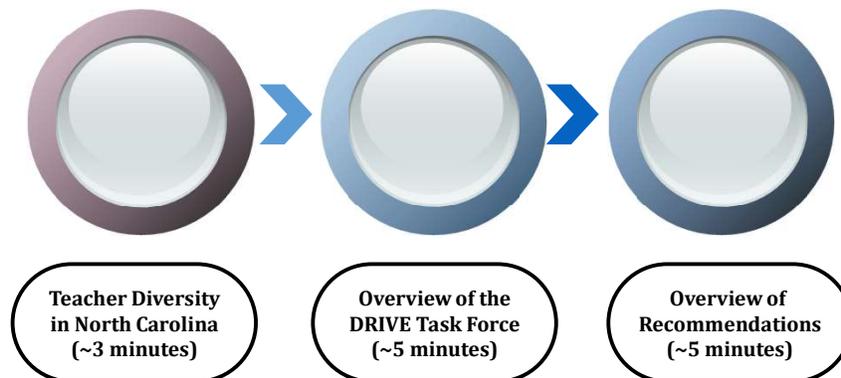


# **Governor Cooper's Task Force to Develop a Representative and Inclusive Vision for Education (DRIVE)**

A Conversation with North Carolina Education Cabinet  
Wednesday, February 10, 2021

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## **Conversation Overview**

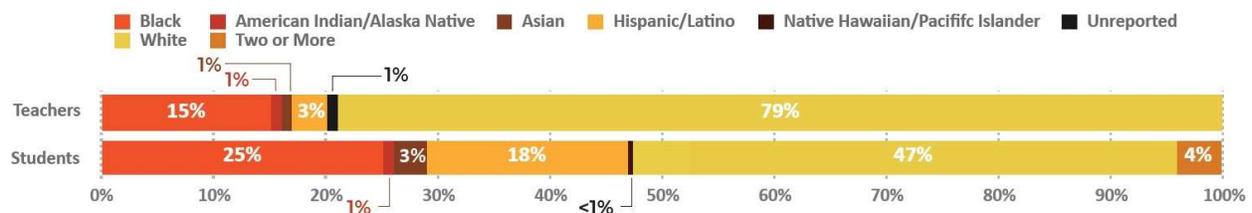


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## Understanding the Issue

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### Student and Educator Diversity in North Carolina Public Schools 2018 – 19



Source: The Hunt Institute based on data from the Department of Public Instruction.

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## Demographic Characteristics of Candidates in Educator Preparation Pathways

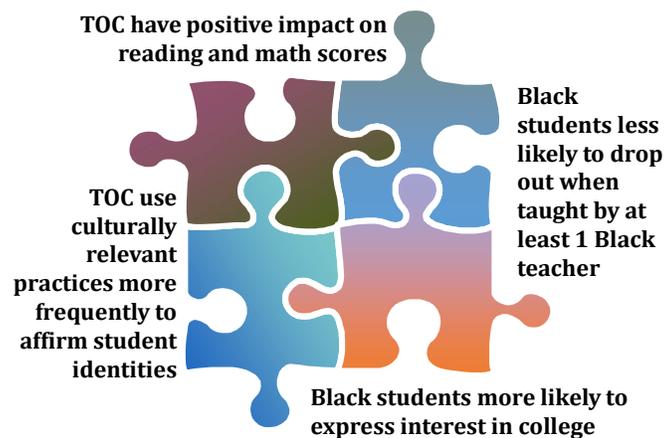
DEMOGRAPHIC CHARACTERISTICS BY EDUCATOR PREPARATION PATHWAY IN NC, 2018

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

Data Source: Higher Education Act 2019 Title II Reports National Teacher Preparation Data. Accessed by <https://title2.ed.gov/Public/Home.aspx>.

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## Teachers of Color Have Positive Impacts on All K-12 Students



Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*. Palo Alto, CA: Learning Policy Institute.

Gershenson, S., Hart, C.M., Lindsay, C.A., & Papageorge, N.W. (2017). The Long-Run Impacts of Same-Race Teachers. IZA Discussion Papers 10630, Institute of Labor Economics (IZA).

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## ***DRIVE Task Force Purpose***

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## **Purpose of the DRIVE Task Force**

Task Force commissioned by  
Executive Order No. 113 on  
December 9, 2019

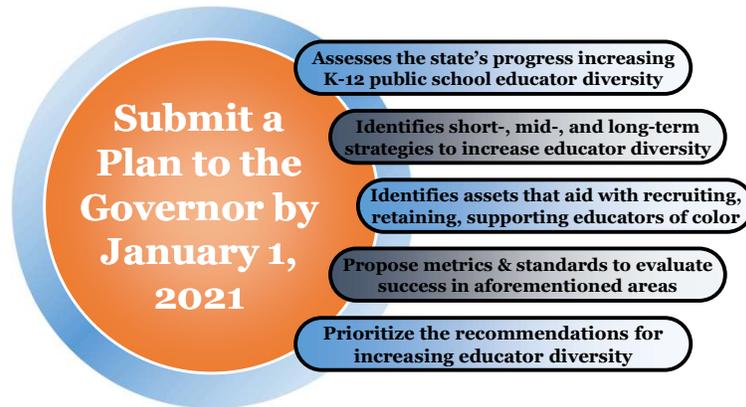
34 members with administrative  
support from the Hunt Institute

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.**

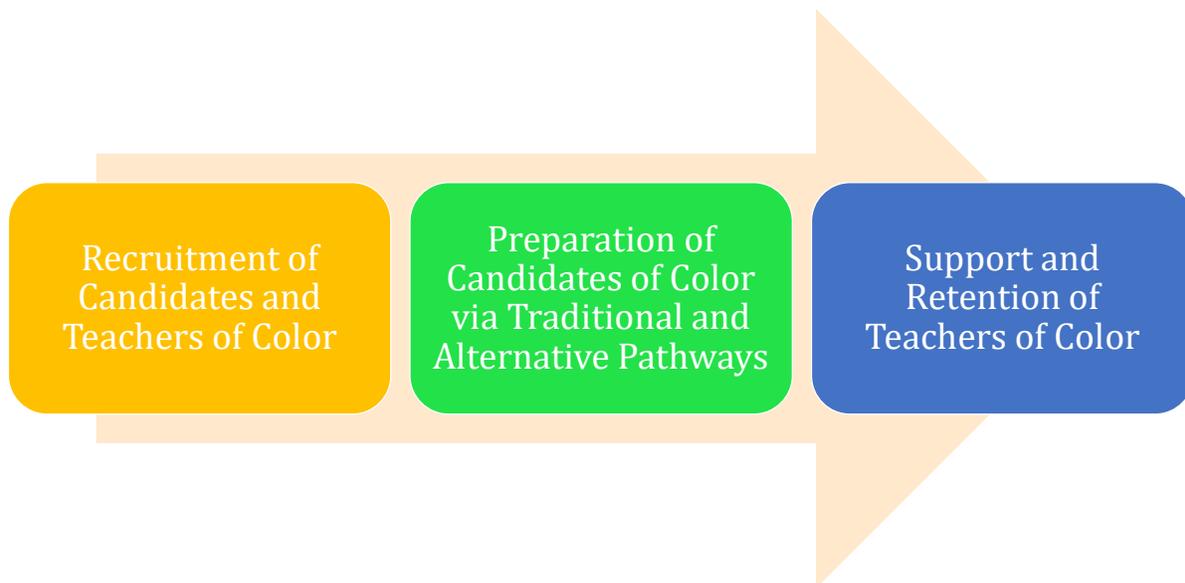
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## DRIVE Task Force Deliverables



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## Task Force Focus on the Continuum



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## *Draft Recommendations and Strategies*

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# Recommendations and Strategies



### 3 Recruitment Recommendations

Broad recommendations that focus explicitly on efforts to recruit candidates of color into EPPs and people of color into K-12 teaching

### 3 Preparation Recommendations

Broad recommendations that focus on efforts that will prepare more candidates of color through traditional and alternative pathways

### 3 Support and Retention Recommendations

Broad recommendations that focus on ways that schools, school districts, and the state can support and retain teachers of color

### 1 "Global" Recommendation

A recommendation intended to ensure implementation, assessment, and evaluation of Task Force recommendations and strategies

### Short-, Mid-, and Long-Term Strategies

A total of 46 short-, mid-, and long-term strategies or tactical actions that complement and support the 10 recommendations

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## Strategies for Immediate Implementation

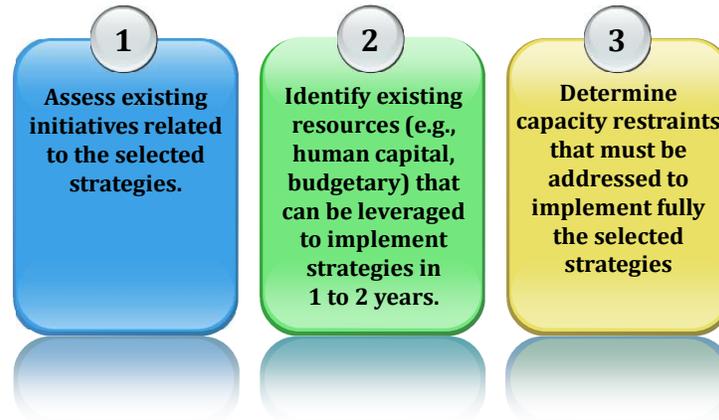
1. **Short-Term Strategy #7 (p. 16)** – Reallocate resources to intentionally recruit first- and second-year college students into educator preparation programs (with a focus on students of color). **This may include employing dedicated recruiters that reflect the racial and ethnic diversity of the desired candidates for IHE-based and alternative certification programs.** *(Recruitment)*
2. **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)*
3. **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)*
4. **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)*

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## General Q&A and Open Floor Discussion

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## Next Steps for the NC Education Cabinet



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