across the State (03).

Release an annual Statewide Educator Diversity Report that tracks North Carolina’s progress in developing and sustaining a representative educator workforce (09).

Establish an independent body to monitor North Carolina’s progress towards implementation of the Task Forces’ recommendations (10).

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>P</p>	<p>Provide sustainable investments in educator preparation programs at North Carolina’s HMSIs. These investments should come from public and philanthropic sources and could be used to establish and support HMSI-based centers to complete research and provide assistance to other EPPs as they work to institute anti-racist, culturally relevant, and sustaining pedagogy and practices, and expand New Teacher Support Programs (MR 12).</p>	<p>Establish a State-level office to support HMSIs and perform advancement functions, including securing sustainable investments in educator preparation programs.</p>	<ul style="list-style-type: none"> ➤ Legislature ➤ Institutions of Higher Education ➤ Educator Preparation Programs ➤ Community Organizations



FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>S R</p>	<p>Continue to collect, disaggregate, and report on State- and district-level (where feasible) data on educator retention, mobility, and turnover. This can include publicly reporting disaggregated reason codes for teacher attrition responses on district teacher workforce reports. In addition, State and district surveys, including the North Carolina Teacher Working Conditions Survey, should ask teachers to report on their experiences as it relates to race, diversity, and inclusion (MR 18).</p>	<p>Establish a State-level teacher recruitment entity that will increase alignment between the Department of Public Instruction, Institutions of Higher Education, Educator Preparation Programs, school districts, educators, personnel administrators, policymakers, educator support groups, workforce groups, and other partners focused on creating a cohesive strategy for recruiting a diverse, highly effective teacher pipeline.</p> <p>Consistently collect, monitor, utilize, and report timely, actionable data and research about best practices in recruitment in order to align them with North Carolina’s educator needs and resources. Adopt, amend, or expand legislation, policies, and practices in order to:</p>	<ul style="list-style-type: none"> ➤ Department of Public Instruction ➤ Institutions of Higher Education ➤ Educator Preparation Programs ➤ School and District Leaders ➤ Community Organizations
<p>S R</p>	<p>Provide resources and training to support school districts and local school boards in action planning around school-level educator retention data to improve teacher retention, especially among educators of color (MR 19).</p>	<ul style="list-style-type: none"> ➤ Develop a Statewide teacher recruitment, preparation, and retention data dashboard; ➤ Create and implement policies and systems for consistently monitoring teacher vacancy and job application data; ➤ Create clear, consistent definitions and data to develop strategic policies, programs, and practices to meet these needs; ➤ Develop, embed, and monitor Statewide diversity goals and key performance indicators; ➤ Prepare an annual Educator Diversity Report that tracks North Carolina’s progress in developing and sustaining a representative educator workforce; ➤ Collect and analyze applicant data trends to anticipate future shortages and target policies and recruitment strategies to those needs before they become a crisis; ➤ Identify the most significant barriers across the licensure process that prevent high-potential candidates from completing the process to become fully licensed; ➤ Establish benchmarks for district-level goals and accountability measures to increase the diversity of the educator workforce; and ➤ Provide resources and training to support school districts and local school boards in action planning around the school-level educator retention data to improve teacher retention, especially among educators of color. 	

FOCUS AREA(S)	GOALS (STRATEGIES)	ACTION STEPS	STAKEHOLDERS RESPONSIBLE
<p>S R</p>	<p>Develop State- and district-level action plans to identify and reform State and district policies that may disadvantage educators of color in evaluation, retention, or advancement. Ensure curriculum, learning, and work environments are inclusive and respectful of all racial and ethnic groups (MR 25).</p>	<p>Develop State- and district-level action plans to identify and reform State and district policies that may disadvantage educators of color in evaluation, retention, or advancement.</p>	<ul style="list-style-type: none"> ➤ State Board of Education ➤ Department of Public Instruction ➤ District Leaders
<p>P</p>	<p>Continuously conduct qualitative and quantitative research and internal program evaluations to better understand the outputs and outcomes of both traditional IHE-based and alternative certification-based educator preparation programs as it relates to enrollment, persistence, completion, and licensure of educators of color. Respond to these findings by setting goals, developing progress monitoring systems, and informing administrators, teachers, university faculty, and community members with “best practices” that close the opportunity gap and produce effective racially, ethnically, and linguistically diverse educators. Such evaluations should include extensive educator voice to better understand the successes and shortfalls of preparation (LT 02).</p>	<p>Conduct qualitative and quantitative research and internal program evaluations to better understand the outputs and outcomes of both traditional IHE-based and alternative certification-based preparation programs as it relates to enrollment, persistence, completion, and licensure of educators of color.</p> <p>Respond to these findings by setting goals, developing progress monitoring systems, and informing administrators, teachers, university faculty, and community members with “best practices” that close opportunity gaps and produce effective racially, ethnically, and linguistically diverse educators.</p>	<ul style="list-style-type: none"> ➤ State Board of Education ➤ NC Department of Education ➤ Institutions of Higher Education ➤ Educator Preparation Programs

Next Steps

In collaboration with the Office of the Governor, The Hunt Institute, and the North Carolina Business Committee for Education, Task Force members have also planned to host a second DRIVE Summit. The event will occur on Friday, June 17, 2022 on the campus of North Carolina A&T State University. During the DRIVE Summit, participants will learn about the DRIVE Action Plan and hear from programs from across the state that have already incorporated recommendations from the DRIVE Task Force. Participants will also have a chance to work with others to identify the next steps necessary to implement the DRIVE Task Force recommendations in their organizations.

Task Force members will continue to advocate for implementing the DRIVE recommendations. In the coming weeks Task Force members will continue to develop a communication strategy to share the DRIVE Action Plan after the 2022 DRIVE Summit. This will continue the ongoing work of advocating for a more inclusive and equitable education system that addresses the needs of all of our students in North Carolina.

Knowing that the lifetime of the Task Force is finite, the Task Force will begin to develop a sustainability plan to transition the Task Force’s work to an independent body or coalition that will continue to monitor the progress of developing a diverse educator workforce beyond the Governor’s term. Aligned with the third set of actions, this transition will be necessary to continue the ongoing work of increasing the diversity of our educator workforce and to develop and monitor progress goals at the local and state level.

In the near future, Task Force members will work with Office of the Governor staff to collaborate with the North Carolina Office of State Budget and Management to develop costings of the items outlined in the DRIVE Action Plan that will help with crafting DRIVE-related legislation heading into the 2023-24 legislative session.

Appendix A.

2021-2022 TASK FORCE MEMBERS

Chair

Dr. Anthony Graham	Winston-Salem	UNC System Representative
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Executive Committee

Dr. Bryan Abernathy	Brevard	Education Leadership Representative
Dr. Anita Alpenfels	Pinehurst	Education Leadership Representative
Dr. Van Dempsey III	Wilmington	UNC System Representative
Dr. Cherrel Miller Dyce	Elon	NCICU Representative
Dr. Lisa Mabe Eads	King	NCCC System Representative
Guy Hill	Coats	Educator Representative
Dr. Leslie Locklear	Red Springs	UNC System Representative
Sabrina Peacock	Greensboro	Educator Representative

Task Force Members

Aliyah Abdur-Rahman	Durham	Parent Representative
Yolanda Adams	Boone	Educator Representative
Creighton P. Blackwell	Morrisville	NC Community Leader Representative
Dr. Valerie Bridges	Tarboro	Education Leadership Representative
Dr. Kimberly Evans	Raleigh	Department of Public Instruction Representative
Representative James D. Gailliard	Rocky Mount	Legislative Representative
Lorena R. Gonzalez	Durham	Health and Human Services Representative
J. Wendell Hall	Ahoskie	State Board of Education Representative
Representative Zack Hawkins	Durham	Legislative Representative
Representative Ricky Hurtado	Graham	Legislative Representative
Senator Todd Johnson	Wadesboro	Legislative Representative
Ashley Kazouh	Raleigh	Education Advocacy Representative
Alfred Mays	Apex	Education Leadership Representative
Dr. Monique Perry-Graves	Charlotte	Education Advocacy Representative
N. King Prather	Cary	NC Community Leader Representative
Dr. Carlos Ramirez	Hillsborough	Education Leadership Representative
Theresa Roedersheimer	Raleigh	Health and Human Services Representative
Leah Sutton	Mt. Olive	Education Advocacy Representative
Dr. Deanna Townsend-Smith	Raleigh	Education Advocacy Representative
Dr. Leroy L. Wray, Jr.	Charlotte	UNC System Representative

Appendix B.

DRIVE TASK FORCE NORMING LANGUAGE AND COMMON DEFINITIONS¹

The ongoing reflection and discourse around language related to concepts of diversity, equity and inclusion necessitates frequent evolution and revision of commonly used terms. As a result, the DRIVE Task Force adopted the following common definitions to use as a reference and provide basic working definitions to help spur conversations and action.

While Executive Order 113 limits the focus of the DRIVE Task Force to racial and ethnic diversity, the DRIVE Task Force recognizes the importance of many other forms of diversity within the educator workforce including gender identity, sexual orientation, disability status, religion, and factors related to income level.

Access - All members of the school community have entrance into, involvement with, and full participation of resources, conversations, initiative, and choices which are attentive to heritage and community practices (Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, 41(3), 93–97.)

Admitted - In alignment with the Department of Public Instruction's presentation of these data, admitted will be used to indicate candidates who have been accepted into an EPP and have enrolled in courses. As such, admitted and enrolled will be used interchangeably throughout the report.

Anti-bias Education - An approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society, and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities. (Anti-Bias Education Glossary, Anti-Defamation League. <https://www.adl.org/education/resources/glossary-terms/what-is-anti-bias-education>)

Anti-Racist - An anti-racist is someone who is supporting an anti-racist policy through their actions or expressing anti-racist ideas. This includes the expression or ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity (Kendi, I. X., (2019). *How to be an Anti-Racist*. Random House.)

Culturally Relevant/Responsible - Recognizing, understanding, and applying attitudes and practices that are sensitive to and appropriate for people with diverse backgrounds, experiences, and perspectives (Equity and Inclusion Glossary, Minnesota State Colleges and Universities Office of Equity and Inclusion.)

Culturally Sustaining - Practices that seek to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling. (Paris, D. (2012). *Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice*. *Educational Researcher*, 41(3), 93–97.

Discrimination - Action based on prejudice toward social others (Sensoy, O., DiAngelo, R. (2017) *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. Teachers College Press. p.78.)

Diversity - Diversity refers to the wide variety of shared and different personal and group characteristics among human beings. Diversity includes many characteristics that may be visible such as race, gender, and age, and it also includes less obvious characteristics like personality style, ethnicity, ability, education, religion, job function, life experience, life style, sexual orientation, gender identity, geography, regional differences, work experience, and family situation that make us similar to, and different from, one another. (Adapted from UMass Lowell, Office of Multicultural Affairs. *Diversity and social justice: A glossary of working definitions*) For the purposes of this report, diversity will specifically refer to the racial and ethnic diversity of educators.

Educators - For the purposes of this report, the terms educators and teachers will be used interchangeably. In instances in which the Task Force considers other professionals in the education space, including administrators, school counselors, paraprofessionals, teacher assistants, or other support staff, they will be referred to using their appropriate roles.

Equity - Equity is the proportional distribution of desirable outcomes (e.g., educational, economic, social, or political opportunities) across groups (e.g., race, gender, socio-economic status, sexual orientation, etc.). Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes. (Equity and Inclusion Glossary, Minnesota State Colleges and Universities Office of Equity and Inclusion.)

¹ From Appendix B of the DRIVE Task Force *Final Report and Recommendations*

Ethnicity - An ethnic group or ethnicity is a category of people who identify with each other based on similarities, such as common ancestral, linguistic, social, cultural or national experiences. Examples of ethnic identities are Russian, Cambodian, Ethiopian, Finnish, Mexican, German etc. (Equity and Inclusion Glossary, Minnesota State Colleges and Universities Office of Equity and Inclusion.)

For the purposes of this report, racial and ethnic diversity will refer to the following race and ethnicity groups:

- American Indian and Alaska Native
- Asian and Pacific Islander
- Black or African American (Recognizing that many Black immigrant communities do not identify as African American, the Task Force will primarily use the term “Black”)
- Hispanic or Latino/a of any race
- Two or more races
- Unknown race and ethnicity

Implementation Time Frame - Recognizing that enacting recommendations and strategies that increase the diversity of the educator workforce may take many years to see tangible workforce outcomes, the timing presented within these recommendations and strategies represents estimated time to implementation.

- Short-term - 1-2 year(s) to implement with fidelity
- Mid-range - 2-5 years to implement with fidelity
- Long-term - Over 5 years to implement with fidelity

Inclusion - Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. (Equity and Inclusion Glossary, Minnesota State Colleges and Universities Office of Equity and Inclusion.)

Racism - Racism is a system of advantage based on race and supported by institutions, policies and practices that benefit dominant groups and disadvantage subdominant groups. Racism is a social expression of power and privilege. (NEA Diversity Toolkit)

Recruitment - Recruitment involves attracting diverse candidates into the educator pipeline, including high school, college students, and career changing professionals into educator preparation programs, as well as certified educators into schools across the state.

Representation - Having a presence in educational decision-making and in learning material (Mulligan & Kozlesk (2009); Chen et al, (2014)). For the purposes of this report, representation will refer to an educator workforce whose racial, ethnic, and linguistic makeup mirrors that of North Carolina’s student body.

Social Justice - A vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society. (Adams, M., Bell, L. A., & Griffin, P. (1997). Teaching for diversity and social justice: A sourcebook. New York, NY: Routledge.)

Support and Retention - Support and Retention refers to the process of inducting, developing, and sustaining educators of color in a manner that is conducive to encouraging a long-term career in education.



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