



DRIVE Task Force
Meeting Minutes
May 7, 2020

Opening

The meeting of the DRIVE Task Force was called to order at 2:00 pm on May 7, 2020 by Dr. Anthony Graham.

In attendance:

Dr. Anthony Graham, <i>Chair</i>	Dr. Kimberly Anne Evans	Dr. Deanna Townsend-Smith
Dr. Anita W. Alpenfels	Rep. James D. Gailliard	Dr. Debra Stewart
Dr. Eric C. Bracy	Rep. Zack Hawkins	Dr. Leroy L. Wray
Dr. Van O'Dell Dempsey III	Ricky Hurtado	Alexandra-Emmanuelle Zagbayou
Dr. Cherrel Miller Dyce	Ashley Mone' Kazouh	Matthew Ellinwood
Guy Ymir Hill	Alfred Mays	Dr. Chance W. Lewis
Dr. Leslie Anne Locklear	Kristy Denise Moore	Dr. Lisa Mabe Eads
Eric E. Sanchez	Rebecca A. Planchard	Sen. Todd Johnson
Sabrina Marie Peacock	N. King Prather	Lorena R. Gonzalez
Aliyah Abdur-Rahman	Dr. Claudia Sandoval	
Princess Brown		

Absent:

J. Wendell Hall
Creighton P. Blackwell

A quorum was reached.

Chair Graham delineated the mission of the DRIVE Task Force, detailing that the Task Force would meet at least four times between this meeting and the end of 2020, with each meeting addressing a specific Subcommittee topic. Any DRIVE Task Force member can attend any Subcommittee meeting. Subcommittee Chairs and assignments were introduced, as detailed below.

Subcommittee Assignments:

Recruitment: Dr. Lisa Eads (Chair), Guy Hill (Chair), Dr. Leslie Locklear (Chair), Dr. Anita Alpenfels, Rebecca Planchard, Matthew Ellinwood, Dr. Cherrel Miller Dyce, Sabrina Peacock, Dr. Chance W. Lewis, Dr. Claudia Sandoval, Dr. Deanna Townsend-Smith, Aliyah Abdur-Rahman

Preparation: Dr. Anita Alpenfels (Chair), Dr. Cherrel Miller Dyce (Chair), Eric Sanchez (Chair), King Prather, Dr. Lisa Eads, Alexandra Zagbayou, Ashley Kazouh, Dr. Debra Stewart



Support and Retention: Dr. Eric Bracy (Chair), Dr. Van Dempsey (Chair), Sabrina Peacock (Chair), Eric Sanchez, J. Wendell Hall, Dr. Kim Evans, Kristy Moore

Teacher Advisor to the Governor Latanya Pattillo emphasized the Governor's commitment to education and ensuring that the government and educators are representative of the people they serve. This Task Force will continue the work from the DRIVE Summit last year by gathering stakeholders to develop solutions that will increase representation and ensure all students receive the best education possible.

Javaid Siddiqi, President & CEO of the Hunt Institute, reiterated the importance of educators of color in improving student outcomes and the Hunt Institute's commitment to facilitating the important work of this Task Force.

2:15pm-2:45pm, Presentation 1: "The History of Racial and Ethnic Diversity Within North Carolina's Educator Workforce," James E. Ford, Executive Director, Center for Racial Equity in Education; Member, State Board of Education

James E. Ford presented on the history of institutional racism in North Carolina's education system and the historical importance of education as a path to freedom for marginalized groups. The presentation included a history of education during slavery, Reconstruction, segregation, massive resistance, white flight, busing, and the *Leandro* case.

Member Abdur-Rahman asked how many black schools existed before people came from the North to specifically prioritize the education of those who were recently emancipated. James Ford responded that it is likely difficult to get an accurate number of schools.

2:45pm-3:10pm, Presentation 2: "Looking to the Evidence: Why Having a Diverse Educator Workforce Matters," Dr. Constance Lindsay, Assistant Professor of Educational Leadership, School of Education, UNC Chapel Hill

Constance Lindsay presented on existing research that details the merits of a diverse teaching force. The presentation included the benefits to student outcomes that are observed due to a diverse teaching force, as well as places for potential policy interventions aimed at increasing teacher diversity.

Member Zagbayou asked if there are specific characteristics that students attribute to their black teachers, which would be important to know as the Task Force considers preparation and long-term support. Constance Lindsay said that research on this was not included in her data.

Member Planchard asked whether there are data to support that teacher diversity in earlier grades has a more substantial impact on students. Constance Lindsay said that this is likely, but the evidence generally supports that it is beneficial to have at least one diverse teacher during those early years.



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Member Hawkins asked if there was an understanding about which schools in NC are producing more teachers and administrators of color. Constance Lindsay said that there is a paper from the Urban Institute on EPPs nationally and whether they are representative of the school's student body. Minority-serving institutions are producing more than their fair share of educators.

Member Hill asked about the ratio of black teachers compared to black students in NC.

Member Sandoval asked if having a teacher of color will have a positive impact on the outcomes of students of any race or ethnicity other than the teacher's race or ethnicity. Constance Lindsay said there is generally not data about this, but there are some papers that look at Latinx teachers as a whole with Miami and Texas data.

Member Kazouh asked if there are any studies that find what characteristics teachers of color bring to preparation. Also, would those characteristics relate to the positive identity development of students of color once they are in the classroom? Constance Lindsay said she has not seen many studies pertaining to this, but a researcher named Donald Eason Watkins studies something similar called ethnic matching. Constance Lindsay also said there is a need to understand the actual behaviors of the teachers. Member Lewis said he could disseminate resources to help answer some of these questions.

3:10pm-3:40pm, Presentation 3: "The Current Landscape of Racial and Ethnic Diversity in North Carolina's Educator Workforce," Dr. Tom Tomberlin, Director, Educator Recruitment and Support, North Carolina Department of Public Instruction

Tom Tomberlin presented on present teacher demographics across North Carolina, according to data from the Department of Public Instruction (DPI). The presentation included comparisons of the student to teacher demographics, attrition rates by teacher race and ethnicity, and the barriers to data analysis at DPI.

Member Locklear asked about how student growth targets are measured and if it was by standardized tests. Member Hill answered that growth targets are set according to the EVAAS model based on the EOG, EOC, NCFE scores of the students.

Member Hawkins asked if this data can be disaggregated by UNC-system schools and private colleges across NC. The EPP dashboard from DPI provides this information.

Member Planchard asked Tom Tomberlin if he was confident in the reliability of these data based on the reporting of race and ethnicity, and he responded that the data is linked back to EPPs and employment and can be retroactively applied. Member Planchard also asked if early childhood educators are included in this data. Tom Tomberlin said that it is included in EPP data but not in the evaluation system or growth data. If a teacher is not teaching in a core subject, they do not have a student growth metric.



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Member Wray asked what is considered the beginning of the teacher pipeline. Tom Tomberlin said entering EPPs used to be considered the beginning, but now it is considered to start before the EPP level.

Chair Graham asked about the accountability model that exists for EPPs when it comes to diversifying those programs. Tom Tomberlin said that there is an accountability model defined for EPPs in statutes, but the State Board of Education can propose another model. The Professional Educator Preparation Standards Commission (PEPSC) is working with the State Board of Education to start defining what the new accountability model will be, and it includes a diversity measure for EPPs. It has been difficult to determine what that should look like.

The Task Force ran out of time for additional questions, and the following questions remained: Member Sandoval asked if there were incentives offered based on the marketing strategies of EPPs. Member Hill asked if the data are aggregated by gender. Member Zagbayou asked if the Task Force could get a snapshot of how schools of education are funded by the state and data that examines the causes of attrition.

Chair Graham emphasized the charge of the DRIVE Task Force under Executive Order 113. Chair Graham said that the Task Force will not just talk and converse but lead to action by preparing and submitting a report (“the Plan”) to the Office of the Governor no later than January 1, 2021. Since 1997, Chair Graham said this is the first time he has seen the state move from “interest to investment” on this issue.

Discussion:

Member Lewis asked what the time period is for short, mid-range, and long-term strategies. LaTanya Pattillo said this is up to the Task Force to decide.

Member Sandoval asked if the Task Force will receive follow up emails from Subcommittee Chairs about the time frames of the meetings and the agendas.

Member Zagbayou asked how the Task Force will ground their work around metrics. Chair Graham said this is up to the Task Force to decide.

Member Abdur-Rahman said there should be a way to create a shared vision around metrics so the Task Force can think about the different Subcommittees holistically. There should be initial conversations across Subcommittees to form this vision.

Member Evans said she would send the information about the upcoming PEPSC meeting to the Task Force. She also asked if there could be more information about what is currently happening in the pipeline across the state and if Subcommittee meetings would be public. LaTanya Pattillo said she would check if subcommittee meetings would be public, but regardless the Committee will be privy to what happens during Subcommittee meetings.

Member Mays asked if assets and sources of funding, as described in the Executive Order, would be tied to the plan or would be decided after the plan. Chair Graham said he would prefer



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that the Task Force do that work upfront and identify possible funding sources. LaTanya Pattillo added that the Task Force could examine funding structures of programs already in place.

The Task Force ran out of time for discussion, and the following questions remained: Member Hill asked if there were discussions about buy-in from LEA Superintendents on the work that the Task Force is doing. Member Hurtado emphasized the need to learn more about the role of Community Colleges in this process, including data pertaining to their challenges and opportunities related to this issue. Member Mays underscored Member Hurtado's point, saying there have been prior efforts and key contributions from Community Colleges on this topic.

Chair Graham presented the schedule for upcoming meetings and said registration information for these meetings would be sent out in the upcoming days. A link for the evaluation from this meeting was sent out in the chat.

Upcoming meetings:

Tuesday, May 19th, 10:00am-12:00pm, Recruitment Subcommittee

Tuesday, May 19th, 1:00pm-3:00pm, Preparation Subcommittee

Wednesday, May 20th, 2:00pm-4:00pm, Support and Retention Subcommittee

Tuesday, June 16th, 2:00pm-4:00pm, Task Force Meeting

Tuesday, July 21st, 2:00pm-4:00pm, Recruitment Subcommittee Meeting

Tuesday, August 18th, 2:00-4:00pm, Task Force Meeting

Adjournment

A motion was made and seconded to adjourn the meeting. The motion passed. Meeting was adjourned at 4:00pm by Anthony Graham. The next full Task Force meeting will be at 2:00pm on June 16th, 2020.