



OFFICE OF GOVERNOR
ROY COOPER

DRIVE

Developing a Representative and Inclusive Vision for Education (DRIVE) Task Force

Governor's Teacher Advisory Committee

October 25th, 2021 | 3:00pm

Purpose of the DRIVE Task Force



Task Force commissioned by
[Executive Order No. 113](#) on
December 9, 2019

34 members with administrative
support from The Hunt Institute

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

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

DRIVE Task Force Deliverables



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

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

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

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

Propose metrics & standards to evaluate success in aforementioned areas

Prioritize the recommendations for increasing educator diversity

DRIVE Report Update



- [Submitted](#) to Governor Cooper in December 2020
- Engaged with various state agencies, policymakers, educator preparation programs, and other organizations
- Legislation introduced ([H.B. 968](#))

Governor's Education Cabinet



- Leaders of state agencies (DPI, Commerce, Health and Human Services), State Board of Education, UNC System, NC Independent Colleges and Universities, NC Community College System
- The Governor has tasked each state agency to designate a DRIVE lead who will work with Task Force members to:
 - Assess existing initiatives related to four selected short-term strategies
 - Identify existing resources (e.g., human capital, budgetary) that can be leveraged to implement strategies in 1-2 years
 - Determine capacity restraints that need to be addressed in order to fully implement strategies

Strategies for Immediate Implementation



- **Short-Term Strategy #7 (p. 16)** - 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 the IHE-based and alternative certification programs (*Recruitment*)
- **Short-Term Strategy #6 (p. 16)** - 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 (*Recruitment and Preparation*)

Strategies for Immediate Implementation



- **Short-Term Strategy #5 (p. 15)** - 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 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 (*Preparation*)
- **Short-Term Strategy #16 (p. 17)** - Establish and sustain affinity groups or other professional community-based networking organizations for racially, ethnically, and linguistically diverse educators at the state, regional, and district levels. Provide state guidance and support to districts interested in developing such groups. Additionally, provide financial support to educators of color in joining national professional organizations, such as the National Association of Black School Educators, and attending national conferences (*Support and Retention*)

Future of the Task Force



- DRIVE Action Plan
- DRIVE Summit 2.0
- Engagement and education
- Sustainability